



THE EFFECTIVENESS OF INDONESIAN ENGLISH TEACHERS TRAINING PROGRAMS IN IMPROVING CONFIDENCE AND MOTIVATION

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This study intends to identify the effectiveness of the English teachers training program of elementary school English teachers in Riau province, Indonesia. The study also intends to identify the further needs of the English teachers in attending the training program. Fifty five English teachers who had attended the training program were the subjects of the study. Data were collected through a set of questionnaire that consists of five sections. The responses were analyzed by using the Statistical Package for Social Science (SPSS) 11.5. Statistical analysis was used to analyze the responses. The research findings revealed that English language training program was highly effective in terms of overall effectiveness and in improving teachers' confidence and motivation as EFL teachers. But in terms of improving the basic English knowledge as the most important aspect for being effective EFL teachers was still not effective yet. This aspect becomes the essential needs of teachers for attending the next training program as stated by the majority of teachers that they need basic English knowledge must be given early in the training program. Besides that, the teachers also claimed they need the training program should be longer (long term training) because it has proved the training was effective as the useful forum to make them effective English teachers.

Key Words: effectiveness, English teachers training program, English teachers needs, teachers training

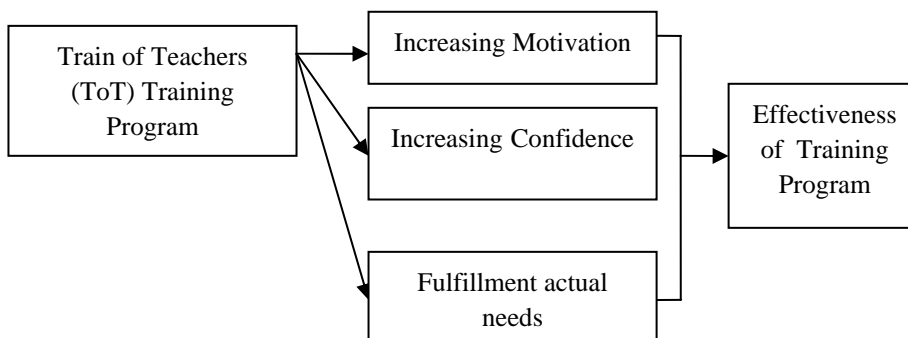
INTRODUCTION

Many Asian countries including Indonesia have serious responds to the growing need to foster communicative abilities in English where English is taught as a foreign language. The population aspiring to learn English as a Second or Foreign Language (ESL/EFL) has increased rapidly over the past decade (Philipson in Liyanage, 2003). In Indonesia as a non-speaking country, English is a foreign language context.

Perhaps in recognition of the quality issue, there is rising awareness that language teachers should be appropriately trained as teachers of English (Philipson in Liyanage, 2003) and their training program centered on the Teaching of English as a Second/Foreign Language (TESL/TEFL) at certificate, diploma, Masters or Doctoral levels. However, the majority of school teachers might not be adequately prepared to teach English; improving their English proficiency and teaching skills have thus become a matter of concern. Some of the present studies focus on teachers' English proficiency, which has been recognized as an important qualification for successful English teacher. This concern is one of Indonesia Vision 2020 for education sector. Education aims to produce students who have knowledge and skills needed in the globalization era. It is also a wish to establish Indonesia as a developed nation-state in the year 2020.

In the challenge of bringing the students to have English competency as International language, teacher must be ready to accept and adapt themselves with many kinds of changes that happen around them. Teacher is demanded to change their function as culture distributor to the students for long life learning (continuous learner). Together with this, teachers training programs and teachers career development also must be changed. Time, money and sources must be concerned to the teacher's learning and teacher's need as the adult learners.

Training program, education and development is feedback to need training. Need is process to determine whether training is needed or not. Because of that, training need is the difference of level before attending training with the achievement level after the training which is being the goal. Before doing a program, the analysis of training need is important to be determined following the training domain, i. e. knowledge, attitude and skills of the teachers.



Ultimately, high quality professional development serves to develop educators' knowledge, attitudes, skills, aspirations, and behaviours so that they may, in turn, apply what was learned to enhance classroom practice in the hopes of improving student learning (Guskey, 2000). Teachers are more likely to implement new practices well if they receive support while trying them in the classroom. That is why intensity and duration of the program are important factors in considering when designing a professional development program.

Healey (2008) had investigated about training in developing country. For him, training is a central feature of most social sector development efforts. He found that training can make public sector personnel seek out professional development opportunities that will enhance their job performance, ensure that what they learn is actually utilized on behalf of better job performance-the impact will be of minimal value to the sector it was intended to improve. Consider the needs of individual teachers when designing following up sessions. Some teachers may need more individualized support, while others may assume a leadership role and serve as a mentor. There will likely be some teachers who need additional intensive training as well as classroom support.

Since teachers will likely attend training provided by the district, region or state department of education, professional development should be thoughtfully coordinated so that efforts are not duplicated and training at the different levels does not compete for time to offer contradictory messages. Determine the topics and schedule of the district and state level professional development offering before finalizing school plan. if the state offers to improve and provide teachers with a general knowledge of effective English teacher, expand on that area by providing a more in-depth sessions.

Training program can give good impact in teacher's improvement. Allen (2007) in his research finding told that teacher training is a kind of adult learning that

needs personal process. It means that the training must give the context shape what the teachers needs and wants to learn and, to a somewhat lesser extend, when and where learning takes place. The participants must involve themselves in problem of knowledge transfer. When teachers learn new skill or attitude, they must think about the problems that will be possible occur in the class. It is also stated that training can be “transfer of learning” – an important element in any leadership development initiative. Marriam & Caffarella in Allen (2007) highlight a number of adult learning theories. One of the theories is **constructivism** which concerned with construction of reality and how individuals make meaning from experiences. Based on this theory, it is an underlined mark that what the teachers got from the training experience is the essential part of concern in planning teachers training program.

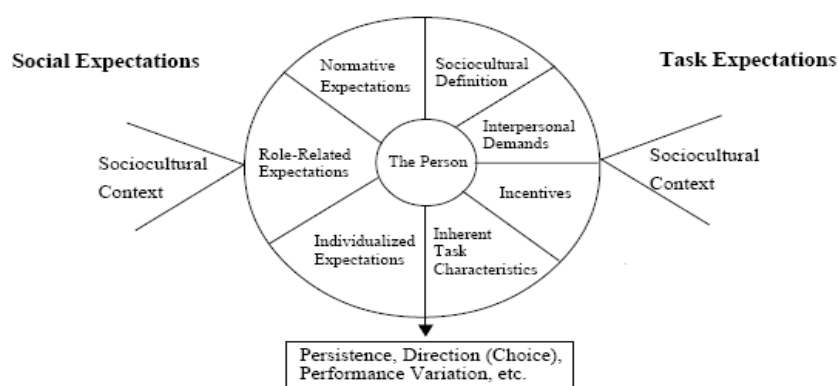
Local government in Riau district offers English as a Foreign Language (EFL) training to the English teachers who teach in the district. It should have been a requirement for the new English teachers to have English skill before starting teaching at school. The lack of teachers especially for English teachers in Riau province has caused some essential requirements was not fulfilled. Nowadays, the demand for a qualified English teacher has becoming a serious problem in educational sector since there is unsuccessful educational development. Teaching English as Foreign Language is still failed. Some teachers even do not know how to teach English well. That is why the English language training program for teachers is needed and worthwhile.

EFL training program for the teachers will also help to build a solid working relationship with teachers. According to Hull in Allen (2007), educational training gives more than a part of developing leaders rests upon the ability for the education to shape new and more productive behaviors; behaviors that have a positive effect on one’s abilities, because the schools or firms that offer strong training and development packages will attract the best teachers/staffs. Training will give confidence in teachers or workers to learn an important skill as Impact Measurement Centre (2005) says that English as Foreign Language training program can change a school or company’s culture for the better and it can show how much is the improvement after training. Gee in Allen (2007) told that training is highly important in building the teachers’ self-confidence and in improving the employee’s performance. Therefore, it has to realize that the importance of starting an EFL training program and give the whole attention to support because support is the important beginning of a successful training program. Generally, the effectiveness of language learning and language

teaching is mostly dependent on the native and quality of training programs that teacher trainees receive.

There are many evidences to suggest confidence to teach subject matter will influence teaching outcomes (Bandura, 1997). Cullen (1994) states that only a few teacher training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen, however, recognizes that in most regions of the world, especially where English is not a medium of instruction, the main interest of English teachers is the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom.

In a review of research on motivation as it is exhibited in specific contexts or situations, Maehr and Braskamp (1986) offer a 'counterbalancing perspective' to McClelland's focus of motivation. They conclude that perhaps more than we realize, we are what we are expected to be and we do what the task and our significant others allow and demand. The various theories that have sprung from research on motivation indicate the complexity of the problem of determining the possible interactions among the many components-individual differences, situational differences, social and cultural factors and cognition. In concluding their review of motivational theory, Maehr and Braskamp (1986) describe it in the figure below.



METHOD

Participants

The participants of this study were the Elementary and Secondary School teachers of Rokan Hulu District. They are identified as substitute teachers. This

research takes 55 teachers from 20 schools (one or two teachers per school) who teach in Rambah subdistrict, Rokan Hulu District, Riau (Local Educational Official, 2007). These teachers have attended English teacher training suggested by Local of Educational official under Department of National Education (*Departemen Pendidikan Nasional*), educational institutes or local universities.

Rokan Hulu is a new district in Riau province formed as new district based on UU No. 22/1999 about Autonomy Region. Pasir Pengarayan is the capital for the district. It can be categorized as a small area. Based on the latest statistic data, there are 30 elementary schools in Rambah. There are only two or three English teachers for each school. The research will only take the sample from the schools in Rambah sub district.

The training attended by English teacher was short term training (seven to ten days training). Most of these teachers have little experience or no direct contact with native English speakers in a professional context. The training provides these teachers to prepare them to teach English and to have official elementary school teaching certificates. The training aimed to give basic knowledge and understanding of teaching English, English curriculum, and English teaching methodology. In this study, questionnaires will be used as the instrument of data collection. There are five sections. The sections are classified according to the research questions:

Section A: Demographic Questionnaire

Section B: The overall effectiveness of training program

Section C: The effectiveness of training program in building teachers' confidence

Section D: The effectiveness of training program in building teachers' motivation

Section E: Future needs of the teachers (not addressed in the present training)

In this study, questionnaire will be distributed to get the respondent's information about individual, the effectiveness of teacher training experience and their perception of training needs.

As the second data collection instrument, the semi-structured interview was included with some prearranged questions suggested during a preliminary brainstorming activity. A general frame of three questions was constructed for the interview in which each participant had to provide information on three

threads that emerged across the brainstorming session: (a) participants' need of the ToT program (b) ToT Program content (c) improvement of participants' English skill after attending the training program whether the training give contribution for their confidence and motivation.

A pilot test was conducted on October 10th, 2008. The purpose of this test was to determine the reliability of the instruments and the respondents. The researcher distributed the questionnaire to thirty English teachers. Besides that, the pilot test was administered in order to identify and anticipate problems that might arise if the actual sample was to use the questionnaire. According to Miller (1991) conducting a pilot test is important in order to identify any confusions and ambiguity toward any items in the questionnaire. In this particular research, all items were easily understood by respondents and none of the items was ambiguous. The result of the pilot test was found reliable based on the value of the alpha that is 0.88. According to Madjid Konting in Marimutu (1990), the alpha value that ranges from 0.8 to 1 is identified as very strong. This is also supported by Alias Baba's (1997) reliability description.

The Description of the Reliability Classification

<i>r</i>	Reliability Description
1.00 – 0.80	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Weak
0.10 – 0.39	Very Weak

Source: Madjid Konting (1990)

Data was elicited from the questionnaire and interview. The teachers' responses to questionnaires were examined for the number of frequency and percentage by using SPSS 11.5. It will be used to draw mean to decide the score based on the measurement of score grades proposed by Katz and Kahn (1978): if the mean score is "1" or less than 2.49 then effectiveness is **low**; if the mean score is 2.5 or less than 3.99 then effectiveness is **moderate**; if the mean score is 4 or less than 5.49 then effectiveness is **high**. Finally the mean score compared to the responses given by other teachers.

Scoring Measurements

Scores	Level
1.00 – 2.49	Low
2.50 - 3.99	Moderate
4.00 – 5.49	High

Source: Katz & Kahn (1978)

Meanwhile for the interview, each data set (i.e. interview transcripts) was read for several times to gain some sense of the main ideas being expressed by selecting themes that were most relevant to the research questions of the study. The data was then coded and analyzed manually to derive generalizations, concepts or hypothesis. The interview session were held on an individual basis and lasted for 15 to 25 minutes. The interview involved only five participants. The interview transcriptions constituted the secondary data for this study.

RESULTS

From demographic data, it was 96.4% (n=53) of the respondents have more than one year teaching experience as an English teacher in elementary school level. Most of the participants, 83.6% (n=46) graduated from high school level. 7.3% (n=4) of the participants hold degree, 5.5% (n=3) had diploma and only 3.6% (n=2) of the respondents had certificate in education. So, the majority of the teachers were graduated from high school or diploma only. For the number of teachers who had professional qualifications, majority of the participants did not have teaching professional certificate. It was 90.9% (n=50) of the respondents. Only 9.1% (n=5) of the teachers who had the professional certificate as the additional qualification that they had.

English was their subject of teaching at school. 100% (n=55) of the respondents stated that they teach English as their teaching subject. None of the respondents teach other subjects besides English. In attending the training program, the total number of respondents 100% (n=55) were initiated by the local education official in Rokan Hulu district.

Quantitative Results

Simple statistical analysis was applied to the questionnaire data gathered which contains five sections. Section A consists of items pertaining to demographic information of the respondents such as name, age, gender, teaching experience, academic and professional qualification, subject teaching, and initiator institution of attending the training program as shown above in the respondents demographic.

The data from the section B consisted the items deal with overall the effectiveness of the training program, section C consisted the items of the improvement of teachers' confidence after attending the training program, section D consisted the items of the improvement of teachers' motivation and section E consisted the items of teachers' further needs in attending the further

English teachers training programs. These sections of the questionnaire were essentially the more important sections of the study. The data from questionnaire with five Likert Scales were analyzed to draw mean to decide whether the levels of confidence and motivation improvement after attending the training program is high, moderate or low. It was drawn based on the score measurements proposed by Katz and Kahn (1978) below:

Scores	Level
1.00 – 2.49	Low
2.50 - 3.99	Moderate
4.00 – 5.49	High

Source: Katz & Kahn (1978)

Overall effectiveness of the Training

Table 1: Overall effectiveness of the English teachers training program:

No	Description	N	SD	D	Net	A	SA
1	The program in general was satisfactory	55	-	3	4	37	11
2	The program objective were clear	55	-	2	5	38	10
3	Time management was properly observed	55	-	1	7	38	9
4	The program was successful in conveying new knowledge about approaches to teach	55	-	1	4	32	18
5	The program increased my understanding of how teaching English is required	55	-	1	5	27	22
6	The training program was a useful forum for exchanging and developing ideas	55	-	1	2	28	24
7	The training program was applicable to my teaching situation	55	-	2	9	21	23
8	I was fully involved in the training activities	55	-	3	7	22	23
9	The program was successful in introducing me to new ideas for teaching English	55	-	2	9	29	15
10	The handouts were useful for me	55	-	-	11	28	16
11	The overall effectiveness of the English teacher training program improved my English teaching classroom	55	-	1	6	29	19
12	My English speaking skills acquired during the training program can help for my career Advancement	55	-	1	6	23	25
13	I could serve my students better after attending the program	55	-	-	5	28	22
14	The program was effective in improving my English speaking skill	55	1	1	9	26	19

Note: No. refers to the number in the questionnaire. N=Number of responses. SA = Strongly Agree, A = Agree, Net = Neutral, D = Disagree, and SD = Strongly Disagree.

Descriptive Statistics of Overall Effectiveness

	N	Minimum	Maximum	Mean	Std. Deviation
Overall effectiveness	55	2.71	5.00	4.16	.517

From the table above, referred to the scoring measurement it can be seen that the mean score was in the range of high level. Finally, can be concluded that the overall effectiveness of the training program was positively high effective. The question no. 15 was open ended question in the questionnaire asking teachers about the training program's items which gave benefits to the teachers. There were some items; clear program objectives, qualified teaching staff(s), effective material(s), comprehensive content(s) of teaching, systematic teaching process, acquire useful skills from the training, motivating facilitators/trainers, and simple time for training. The majority of the teachers 90.9% (n=50) responded that acquiring useful skills from the training was the highest rate followed by motivating trainers 9.1% (n=5) as the lowest rate. None of the teachers chose other items except the two items which regarded as the most benefit items for them.

Effectiveness of Training in Building Teachers' Confidence

Table 2: The effectiveness of the English teacher training program in building teachers' confidence

No	Description	N	SD	D	Net	A	SA
1	After attending the training program, I am confident with my own English skill	55	-	-	5	29	21
2	After attending the training program, I feel confident in helping and teaching my students	55	-	-	4	33	18
3	After attending the training program, I feel that I can improve my English skills	55	-	-	5	30	20
4	After attending the training program, I am confident that the program will positively influence my teaching in the future	55	-	-	3	34	18
5	After attending the training program, I think the training program can help to build my confidence	55	-	-	4	31	20
6	After attending the training program, I feel more confident to teach my English class	55	-	-	5	36	14
7	After attending the training program, I could serve my students better	55	-	-	5	34	16
8	After attending the training program, I am fully confident in my English skills to teach my students	55	-	1	8	27	19
9	After attending the training program, I do not need much help or advice to teach English	55	-	2	8	30	15
10	After attending the training program, I feel confident to speak in my English class	55	-	-	4	34	17

Note. No. refers to the number in the questionnaire. N = Number of responses. SA = Strongly Agree, A = Agree, Net = Neutral, D = Disagree, and SD = Strongly Disagree.

The mean score for the section was 4.22 and standard deviation was .483. From the mean score it can be classified that the effectiveness of the training program in building teachers' confidence level was positively high. It was in the third range of 4.00 to 5.49.

Descriptive Statistic of training Effectiveness in Building Teachers' Confidence

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness in improving teachers' confidence	55	3.00	5.00	4.22	.483

Effectiveness of Training in Improving Teachers' Motivation

A high percentage of survey respondents 80% declared that their motivation in teaching English has changed after attending the training program and most of teachers have willing to attend the further training program (refer to table 4.5). To account for why their motivation changed, the teachers were requested to identify the ten items from a list of the questionnaire in section D. As can be seen from the table 4.6 below, 'learning English is useful for me for being an effective English teacher' rated the highest, at 100%, while the interest to help students' problems in learning English rated the lowest at 70.9%.

The mean score of this dimension was 4.24 and standard deviation score was .4.23. The scores showed that the training program was highly effective to improve teachers' motivation in teaching English class after attending the training program.

Table 3: The effectiveness of the English teachers training program in improving teachers' motivation

No	Description	N	SD	D	Net	A	SA
1	Learning English is useful for me for being an effective English teacher	55	-	-	-	32	23
2	My interest to learn English has increased	55	-	-	2	28	25
3	I think the teacher training program is important for teachers	55	-	-	3	23	29
4	I feel motivated to further participate in the program	55	-	-	4	26	25
5	I am interested to use English in teaching my class	55	-	-	9	21	25
6	I have the desire to teach English to my students even though my English is not strong	55	-	1	10	27	17
7	I have the desire now to motivate my students to speak English	55	-	-	9	24	22
8	I have the new desire to teach the other subjects in English.	55	-	2	13	18	22
9	I am interested to help my students' problems in learning English	55	-	2	14	20	19
10	I intend to improve my English speaking skills beyond the school's English	55	-	3	10	20	22

Note. No. refers to the number in the questionnaire. N = Number of responses. SA = Strongly Agree, A = Agree, Net = Neutral, D = Disagree, and SD = Strongly Disagree.

Descriptive Statistic of Training Effectiveness in Improving Teachers' Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness in improving teachers' motivation	55	3.50	5.00	4.24	.423

Observing the frequency counts in the table above, it can again be seen that teachers mainly agreed/strongly agreed that the training program was also highly effective in improving teachers' motivation as an English teacher.

Further Teachers Training Needs

'Their needs of basic English should be given early in the training' appeared to be the most needs with 94.6% (n=52) teachers claiming to that question, followed by 'the training should be longer' while 'the duration of training is enough for me to learn how to teach English' rates as the lowest, with only 21.8% (n=12) teachers claimed agree/strongly agree. For this section, the teachers' perception toward their further needs as an EFL teachers of the English language training program in general has identified. The results showed

that generally the respondents' belief that they need English language training program for them for being an effective English teacher.

Their responds for 'strongly agree' and 'agree' with the training program for each questions was more than 80%. Only 1.8% to 5.5% of the respondents portrayed the negative responds toward the effectiveness of the training program because they either chose 'disagree' or 'strongly disagree' when being asked about their responds of the needs in attending the training program.

Table 4: English teachers future needs in attending the training program

No	Description	N	SD	D	Net	A	SA
1	I think formal developmental training is crucial for the job	55	-	-	5	31	19
2	I need English teacher training opportunity for my career advancement	55	-	-	4	34	17
3	The training program is adequate educational English training for my future career	55	-	-	5	33	17
4	The training fulfills the skills that I need for teaching English	55	-	-	1	29	25
5	The duration of the training program is enough for me to learn how to teach English	55	-	38	5	11	1
6	I think teachers need basic English training early in the training program	55	-	-	3	27	25
7	All teachers should be given useful materials as part of the training	55	-	-	5	25	25
8	I think all teachers should be exposed to the syllabus used in the training program	55	-	-	7	23	25
9	I think the training program should be longer (long-term training)	55	-	1	16	15	23
10	I think all the teachers should be involved in the training activities.	55	-	9	18	10	18

Note. No. refers to the number in the questionnaire. N = Number of responses. SA = Strongly Agree, A = Agree, Net = Neutral, D = Disagree, and SD = Strongly Disagree.

Descriptive Statistic of Teachers' Further Needs

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness in fulfill teachers' needs	55	3.00	4.60	3.95	.354

From the frequency counts above, the mean score was 3.95 meanwhile the standard deviation was .354. It can be said then that it was classified into the moderate level of effectiveness of the training program in fulfilling the teachers' needs to become an effective English teachers.

Qualitative Results

The majority of the teachers explained that they had problems in teaching English. Five of the teachers who were involved in the interview sessions provided their own reasons of why teachers are unable to teach English effectively at the elementary level. Three of five teachers theorized that this could be for the two reasons; the differences of English and *Bahasa Indonesia* and English as foreign language context.

Below some statements of participants about their pragmatic problem in teaching English (question 1):

...the differences between English and Bahasa Indonesia in all aspects of its grammar, and vocabularies. Only Bahasa Indonesia we are fluent in, of course we try to apply the same rules to English, and so of course it doesn't work...(T1)

And another teacher explained that social attitudes was one of the biggest hindrances for them besides the lack of available resources for learning English:

...in our district, speaking English is always "saving face"...I mean when people speak English, they will feel shame because they do not want to make mistakes. They lose their face...that is a very big problem and challenge my job to encourage students to speak out...even some other teachers in school often make a joke when they heard students speak English...(T2)

...for our people here, there is a kind of attitude towards English related to status of only upper class people. So, most people try not speaking English of that fear of being laughed at...of course their attitude gives negative impact for motivation and confidence in speaking English. (T3)

...the big problem I think is that there is no good facility for the students to practice their English out of school.. yes, there are only three English courses that I know where many students take course after school. But I see there is no facility for them to practice English directly, I mean the course does not provide native speakers, they learn textbook and grammatical only. At school...we have only one English lab for more than 300 students. You can imagine how poor the condition...(T4)

There were also similar concerns from two other teachers that teaching and learning English materials provided by their local home authorities and

administrative infrastructure would limit doing at home what they had seen and practiced.

...the authorities in our country believe students need to develop grammar first, then they can communicate...so they think we have to use textbooks covering all the exercises in learning English...(T5)

In responding the second question in the interview knowledge theme that teachers expressed about their English skills and pragmatic conditions under which they would be expected to practice after attending the English language training program means that teachers would use the knowledge gained in the training by taking into account these pragmatic conditions. The teachers also told that will direct learning to ones where they supplemented other teachers and students' course in directing learning and in a somewhat related way and some also indicated will supplement students with authentic materials, or through extra reading. In terms of effectiveness of English language training program in improving teachers' confidence and motivation, the participants stated:

...frankly, the training was effective in terms of improving our confidence and motivation, but improving our English knowledge and skill was not yet successful... before attending the training, I often felt nervous before starting my English class, I was afraid if my clever students will ask difficult questions or I made mistake but now I am really motivated to solve their problem in learning English. (T2)

...I feel the training will give me positive improvement if it is continued for the next time regularly. The problem is that the training is not regular program, even till now this is the first training that I attend as long as I have been an English teacher...(T3)

...we are happy to attend the training because it was effective in improving my confidence. I do not feel shy anymore to speak English even though I still often make mistakes in class...(T4)

... We learnt a lot...most things were new...I mean I...we didn't know them. I think I will use it. I will use more communicative activities, activities like discussion and problem solving... (T5)

In terms of weaknesses of the English language training program that had attended by the participants, not different with their responds in questionnaire

data that the training program was short time training, they do not have time to know more than what the training syllabus offered. They also stated that some syllabus items should not be offered if there is further training for them. They need a lot course in the term of English skills and knowledge especially the four skills; speaking, writing, listening and reading because they need it in teaching English. Some other beliefs and opinions were also stated by participants.

...I think...we need much time for learning English in this training, we do not need knowledge of education acts because it can be learnt from some books or any other kinds of training... for next time, we need long term training...if it is possible, 1 year ...(T1)

...Yes I will attend next training if I have chance for it...but I hope next training can be the place and time for me sharpen my English. I want to be “a really English teacher”...I want to know more about basic English because my knowledge is really limited about that.. yes ..because I only graduated from high school...you know how much I know English...(T2)

...for the next training, please give us the syllabus that can make us effective English teacher, not only attend a training and going back without any improvement...please select the syllabus...give more time for learning English that can help us teaching students...(T4)

DISCUSSION

Overall Effectiveness

The majority of the teachers responded that the overall training program they had attended was **highly** effective (with the total mean score was 4.16). 90.9% (n=50) of the teachers attempted the program was successful in conveying new knowledge about approaches to teaching English, the program increased teachers' understanding of how teaching English is acquired 89.1% (n=49), the training program was applicable to teachers' teaching situation 80% (n=44), the training program was a useful forum for exchanging and developing ideas 94.5% (n=52), the program was successful in introducing to new ideas for teaching English classroom and handouts were useful 80% (n=44), the overall effectiveness of training improve teaching classroom 87.3% (n=48), skills acquired during the program can help for the career advancement 87.3% (n=48), could serve the students better 90.9% (n=50), and training can improve English speaking skills 81.8% (n=45).

The results revealed that the teachers in this study identified the training program as being a source of influence for their teaching. This referred to Richards et al's (2001) study which found that in service training program were reported by the teachers to be by far the biggest source of influence on their decision in teaching, inspiring them to change their teaching and beliefs. It means that the teacher in this study had commented that they found the experience of attending the training program is useful and informative. Generally, the training program was highly effective for the teachers for being effective English teachers. According to Guskey (2000), the effectiveness of the training program needs to be evaluated at five different levels: participants' reactions, participants' learning, organizational support and change, participants' use of new knowledge and skills, and student achievement.

The result of the program evaluation questionnaire showed that teachers reacted very favorably to the training program, highlighting many positive features of the experiences. The majority of the teachers also indicated (in the evaluation of questionnaire and interview) that they had gained new skills and knowledge as a result of participating in the professional development. In the term of the first two of Guskey's level therefore, the program appeared to have been positive.

The fourth level of evaluation related to the teachers' use of knowledge and skills attained from the professional development-the observable changes made to teachers' classroom practices. As already noted, it was more than 80% (n=43 of 55 teachers) showed the level of satisfactory. It can be concluded then that the teachers have more positive perceptions towards the effectiveness of the training program in terms of satisfaction. The overall effectiveness of the training program was positively high effective. This finding was supported by the majority responds of the open-ended question (no.15) that 90.9% (n=50) of the teachers acquired useful skills from the training program. It means that the training program must be continued because the training program was highly effective for the teachers acquiring the skills for being an effective English teacher.

For this reason, the local educational official and training planners in Rokan Hulu district need to know and make evaluation for further training program in order to have more effective results. The further training program can learn from the training that the teachers had attended.

Effectiveness of Teachers Training in Building Confidence

Most of EFL teachers could give better service to the students than before attending the training program (90.9% or n=50). Dornyei (2001) suggested that the way to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety. Here, the teachers had felt that after attending the training, there was successful for give better serve to the students. It also supported by the teachers' direct comments, they stated that there was improvement of their English speaking skill even though it was not one hundred percent successful to make them mastery in English that help them becoming more confidence in teaching English in class. In language learning, especially speaking, their confidence is one of the factors to improve their learning (Kelly and Watson, 1986).

All the items in section C asked about the teachers' thinking and experiences after attending the training. From ten questions, the majority of the teachers (more than 80%) agreed/strongly agreed with the statements of whether the training was effective in building their confidence. The total mean score was 4.22 with standard deviation was .483 and therefore classified into **high** level of effectiveness based on the score measurement table proposed by Katz & Kahn (1978). It means that the training program was highly effective in building teachers' confidence level. Then we can say that the training program was successful in achieving the objectives. In the training program teachers had discovered that as they acquired greater skill as an EFL teacher, their confidence grew and as they became more confident in their ability to speak, they would take advantage of new opportunities to speak, which would enable them to gain greater skill.

The data revealed from the interview also proved this finding that the teachers had bad social attitudes experiences toward learning English. As stated by one of the teachers:

...in our district, speaking English is always "saving face"...I mean when people speak English, they will feel shame because they do not want to make mistakes. They lose their face...that is a very big problem and challenge my job to encourage students to speak out...even some other teachers in school often make a joke when they heard students speak English...(T2)

But after attending the training program, the attitudes had changes into positive improvement where there felt fully confidence in teaching and being an English teacher. In conclusion, the more they have communicative competence, the greater confidence they have. Therefore communicative strategies will be used

as a tool to increase competence and activities are needed to enable this. However, if learners have negative attitudes towards learning, this can make it more difficult to learn (Aik & Tway, 2006, p. 30).

Effectiveness of Teachers Training in Improving Teachers' Motivation

The questionnaire data findings showed that the English language training program in Rokan Hulu district was also **highly** effective in improving EFL teachers' motivation. The mean score for this section was 4.24 and standard deviation was .423. As we see the finding from the questionnaire that teachers still want to improve their English speaking skill based on their own decisions because it is likely that the more employees intended to further their English speaking skill, the more they have motivation. It was 100% (n=55) of the teachers agreed that the training program motivated them and they were still interested to attend the next training even though by using their own money. This finding indicated that the objective can be achieved and it is very important for EFL teachers to be motivated and interested in English as their teaching subject at school because motivation is the most important factors in the success in learning English Clydasdale (2006).

All the items in the evaluation questionnaire findings implied that there were positive changes of teachers' behavior in learning English. Perhaps, before English was a traumatic subject for them but after attending the training program they became more interested in English. 96.4% (n=53) agreed that their interest to learn English has increased. It matched with Maehr and Braskamp (1986) findings that the changes in behavior are the signs of motivation. For them, motivation is a process that is embedded in the ongoing stream of behaviors.

The item of 'teachers were motivated to help students' problem' was 70.9% (n=39). It also indicated that motivation functions in the workplace (Maehr and Braskamp, 1986). It has direct applications to the concept of motivation in educational settings. The teachers' responds shows their responsibility for helping the students in learning English. It was also supported by the interview responds of the teachers:

...frankly, the training was effective in terms of improving our confidence and motivation, but improving our English knowledge and skill was not yet successful... before attending the training, I often felt nervous before starting

my English class, I was afraid if my clever students will ask difficult questions or I made mistake but now I am really motivated to solve their problem in learning English. (T2)

Even though the English language training program was effective in improving EFL teachers' confidence and motivation but it did not fulfill the maximum objectives and categories according to the framework yet. Therefore after shedding all components of the gaps and the needs there is indication that it is better to make use of the standard of practices to indicate effectiveness for the English language teacher training program. Additionally, the researcher would like to confirm that the conceptual framework presented in this study is workable as it is integrated from the relevant models and principles as well as established from the gaps and needs obtained from the English teachers and the English teacher trainees who are representative products of the program.

Meanwhile the data from the interview also found that the English language training program is effective in improving teachers' motivation in teaching English at school compared with their motivation before attending the training program. Most of the teachers feel that peaking English is being something to laugh at but after attending the training program they are motivated to teach English. They have improvement in their teaching because training mean is the teacher will have motivation to improve his/her job, the way he/she teaches or will be fresh their knowledge and information (Sarjilah, 2000). Below participants' statements:

...before attending the training, I often feel nervous before starting my English class, seems my clever students will ask difficult question or I make mistake...(T2)

...frankly, the training was effective in terms of improving our confidence and motivation, but improving our English knowledge and skill was not yet successful... before attending the training, I often feel nervous before starting my English class, seems my clever students will ask difficult question or I make mistake...(T2)

Finally it can be concluded that their motivation positively improved. They are ready for the further training or self study even though they have to spend their own money.

Further Teachers Training Needs

The finding from the English teachers through the questionnaire revealed that majority of the respondents perceived that the English compulsory courses provided for them in the program **are not sufficient** to prepare them to become English language teachers. All of these English teachers who were the respondents of the questionnaire indicated that they need to be further taught and trained. It is obvious that the program needs to take this matter into consideration in order to improve the English teaching and learning syllabus. This is because the findings were obtained from the English teachers who are themselves the product of the program. Therefore, the researcher found that it is essential that the syllabus design needs to be reviewed, revised, or revamped to help improving and developing the program implementation.

In the context of English language training program in Riau province, what the researcher can see here that the training must be made contextually responsive by gearing only one of its elements towards context-specific instruction. It means that the educational planners do not need to include many aspects of training materials that are less or not useful for the English language teachers. Alternatively, perhaps it would provide a means for them to contextually understand the “individual and societal aspect of bi and multilingualism” and “principles and practices of L2 pedagogy” that Govardhan et al (1999) regard as important content knowledge for students to acquire.

The materials given in the training, there were some materials that are not useful for the teachers in being effective English teachers at schools. It seems that the majority of the materials given in the training program do not help teachers to be master in English. Since all of the participants are English teachers at Elementary school levels in Rokan Hulu district, they should be prepared and given some useful English materials for being proficiency in English, such as the duration for speaking practice, pronunciation and debate must be added. Pronunciation is a key element of the learning of oral skills in a second language and it improves confidence in speaking English (Patchara, 2007).

English teachers often made mistakes with their pronunciation that finally the mispronunciation will be brought by the students to the next higher educational level such as secondary schools or even to university level. Stine and Bohanon (1983) has shown that children’s probability of imitation also depends on their acquisition state for the imitated material. Finally, children tend to imitate those imitations (recasts) that differ from their own initial errors. Of course this fault may become one of factors of unsuccessful teaching English in Indonesia.

English teachers also have to be given listening course by facilitating them with English listening room because they do not have chance and opportunity to have it at schools, meanwhile their job demand as English teacher ask them to be good for listening skills. Then writing or dictation course also one of the most important skills needed by the teachers since there are some students' writing assignments in English worksheet. Here an English teacher must be able to have good and correct writing or spelling. This is often becoming students' question in class especially when they hear a new word. For example the history and development of genre course need to leave since the English curriculum for elementary school level do not need it. In comparing with the materials given in the training, the trainers or educational planners need to know which one have to leave and to take as the useful training materials.

It is also evident that there were two major components that the program seriously needs to take into considerations in order to prepare the English teacher trainees to become effective teachers of English. Based on the findings from questionnaire presented above, it also shows that the English teachers who undertook English in the program were found not only insufficiently proficient in the mastery English language but also insufficiently proficient in the knowledge and the technical know how to teach English.

According to the findings where language competence and pedagogical competence were concerned, English teachers were neither communicatively competence as English language teachers. This was because based on the findings, the English teachers revealed that their present proficiency levels of the English language subject matter in the English compulsory courses were low in all the compulsory courses, therefore all the English teachers indicated that they need to further develop themselves in all the compulsory courses.

The findings from the questionnaire confirmed that there were weaknesses in the current English language teacher training program in Rokan Hulu district. These weaknesses directly affected the training of teacher graduates to become more effective teachers of English. Additionally, the findings also revealed that English teachers need more knowledge of language teaching or technical know-how. Therefore, in terms of program effectiveness, the findings reveal the perception of insufficient proficiency of the English teachers confirming that the program was not effective in preparing them to teach English language at secondary levels.

Therefore, based on the findings of questionnaire and interview, it was obvious that there were weaknesses in the existing training program and such weaknesses were identified through the needs to further development for English language training program. Thus, the findings presented above revealed that the training program was not effective in preparing English teachers to teach at elementary or secondary school level. Additionally, the findings also provide answers for the research questions of what the English teachers needs are, it was obvious by the finding that all English teachers in Rokan Hulu district need to be further taught or trained in all English compulsory courses in the English language training program.

CONCLUSION

The findings of this study have answered the research questions that the effectiveness of English teacher training program in Rokan Hulu District was high in term of improving teachers' confidence and motivation. But in terms of improving the basic English knowledge as the most important aspect for being effective EFL teachers was still not effective yet. This aspect becomes the essential needs of teachers for attending the next training program as stated by the majority of teachers that they need basic English knowledge must be given early in the training program. Besides that, the teachers also claimed they need the training program should be longer (long term training) because it has proved the training was effective as the useful forum to make them effective English teachers.

In summary, from the findings above, it can be concluded that there is still further English teacher training programs are needed by the English teachers in Rokan Hulu District. The further English language training program for the English teachers also needs to design the training syllabus with essential aspects that are needed by the English teachers in teaching English. Practice session hours must be the main concern in the training. Finally, it can be concluded that there are some serious problems in term of improving teachers' quality in Rokan Hulu district. It is depicted in some indicators as follow:

1. Unbalancing the trained educational programs from elementary school level to high school level.
2. Effectiveness of training looking from the objective achievement as educators is still low.
3. Different concept of what teachers got from training is different with what they applied in the class.

However, in the final analysis, the effectiveness of this session for helping participants to develop and manage effective innovative pre/in-service teacher education programs in Rokan Hulu must be questioned because it could not be evaluated at all. The reality is that the actual effectiveness of this short course will never be known. Perhaps this is due to the constraints involved in the design and implementation of international development projects, which include a lack of time, a focus on limited and immediate outcomes, the reliance on volunteers for delivery, and politics (governmental politics and the politics linked to the mandates of the donor organizations). Possibly the problem stems from a limited understanding of effective evaluation techniques for professional development projects. Whatever the reason, this project ultimately is open to the same criticisms related to its effectiveness as others that have come before it. In the final analysis, what is illuminated in a professional development activity such as this is that, even with the best of intentions, and with the best of designs, development projects that do not incorporate evaluation strategies that go beyond knowledge mobilization will never be able to determine whether or not the content they have provided has actually made a difference to the teachers in the schools they are intended to benefit.

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