

FOSSILISATION IN PROFESSIONAL DEVELOPMENT (A Case Study at SMPN 1 Subang)

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ABSTRACT

To improve the professionalism of teachers the government through the Minister of State for Administrative Reform Bureaucracy No. 16 Year 2009 proposed the regulation in functional title teacher and figures credit. Continuing professional development is the development of teacher competencies are implemented according to the needs, gradual, sustained to enhance professionalism. This activities can be done through education and training or through collective functional teacher. Therefore, the teachers of Mathematics, Science and ICT in SMP Negeri 1 Subang need to improve their competencies in English so that the schools provide the program of professional development for them. This study is aimed to discovery the teacher's fossilisation in professional development. A case study will be used in this study and the data will be gathered from multiple sources in natural setting; the interviews with participants, participant learning, and the result of TOEIC. Expected finding in this study is whether the teachers of Mathematics, Science, and ICT can resolve fossilisation in professional development.

KEYWORD: *fossilisation, professional development*

A. INTRODUCTION

The quality of professionalism of teachers are developed through the regulation of Minister of State for Administrative Reform Bureaucracy No. 16 Year 2009 that proposed the regulation in functional title teacher and figures credit. Continuing professional development is the development of teacher competencies are implemented according to the needs, gradual, sustained to enhance professionalism. This activities can be done through education and training or through collective functional teacher. The needs of teachers in developing their competences are important, therefore, the school provides some trainings such as English course or ICT training continuously. Here, the study will be focused on how the teachers acquire the L2 by following the programs of professional development. To measure how far the professional development resolve fossilisation, it needs to set the questions as follows:

1. Are there any influence that the improvement of teachers' acquisition in English through professional development?
2. Are there any fossilisation in professional development?

The purpose of study is to discover how the professional development resolve fossilisation in acquiring the L2.

B. FOSSILIZATION

Selinker (1970) noted that most L2 learners fail to reach target language competence. That is, they stop learning when their internalized rule system contains rules different from those of the target language. This is referred to as 'fossilization'.

C. INTERLANGUAGE

Interlanguage is the term coined by Selinker (1972) to refer to the systematic knowledge of a second language which is independent of both the learner's first language and the target language. The term has come to be used with different but related meanings: (1) to refer to the series of interlocking systems which characterize acquisition, (2) to refer to the system that is observed at a single stage of development (i.e. 'an interlanguage'), and (3) to refer to particular mother tongue/target language combination (e.g. French mother tongue/English target language vs German mother tongue/English target language).

D. TEMPORARY FOSSILIZATION

It refers to the stagnant process in which non-target factors are fixed in the target language to a certain stage.

General factors of learners' characteristics (Bot, Lowie and Verspoor : 2005):

- (1) Age, success in SLA also appears to be strongly related to the age when SLA is commenced. This is particularly the case where pronunciation is concerned.
- (2) Aptitude and Intelligence, learning a L2 in a classroom involves two sets of intellectual abilities, it involves what might be called 'a general academic or reasoning ability (Stern 1983:386)', often referred to as intelligence. This ability is involved in the learning of other school subjects as well as a L2; the other kind of ability consists of specific cognitive qualities needed for SLA, often referred to as aptitude.
- (3) Attitudes and motivation, Schumann (1978) lists 'attitude' as a social factor on a part with variables such as 'size of learning group', and 'motivation' as an affective factor alongside 'culture shock'.

Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation, and 'attitude' as the persistence shown by the learner in striving for a goal. Brown also distinguishes 'motivation' and 'attitudes'. He identifies three types of motivation: a), global motivation, which consists of a general orientation to the goal of learning a L2; b), situational motivation, which varies according to the situation in which learning takes place (the motivation associated with classroom learning is

distinct from the motivation involved in naturalistic learning); c), task motivation, which is the motivation for performing particular learning tasks.

And Qian & Xia stated the learners' characteristics (2010; vol 3, no.1) as follows:

- (1) Cognitive style, cognitive style is a term used to refer to the manner in which people perceive, conceptualize, organize, and recall information. Each person is considered to have a more or less consistent mode of cognitive functioning.
- (2) Personality, one of the intuitively appealing hypotheses that has been investigated is that extroverted learners learn more rapidly and are more successful than introverted learners. It has been suggested that extroverted learners will find it easier to make contact with other users of the L2 and therefore will obtain more input.

In the process of second language learning, all the factors listed above are likely to hold back the improvement of second language level to a degree.

E. PROFESSIONAL DEVELOPMENT

As Richards (2001: 206) explained that opportunities for teacher development in a number of ways, namely:

- 1) *Conference participation* : teachers can participate in professional conference and seminars networking with other teachers and learning about trends, issues, and practices.
- 2) *Workshops and in-service seminars*: specialists from outside the school or staff from the school can offer workshops and seminars on topics of interest to the staff.
- 3) *Reading groups*: teachers can put together reading groups and read and discuss articles or books of interest.
- 4) *Peer observation*: teachers can take turns observing each other's classes as a basis for critical reflection and discussion about teaching approaches.
- 5) *Writing about teaching*: teachers can keep a reflective diary or journal and share it with colleagues.
- 6) *Project work*: teachers can be given the opportunity to develop projects such as classroom materials, video, and other teaching resources.
- 7) *Action research*: teachers can conduct small-scale classroom research on their teaching.

F. METHOD

This study involves 13 teachers, namely the teachers' of Mathematics, Science, and ICT that teach the students in the year of VII, VIII, and IX. They are 7 teachers of Science (6 female and 1 male), 6 teachers of Mathematics (2 female and 4 male), and 2 teachers of ICT (2 male). The programs of professional

developments have been done in 2009 and there are various trainings in each year, namely:

- a) General English that trained by the English teachers from SMP Negeri 1 Subang;
- b) General English that trained by the the English teachers from the English course;
- c) English Special Purposes that trained by the lecturers of science and math from UPI;
- d) Following the program of IPSE (International Program on Science Education) in UPI (see http://ipse.upi.edu/?page_id=100)
- e) Following the program of English Language Learning Solutions through DynEd(unique approach to courseware design and client support has made it the leader in computer-assisted English language learning (CALL) – see <http://www.dyned.com/us/corporate/trainingapproach/>)
- f) Following the training of TOEIC preparation and test.

G. FINDING AND DISCUSSING

Some strategies to overcome temporary fossilization(Qian & Xiau, 2010; vol 3, no.1) as follows:

a) *Taking a right attitude to students' mistakes*

By research on interlanguage, People realized that making mistakes is not a sign of failure, but it is an inevitable phenomenon and teachers should “respect” students’ errors, because it is a process that reaches the target language.

b) *stimulating the students' motivation to learn a foreign language*

The English majors can reach the communicative purpose after one or two year’s systematic learning with a certain degree of communicative skill and strategies. In this way, students’ interlanguage is stimulated by motivation and continued to get closer to target language.

c) *Paying attentions to verbal output and grasping the relationship between accuracy and fluency*

The development of interlanguage requires both optimal input and output, systematic ability can be developed and assumption can be tested through output, so as to make the language into automatic mechanism, thus promoting the development of interlanguage.

d) *Giving strategic feedback*

Carefully designed feedback can prevent the formation of fossilization effectively. Teachers should provide timely feedback after learners complete a learning task.

According to interactive feedback of Vigil and Oller, the best one is the combination of positive emotional feedback and negative cognitive feedback. The former encourages and stimulates students to continue to learn while the latter tells learners to make some changes and modifications.

e) *Stimulating students' imagination and paying attention to their creativity.*

In human brain's cognitive structure, each student has developed a set of cognitive schemata, teachers can help students to restructuring these known schema.

f) *Encouraging learns to become a good language learner from the following aspects*

- 1) Being able to respond to the group dynamics of the learning situations so as not develop negative anxiety and inhibitions;
- 2) Seeking out all opportunities to use and practice the target language;
- 3) Making maximum use of the opportunities afforded to practice listening to and responding to speech in the L2 addressed to him and to others-----this will involve attending to meaning rather than to form;
- 4) Supplementing the learning that derives from direct contact with speakers of the L2 with learning derived from the use of study techniques (such as making vocabulary lists)----this is likely to involve attention to form;
- 5) Being an adolescent or an adult rather than a young child, at least as far as the early stages of grammatical development are concerned;
- 6) Possessing sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2 and also to monitor errors;
- 7) Possessing a strong reason for learning the L2 (which may reflect an integrative or an instrumental motivation) and also develop a strong 'task motivation'(i.e. respond positively to the learning tasks chosen or provided);
- 8) Being prepared to experiment by taking risks, even if this makes the learner appear foolish;
- 9) Being capable of adapting to different learning conditions.

The learners as teachers that have different competencies in learning L2, therefore, the program of profesional development are arranged into different ways, they are :

a) General English that trained by the English teachers from SMP Negeri 1 Subang;

This is a pioneer program so we trained the learners by the English teachers from the school. The class is divided into two classes. The periode of training is three months for all teachers. The training is done after school so it is not interfere with the teaching and learning process. However, the program was

not successful to gain the target language because the teachers and learners were as colleagues so they were not serious to learn.

- b) General English that trained by the the English teachers from the English course;

Generally speaking, the English majors practice more writing output than verbal output, therefore, attention should be paid to the learner's oral output (Qian & Xiau, 2010). In this training learners attempts to practice the oral ability, teachers also grasp the relationship between accuracy and fluency. Guided by communicative teaching approach, teachers used to focus on the fluency and ignore the errors and accuracy to gain the improvement of conversation activities. The periode of this program was the same with the previous one. But they have to follow the placement test to know their competence in the beginning. Some of the learners had new spirit to learn because they learned in different places, different teachers but some of them didn't have a spirit to go to the course at all. Even, the school gave the transport to them. Thus, the result is not significant. Some learners are not success to gain the target language.

- c) English Special Purposes that trained by the lecturers of science and math from UPI Bandung;

When SMP Negeri 1 Subang was as a pilot international standard school (RSBI), the teachers of mathematics and science had to use English in the teaching and learning process. Therefore, they need to improve their competence in English. It's very hard job for the teachers that have a lower achiever in English but it's not a big problem for a higher achiever. To provide the teachers' need, the school provide the program for English Special Purposes. The class is divided into Mathematics Class and Science Class. The lecturers that are chosen based on their competence not only good in concept but also good in English. Here, the teachers learned how to design the lesson plan in English, how to teach, how to make the media and how to choose an appropriate method of learning. The things that are very difficult for them, is teaching the materials in English. Especially for the lower achiever, they have got temporary interlanguage fossilisation. L2 learners failed to reach target language competence especially for the terms of Mathematics and Science in English. 50% teachers of Mathematics (3 of 6 teachers) could follow the program but the rest failed to reach the target language. 57% teachers of Science (4 of 7 teachers) could follow this program but the rest failed to reach the target language. For the teachers that have been ready in English competence they can teach Mathematics and Science in English. However, they can be used the media of power point in

English to help them to teach if they haven't been ready, and they can be used Bahasa in explain the concept.

- d) Following the program of IPSE (International Program on Science Education) in UPI (see http://ipse.upi.edu/?page_id=100)

To stimulate the learners to develop a special ability of using the known schema to express unknown meaning, which can train their creative thinking and divergent thinking. Therefore, the teachers of science follow this program to enhance their competence in teaching science in English. Here, the school is facilitated two teachers of science to follow this program because both of them are lower achievers in reaching the target language. Hopefully, their competence in acquiring the concept of science in English will be better.

Curriculum program of this study (study program) designed competency-based curriculum. That is the main focus of each course to be achieved student competency after attending the course. The selection of subjects was based on the contribution of each course to the establishment of competency. Therefore, the main focus of the course is not the content/content but the competencies developed through the course.

Overall the study program of science education curriculum designed to meet the international challenges of the need for science teachers who have international competence. Of course, the ability to teach science in English is one of the essential competencies to be mastered. However, this does not mean that language acquisition is the only indicator. Mastery of pedagogy and subject matter is also the competence graduates should possess.

Again, this program is not successful for the learners to get the target language because the content of it is very difficult for the learners to acquire and the learners had a sigh of task that are given so high. They stopped to follow this program in the first semester.

- e) Following the program of English Language Learning Solutions through DynEd (unique approach to courseware design and client support has made it the leader in computer-assisted English language learning (CALL) – see <http://www.dyned.com/us/corporate/trainingapproach/>)

Because we have to improve the teachers' competence in English. Therefore, the team of school developer evaluates the program of professional development in each year. Then we facilitate the teachers to follow the program of DynEd. The period of time is for one year academic. This program is for all teachers. Actually, this program is very efficient and effective because we can learn whenever we want. At first they had a high spirit to learn. If they had a spare time they learned English through DynEd program. However, this situation is not for a long time. When they were busy

at home or school they never learned anymore. Then the program is not useful for the teachers. They fail to reach the target language. And the fossilisation is happened.

f) Following the training of TOEIC preparation and test.

TOEIC is another qualification for RSBI teachers. They have to get the score of it minimum 450. Because it's very difficult test so the team of school developer facilitate the program for TOEIC preparation first. This program held in the school but we invited the teachers from the English course that have capability in TOEIC preparation and test. This program for all teachers and the material is taken from the TOEIC Preparation from Cambridge University Press. Before starting we have a pre-test then we learn together after school and at the end of it we held the post-test. The result shows that 16%, 8 of 51 teachers have >450 in score. And the rests, 84%, 43 of 51 teachers, are still novice, <450 in score. (The result is enclosed).

Based on the result of the program of professional development that have been done in SMP Negeri 1 Subang, it can be concluded that the failure of these programs are related to the learners' characteristics (Bot, Lowie and Verspoor : 2005) that has explained in the previous passage. Age, aptitude and intelligence, attitude and motivation are very important characteristics to influence the success of target language in acquiring L2. Learners in high achievers actually have learned English in young age. They can gain the target language in the critical period. These results shows that young starters do better than late starters. This kind of phenomenon is called interlanguage fossilization. So, the fossilisation can be happened in professional development though the learners have got so many treatments or trainings. It's not easy to gain the target language because they will forget and miss the materials that they have learned. So, the program must be continuously and sustainable.

H. CONCLUSION AND SUGGESTION

For accomplishing the professional teachers, the government through the regulation of Minister of State for Administrative Reform Bureaucracy No. 16 Year 2009 that proposed the regulation in functional title teacher and figures credit. Based on the teachers' need, professional development is a kind of treatment that can be done in SMP Negeri 1 Subang. They are various kinds of professional development that have applied such as a) General English that trained by the English teachers from SMP Negeri 1 Subang; b) General English that trained by the the English teachers from the English course; c) English for Special Purposes that trained by the lecturers of science and math from UPI; d) following the program of IPSE (International Program on Science Education) in UPI (see http://ipse.upi.edu/?page_id=100) ; e) following the program of English Language

Learning Solutions through DynEd (unique approach to courseware design and client support has made it the leader in computer-assisted English language learning (CALL) –see <http://www.dyned.com/us/corporate/trainingapproach/>; f) following the training of TOEIC preparation and test. The result of TOEIC test shows that 16%, 8 of 51 teachers have >450 in score. And the rests, 84%, 43 of 51 teachers, are still novice, <450 in score. These results shows that young starters do better than late starters. So, the program must be continuously and sustainable.

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