

## **PROFESSIONALISM IN TEACHING ENGLISH**

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### **Abstract**

Students in Indonesia have already learned English since they were in Junior High School; in fact, some of them have studied English since they were in Elementary School but most of them are not able to speak English fluently even though they have graduated from Senior High Schools. This caused of Teachers taught English by focusing on grammar and using Indonesian as lingua franca when they were teaching. To solve the problem mentioned above, a new strategy is needed, the strategy which is appropriate to teaching English as a means of communication.

Key words : English learning strategy, English as a means of communication

### ***Profesionalisme dalam Pengajaran Bahasa Inggris***

#### ***Abstrak***

*Para siswa di Indonesia telah mulai mempelajari bahasa Inggris sejak mereka duduk di Sekolah Menengah Pertama (SMP), bahkan di sebagian sekolah di kota-kota besar sudah mulai sejak Sekolah Dasar (SD). Tetapi keyataannya, sebagian besar siswa tidak dapat berbahasa Inggris secara baik walaupun mereka telah lulus Sekolah Menengah Atas (SMA). Hal itu disebabkan karena guru lebih banyak mengajar tata bahasa (grammar) dan lebih parah lagi ketika guru pun mengajarkannya dengan bahasa pengantar bahasa Indonesia. Untuk memperbaiki hal tersebut, dibutuhkan suatu strategi pembelajaran yang tepat guna oleh seorang guru bahasa Inggris agar para siswa benar-benar mampu menggunakan bahasa tersebut sebagai alat komunikasi.*

*Kata kunci : strategi belajar bahasa Inggris, bahasa Inggris sebagai alat komunikasi*

## **A. INTRODUCTION**

The effectiveness of teaching English as the first foreign language in Elementary, Secondary and High School in Indonesia is yet to be questioned. To be frankly speaking, according to some teachers who have been teaching

their students for six years in Elementary Schools, they reported that most of their students could not speak the target language well. The same pessimistic report was also given by their colleagues in Secondary and High School. The students were not able to perform much better in English.

What is wrong with their teaching? Why don't the teachers get good results from their students? Where did the teachers go wrong in teaching and serving students? The writer believes that if the teachers do not change in dramatic ways very soon, schools will not be a vital component of Indonesian's system of education in the future. Our schools system is less able to meet the demands of contemporary society than the schools in the past. The problem is that our society no longer can tolerate schools that produce so many students who meet only the lower standard schools have always had and so few who meet the higher standard school have had as well.

The writer intends to suggest strategies for redesigning schools so that they are more clearly focus on providing work for students and on helping students design such work in order that the students become true focus of all decisions made in and around schools.

## **B. DISSCUSSION**

### **Four Aspects of Language to be Taught**

According to the Content Standard (2006), there are 4 (four) kinds of competences to be developed and taught to students, they are:

- |                         |   |                             |
|-------------------------|---|-----------------------------|
| 1. Listening Competence | } | receptive competence/skill  |
| 2. Reading Competence   |   |                             |
| 3. Speaking Competence  | } | productive competence/skill |
| 4. Writing Competence   |   |                             |

**Standard Competence**

1. Listening : Understand a range of speakers in different situation and in short conversation
2. Reading : Understand a variety of different text types
3. Speaking : Speak in short conversation
4. Writing : Write a variety of different text types

**The fact which is found in the field as Core Problems**

1. The teachers usually focus on reading, or all the same, and writing (especially grammar). Most teachers are eager to teach grammar in the way their teachers have taught them before. English is run as possible a traditional authoritarian approach to education.
2. The teachers, by designed or not also treat English as the target language as one of the subjects studied at schools. It is simplicity treated like math, social sciences, religion and other subjects.
3. Many schools are mainly in the hands of ignorant unskilled teachers. Poor schools and poor teachers are majority throughout the country. Teachers lack the knowledge and skills they require to develop and imply the various kinds of strategies in encouraging the students in learning. And also, teachers often cannot do what they know because the present system was designed to encourage other things. It is unnecessary to say that, in fact, we are in the midst of great educational uncertainty. Schools are teaching the wrong things.

**How to Overcome the Problems**

If schools are to be able to change, teachers are eager to change too and they will survive to do their mission. A teacher, according to Sarason (in Tan, et al, 2005:1), “An educated person is one who seeks to understand what this world has been and is how that explains, if only in part, what that person is and wants to be come”. So, a teacher or teachers should understand very much

what should be taught to students and how to teach them in the better way in order to grow intelligence and bear fruit in joy.

### **According to National Standard**

A teacher is the agent of learning to achieve the goal of national education. As an agent of learning, a teacher has to possess four competences to be applied.

1. Pedagogical Competence
2. Personal Competence
3. Professional Competence
4. Social Competence

#### 1. Pedagogical Competence

As an agent of learning, a teacher should have the ability to develop language learning:

- a. To know who the learners are
- b. To plan the course and write the materials
- c. To run the course
- d. To evaluate
- e. To motivate the learners (a teacher is as good motivator)

#### 2. Personal Competence

- a. A teacher must be mature, stable and wise
- b. Having an authoritative bearing
- c. A model for the students (a teacher is a good mentor)

#### 3. Professional Competence

A teacher should have the ability:

- a. To do his/her job effectively
- b. To achieve the students' needs (to fulfill the national standard)
- c. A teacher is a good facilitator.

#### 4. Social Competence

As an agent of learning a teacher should have the ability to communicate with students and other people effectively. (A good communicator)

By applying the four competences above, we hope that the teachers can change the quality of learning to be achieved for better future. If the four competences above can be done consistently by the teachers they will be professional. A teacher way gets good result from his students while he is teaching. The students are able to perform much better when guided by a teacher as good facilitator, motivator and communicator. We must know that students will only achieve happiness in learning if they are free because most unhappiness is due to inner hostility created in the students by external repression especially from the teacher.

In teaching English, use it as a means of communication, as a tool of instruction and teach the four aspects of language: listening, reading, speaking and writing balanced and simultaneously.

### **C. CONCLUSION**

To achieve the goal of national education in teaching English needs changes. The teachers should change their paradigm and strategies in teaching.

English must be treated as a means of communication, as a tool of instruction in the class. The teachers should apply the four competences given in national standard by the Education Ministry. The roles of teachers as facilitator, motivator and mentor must be practiced consistently and simultaneously to make the students learn joyfully.

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