









students response. To sum up, with this evaluation teacher can develop their model of interaction to gain the goals of the curriculum.

As the matter of fact, James McLaughlin proves that teacher self-evaluation gives significant improvement toward the consciousness of teacher language-use in teaching. He analyzes the students teacher instructional performances to encourage the students involvement in learning. Furthermore, Anne Edstrom used teacher self-evaluation in building teacher awareness toward the language-use of native language of the students and the target language. He analyzes the function of the language-use and how the teacher perception to his own language-use. As a result, he finds that teacher language-use have implication for classroom practice in teacher development. Jerome Freiberg used the term self-assessment of interaction for the evaluation of teacher talk. He analyzes the interaction with six-item instruments to understand the teaching behavior.

On the other hand, there are various ways to improve the teacher competency through teacher development program such sending the teacher for training, teacher certifications and seminars. In fact, these development programs seem to have small effect to the teacher development since the program is not always needed by the teacher in teaching learning activity. For this reason John Bransford argue that teacher development program is not effective way to improve the teacher quality. Furthermore, as an alternative she proposes that the teacher awareness toward his teaching performance is better way to improve the teacher teaching performance. By









