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UHAMKA International Conference on ELT and CALL

"Shaping new understandings of the current issues on ELT and CALL for pursuing the excellence in English teaching and learning"

Jakarta, 23-24 November 2017

Conference Proceedings

UHAMKA International Conference on ELT and CALL (UICELL) 2017

Conference Proceedings

English Education Program, Graduate School. University of Muhammadiyah Prof. DR. HAMKA (UHAMKA)

Jakarta, Indonesia 23-24 November 2017

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Message from Rector of UHAMKA

Assalamu'alaikum warahmatullahi wa barakatuh

In the name of Allah, the Most Gracious, the Most Merciful.

Let me introduce you to University of Muhammadiyah Prof. DR. HAMKA (UHAMKA). UHAMKA has been accredited 'A' (superior) by the Indonesian Ministry of Technology and Higher Education. This institution was set up on 18 November 1957 which was initially the School of Teacher's Training and Education and has thus far played an important role in educating Indonesian young generation. Since its establishment 60 year ago, UHAMKA has been greatly contributing to the improvement of human resource in Indonesia. Thousands of our alumni have filled important positions in government and private sectors.

Recently, our institution has 8 faculties: Education, Economics, Engineering, Health Sciences, Pharmacy, Social and Political Sciences, Islamic Studies, and Psychology, with 28 study programs offered to public. We have the Graduate School focusing on 8 programs: Educational Research and Evaluation, Education Administration, Management, Public Health, Indonesian Education, English Education, Social Science Education, and Elementary Education. We are now in the process of opening doctoral programs.

As the educational institution aspiring to be an international university, UHAMKA has done such efforts as conducting international seminars, sending lecturers for further education and training, conducting student exchange program, and cooperating with universities overseas.

I would be happy to serve you in the first UHAMKA International Conference on English Language Teaching (ELT) and Computer assisted language learning (CALL) - UICELL. UICELL is held to accommodate all academicians in the world to share their experiences, thoughts, research, and ideas on ELT and CALL. I hope this conference can be an event which is able to positively contribute to the future of humanity, and I hope you enjoy the conference from 23 to 24 November this year.

Wassalmualaikum warahmatullahi wabarakatuh

Jakarta, 23 November 2017

Rector

Prof. Dr. H. Suyatno, M.Pd

Welcoming Address by the Director of UHAMKA Graduate School

Bismillaahirrohmaanirrohim

In the name of Allah, Most Gracious, Most Merciful.

First of all, as the Director of Graduate School, University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), I would like to welcome all presenters and participants to the First UHAMKA International Conference on English Language Teaching (ELT) and Computer Assisted Language Learning (CALL) - UICELL.

With the mission becoming a superior graduate school in Indonesia in producing human resources having spiritual, intellectual, emotional, and social intelligences, UHAMKA graduate school divides its mission into four points: conducting qualified teaching and learning processes, conducting various research activities to develop science, conducting public community services as the implementation of research to improve the prosperity of *ummah* (people), and realizing all UHAMKA graduate school's conduct as the activity for *amar ma'ruf nahi munkar* (ordering right and prohibiting wrong).

Currently, UHAMKA graduate school - which was established in 1997 - has 8 study programs: Educational Research and Evaluation, Management, Educational Administration, Public Health, Indonesian Education, English Education, Social Science Education, and Early Education. New study programs will be opened soon, and now we are in the process of opening Doctoral programs. Since 1997, thousands of our graduates have been giving contribution to the development of this country.

As one of our missions is to conduct qualified teaching and learning processes, this international seminar is fully supported by the graduate school. This event is expected to give new insights regarding the teaching and learning of English as a foreign language learning. Besides this, we hope that this event can be the opportunity to share research and experiences among ELT practitioners.

Finally, Welcome to UHAMKA and hope you all enjoy this conference.

Jakarta, 23 November 2017

Director of Graduate Program

Prof. Dr. H. Abd. Rahman A. Ghani, M.Pd

Report by Chair of UICELL Committee

Assalamualaikum Wr. Wb.

It is a great pleasure to welcome all participants of Uhamka International Conference on ELT and CALL (UICELL) 2017. This conference is organized by the English Education graduate School of UHAMKA and held in Jakarta, the capital city of Indonesia. The program aims to give opportunities for EFL reseachers and practitioners from different contexts to disseminate their research on English Language Teaching (ELT) and Computer Assisted Language Learning (CALL) as well as to enrich their knowledge on the current issues of ELT.

We are very grateful to have outstanding scholars as conference keynote spakers to share their insights on different areas of ELT. In the keynote speeches, Dr Robert Kleinsasser will discuss the EFL Hybrid Classrooms; Prof. Fuad Abdul Hamid, Ph.D will talk about current methods in ELT; and Prof. Dr. Gunawan Suryoputro, M.Hum will highlight the assessment on ELT.

There are various specialized themes within the areas of ELT and CALL organized in this two-day conference schedule. This enables participants from different areas of expertise to develop their own expertise and build a strong research communities within the broader field of TESOL. It can in turn, lead to future innovative research with broader and more various areas of TESOL.

Indeed, the organization of such a large-scale conference of UICELL 2017 requires support and hard effort from all organizing committee team members including the conference paper reviewers, with their names enlisted in the proceedings. We would like to express our sincere gratitude to all of them who have worked really hard and make this conference happen. We would also like to thank all the participants and paper authors for their contributions to the useful knowledge exchange in this conference.

We hope this conference will be a useful personal and professional experience to every participant and is a good beginning for all participants to have further opportunities for professional collaborations.

Thank you!

Wassalamualaikum Wr. Wb.

Dr Silih Warni

Contents

Indonesian ESL Teacher's Pedagogical Content Knowledge (PCK) in Responding the Curriculum Changing

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ABSTRACT

This research is focused on the analyzing and mapping the pedagogical and content knowledge (PCK) of In-Service English High-School teachers in Indonesia in responding the Indonesian Curriculum Changing namely Curriculum 2013. This study was also conducted since the score of Teacher Competencies Test (UKG) for Indonesian ESL teacher was still low. Therefore, the questionnaire was designed and adapted from TPACK questionnaire to gather the data of Indonesian ESL Senior High School Teacher on their perception and understanding on Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical and Content Knowledge (PCK) and also their understanding on Curriculum changing (CC) that happened recently. The data showed that the result of the teacher's Pedagogical Knowledge (PK) and Content Knowledge (CK) were quite high with the score 50% which means that the teacher thought that they were quite competence on both knowledge. Meanwhile, there were more than 60% teachers believed that they were highly competence in implementing Pedagogical and Content Knowledge (PCK) on their teaching practice. However, in term of responding the curriculum change, most of the teachers gave the response as a quite competence rather than highly competence on the issue of curriculum changing. In short, this research shows the teacher's perception of their own knowledge that they had in responding on Pedagogical Content Knowledge also the new curriculum knowledge. Therefore, this research is expected to be as another supporting evidence to confirm and mapping the teacher's competences which is not only relying on the result of teacher competencies test/UKG.

Keyword: *Pedagogical, Content Knowledge, Curriculum Changing, Teacher Competencies Test(UKG)*

ABSTRAK

Penelitian ini difokuskan pada analisis dan pemetaan akan pengetahuan pedagogis dan konten (PCK) guru Bahasa Inggris English di Indonesia dalam menanggapi Perubahan Kurikulum yang terjadi di Indonesia yang bernama Kurikulum 2013. Penelitian ini juga dilakukan karena nilai akhir Tes Kompetensi Guru (UKG) untuk Bahasa Inggris di Indonesia masih rendah. Oleh karena itu, sebuah kuesioner dirancang dan dipadukan dengan kuesioner TPACK guna mengumpulkan data Guru Bahasa Inggris jenjang SMA di Indonesia perihal persepsi dan pemahaman mereka tentang Pengetahuan Pedagogis, Pengetahuan Materi Pembelajaran (CK), Pengetahuan Pedagogi dan Pengetahuan Materi (PCK) dan juga pemahaman tentang perubahan kurikulum (CC) yang terjadi akhir-akhir ini. Data menunjukkan bahwa hasil pengetahuan pedagogis guru (PK) dan pengetahuan Materi Pembelajaran bernilai 50%. Angka tersebut ditafsirkan bahwa guru tersebut merasa cukup kompeten pada kedua pengetahuan tersebut. Sementara itu, ada lebih dari 60% guru merasa sangat kompeten dalam menerapkan Pengetahuan Pedagogi dan Pengetahuan akan materi pembelajaran (PCK) pada saat mereka mengajar.. Sedangkan, dalam hal perihal perubahan kurikulum, sebagian besar guru memberi respon pada level "sangat paham" Kesimpulan dari penelitian ini menunjukkan persepsi guru terhadap pengetahuan mereka sendiri terhadap Pengetahuan Pedagogis, materi dan Pengetahuan akan perubahan kurikulum. Oleh karena itu, penelitian ini diharapkan mampu menjadi bukti pendukung lain guna mengkonfirmasi dan memetakan kompetensi guru yang tidak hanya mengandalkan hasil uji kompetensi guru / UKG.

Kata kunci: Pengetahuan Pedagogis, Pengetahuan Konten, Perubahan Kurikulumi, Tes Kompetensi Guru (UKG)

I.INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Evaluation plays an important role in teaching since by doing the evaluation, the effectiveness of the teaching can be improved. By undertaking the evaluation, teachers could both identify the student's achievement and also measure their own performance in the classroom. Evaluation can take many forms, but any process directly involves the teacher. Teacher evaluations exist to ensure teacher quality and to promote professional development (DeMatthews, 2015). However, many authors doubt whether teacher evaluation procedures are succeed in reaching this professional development goal, (Frase, 2001). Sandholtz and Scribner (2006) stated that the professional development of teachers is often separated from the problems they experience in their classroom practice. However, teacher evaluation could and should offer the missing link between the reality of the classroom and actual teacher performance improvement. Therefore, teacher evaluation should cover the condition on the classroom but also the happening issue on the education field. Indonesia, as one of develop country also needs kind of teacher evaluation to improve their teacher's quality especially in facing the curriculum changing issue. In addition, Indonesia had already changed the curriculum for about 11 times in order to face the necessity of the world. However, the changing of the curriculum unfortunately was not followed by teacher's

performance and knowledge especially in pedagogical and content knowledge (PCK). Therefore, it is needed to do mapping of Indonesia teacher knowledge particularly in pedagogical and content knowledge in order to give an appropriate training that they need in facing the curriculum changing recently. Therefore, this project aims to do mapping on teacher Pedagogical and Content Knowledge(PCK) of the Indonesian ESL teachers in facing the curriculum changing. The investigation used a self-teacher assessment since it is a powerful technique for self- improvement. (Arter, Spandel, Culham,& Pollard, 1994; McDonald & Boud, 2003;Ross, Rolheiser, & Hogaboam-Gray, 1999; Ross, Hogaboam-Gray, & Rolheiser, 2002;Ross &Starling, 2005).

B. RESEARCH QUESTION

Based on the problems above, it can be identified some of the following questions:
1. How is the percentage of the Indonesian ESL teacher's pedagogical and content Knowledge in facing the curriculum changing?
2. What is the biggest response on each factor on teacher's pedagogical and content knowledge questionnaire?

C. LITERATURE REVIEW

Essentially, evaluation is needed to improve the effectiveness of teaching since it could give a good feedback for students also teacher. Evaluation can take many forms, but any process directly involves the teacher. One of the form of evaluation for teacher is Self-Evaluation. Self-evaluation is a process whereby teachers collect the data on their own teaching effectiveness and analyze the information to consider improvement to that teaching. This process can be undertaken in a number of ways. However, the unique benefit of self-evaluation is the close involvement of teachers in the consideration of the effectiveness of their own teaching. In short, self-evaluation is a powerful technique for self- improvement (Arter, Spandel, Culham,& Pollard, 1994; McDonald & Boud, 2003;Ross, Rolheiser, & Hogaboam-Gray, 1999; Ross, Hogaboam-Gray, & Rolheiser, 2002;Ross &Starling, 2005). Regarding with the purpose of self-evaluation, the Indonesian ESL teachers were seen to do self-evaluation test since their score on Teacher Competencies Test (UKG) was not really pleased.

Teacher Competencies Test (UKG) was conducted as a basis to measure the teacher's competencies. However, the result of that test was unsatisfying since many problems appealed in conducting that test. Therefore, the teacher self-evaluation test was needed to confirm on teacher's perception of their own understanding on pedagogical, content knowledge also the happening issues on their teaching practice that is curriculum change.

In addition, the pedagogical content knowledge (PCK) plays an important role in developing teacher expertise. The concept firstly introduced by Shulman (1986) who defined Pedagogical content knowledge (PCK) as the knowledge needed to make that subject matter accessible to students (Shulman, 1986, pp. 9–10). It includes knowledge of students' subject-specific conceptions and misconceptions as well as knowledge of subject-specific teaching strategies and explanations (see also Ball et al., 2008; Borko & Putnam, 1996; Depaepe, Verschaffel, & Kelchterman, 2013). Meanwhile, Content knowledge (CK) represents teachers' understanding of the subject matter taught. According to Shulman (1986), "[t]he teacher need not only understand that something is so, the teacher must further understand why it is so" (p. 9). Thus, the emphasis is on a deep understanding of the subject matter taught. In short, Shulman's (1987) stated that content knowledge and pedagogical content

knowledge had been considered to be core components of teacher competence (Ball, Thames, & Phelps, 2008; Shulman, 1987).

However, mastery on PCK was not enough for teacher to make the teaching practice run smoothly. It is needed the knowledge of the curriculum as the guidance on teaching activity in the classroom. Hence, in Indonesia, the curriculum had already changed recently. The notion of curriculum 2013 was used to naming the newest curriculum. However, some of teachers across Indonesia had not been exposed and got sufficient training about Curriculum 2013. Therefore, this research focused on mapping the teacher PCK and Curriculum 2013 knowledge in order to give an appropriate training for the teachers across Indonesia especially in West Java Indonesia. One way to do that by distributing the teacher self-evaluation of PCK and curriculum changing questionnaire to the teacher as an effort to do mapping of teacher's understanding on PCK in facing the curriculum changing.

III. METHODOLOGY

RESEARCH DESIGN

This study used a primer data analysis from self-assessment questionnaire that used to analyse and do mapping the Indonesian ESL teachers based on their Pedagogical and Content Knowledge (PCK) also their perception on curriculum change.

SETTING and PARTICIPATIONS

The participant of this study was Indonesian English Teacher (ESL). The data collection was held on National Gathering of Senior High School English Teachers 2017 in Bandung, West Java on July 6th 2017. The population was about 200 teachers on the list. However, the questionnaire was collected only from 61 respondents as the sample of this research. The sample was dominated by Indonesian ESL teachers from Bandung, West Java Indonesia but there were 28% of sample were from different places across Indonesia such as East Java, Central Java and DKI Jakarta. The sample was mostly dominated (80%) by female teachers rather than male teachers. Regarding the education background of the sample, there were 74% teachers who graduated from Bachelor degree instead of Master degree.

DATA COLLECTION METHOD(S) AND ANALYSIS

An instrument was used in this study is in the form of self-assessment questionnaire adapted from Schmidt et al (2009) and Sahin (2011). The instrument consists of 25 items for measuring Indonesian ESL teacher knowledge of four categories/ factors namely Pedagogical Knowledge (PK), Content Knowledge (CK) ,Pedagogical Content Knowledge(PCK) and Curriculum Changing Knowledge(CC). The 25 questions on the questionnaire used Likert Scale . The Likert scale can be used to collect attitude data (Likert,1932) include the human condition (Hales,1986). In addition, simple computation by using Microsoft Excel was used to get the percentage of each categories then the descriptive analysis was conducted to explain the result of each category.

IV. FINDING(S) AND DISCUSSION

The descriptive statistics was used to analyze the percentage of each response toward each factors on the questionnaire. There were four factors was being analyzed namely pedagogical knowledge(PK), Content Knowledge(CK), Pedagogical and Content Knowledge(PCK) and Curriculum Changing Knowledge (CC). The result revealed the fact that there were 53% of the

Indonesian ESL teacher chose response number 3 which means quite competence on factor number 1 (Pedagogical Knowledge/PK). However, no one chose the response number 1 which meant that Indonesian ESL teacher quite know about what the pedagogical is also how to implement pedagogical knowledge on their teaching. The result can been seen on the following chart below
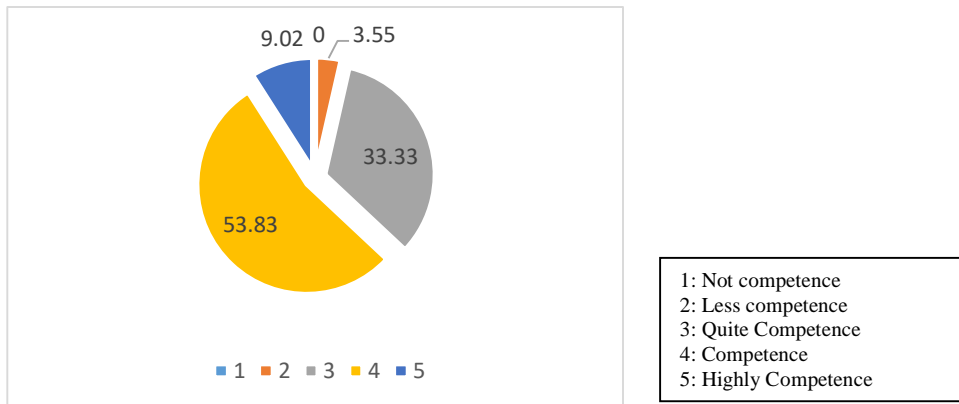

Figure 1. The chart of Pedagogical Knowledge (PK) of Indonesian ESL teacher

In addition, the response given by Indonesian ESL teacher on factor 2 (Content Knowledge/CK) showed that half of the teacher were choosing option number 4. It means that they know the content of the subject that they taught.
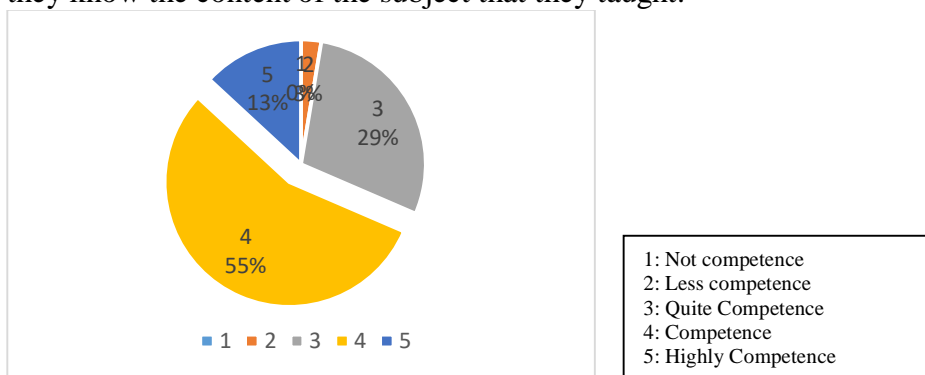

Figure 2. The chart of Content Knowledge (CK) of Indonesian ESL teacher

However, the Indonesian ESL teacher on Pedagogical and Content Knowledge were bigger than PK and CK since most of the teacher chose the response number 4 which meant that they are quite capable and know well how to implement pedagogical also content knowledge on their teaching. It can be seen on the following graph
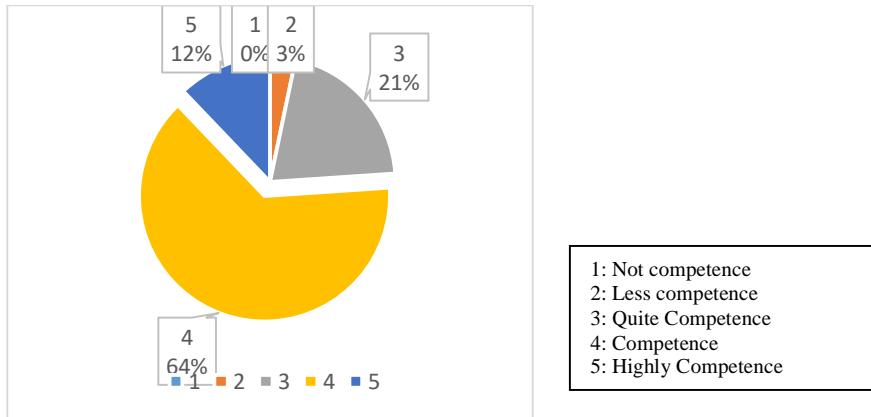
Figure 3. The chart of Pedagogical and Content Knowledge (PCK) of Indonesian ESL teacher

In term of Teacher's perspective on curriculum changing, the Indonesian ESL teacher were giving unsure response on it. Most of them chose option number 3 and 4 which mean knowing quite well on why the curriculum change also how they implement the new curriculum on their class. It is quite interesting since the number of response of option 3 and 4 were quite similar that is 41% and 42%. It can be concluded that based on the response of self-questionnaire told that most of them were quite sure in running the new curriculum on their class.
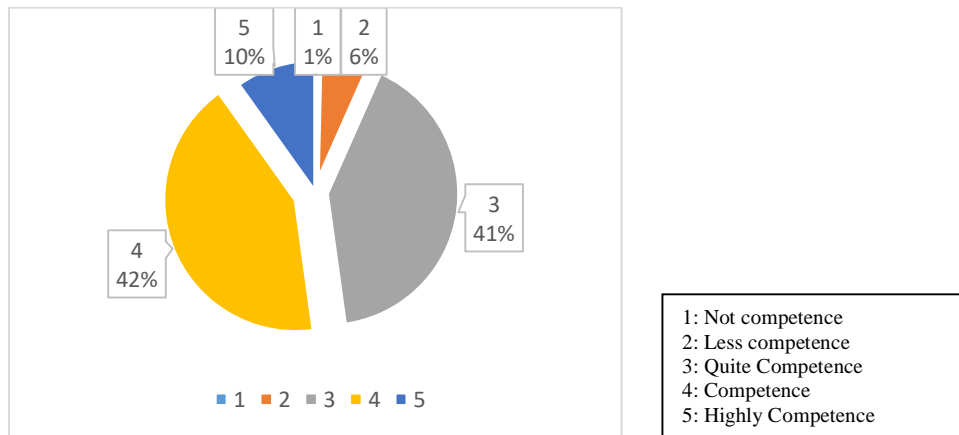

Figure 4. The chart of Indonesian ESL teacher Perspective on Curriculum Change

V. CONCLUSION

Based on the analyzing of the data on questionnaire which based on self-assessment test, it can be concluded that the Indonesian ESL teacher were having quite understanding on pedagogical knowledge(PK) as well as the content knowledge(CK). In addition, they did also believed that their Pedagogical and Content Knowledge (PCK) were really good and sufficient. Meanwhile, in term of facing the curriculum change, most of them also gave the similar response that was quite able to run and implement the new curriculum on their teaching practice.

As a conclusion, Indonesian ESL teacher's knowledge on pedagogical, content and curriculum knowledge were seen quite enough for themselves. However, the result of Teacher Competencies Test/UKG told in the different result. Therefore, there should be a further study to investigate the correlation and implication of teacher competencies test and teacher self-assessment in order to get a fact whether both of the tests were influencing each other or not.

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APPENDIX

Table 1. PCK-Curriculum survey items

Construct	Items
Pedagogical Knowledge (PK)	(1). I can use teaching methods and techniques that are appropriate for a learning environment
	(2). I can design a learning experience that is appropriate for the level of students
	(3). I can support student's learning in accordance with their physical, mental, emotional, social and cultural differences
	(4). I can collaborate with school stakeholders(students, parents, teachers, etc..) to support student's learning
	(5). I can reflect the experiences that I gain from professional development programs to my teaching process
	(6). I can support students' out-of-class work to facilitate their self-regulated learning
Content Knowledge(CK)	(7). I can express my ideas and feelings by speaking in English
	(8). I can express my ideas and feelings by writing in English
	(9). I can read texts written in English with the correct Pronounciation
	(10). I can understand texts written in English
	(11). I can understand the speech of a native English speaker easily
Pedagogical and Content Knowledge(PCK)	(12). I can manage a classroom learning environment
	(13). I can evaluate students' learning processsess
	(14). I can use appropriate teaching methods and techniques to support students in developing their language skills
	(15). I can prepare curricular activities that develop students' language skills
	(16). I can adapt a lesson paln in accordance with students' language skill levels
Curriculum Change	(17). I know the reason of curriculum changing
	(18). I know the purpose of new curriculum in teaching
	(19). I know the structure or the content of curriculum
	(20). I know how to implement the curriculum 2013 in my class
	(21). I know how to assess my students using the curriculum 2013
Impact of Implementing Curriculum 2013	(22). Using Curriculum 2013 helps the teaching process
	(23). The students are more engaged in learning process
	(24). Curriculum 2013 is easy to implement in my class
	(25). Curriculum 2013 is more complicated than the previous one