

A NEED ANALYSIS OF JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN BIMA TO EMPOWER THEIR TEACHING PERFORMANCE

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Abstract

This research focuses on analysis English teachers needs to empower their teaching performance particularly in the context of Bima, West Nusa Tenggara. This research aimed to find out the particular needs of Junior High School teachers in Bima to develop their professionalism. The data of this study were collected through several techniques such as questionnaires, interviews, observations, and documents. The data of this study was analyzed qualitatively. Several aspects related to the teachers` performance and teachers` beliefs are discussed in this study. The finding of this study shows that teachers in Bima find a lot of barriers in their teaching performance related to the lack of teaching media, infrastructures, students` low motivation, teachers` limits, and so on. Some of English teachers in Bima believe that they need a routine in-service training program to unify their perspective on respect to optimize their role as English teachers. Considering the critical need of teacher training activity, some of English teachers in Bima agreed to run an autonomous *MGMP* program for once a month regular meeting. This study offers some suggestions for Junior High School English teachers particularly in the context of Bima as the location of the study. By the presented facts, hopefully English teachers in Bima get such information which benefits to empower their teaching performance.

Keywords: English teachers` needs, teachers` empowerment

1. INTRODUCTION

1.1 Background of the Study

This is undeniable that in today`s era English has become an international language. Crystal (2003: x) stated that English has become so great that there is nothing likely to stop its continued spread as a global lingua franca, at least in the foreseeable future. English is the language that has spread throughout the world was dominating by a number of important fields including international commerce, education, and communication. More than three-quarters of the people living in the world today are continuously shaped by the experience of global change which emphasizes on the use of technology in human daily life. The change occurs whether in the political, economic, social or environmental aspects. The importance of the connections in the context of global change has affected the way languages are spread and used as it places greater emphasis on effective communicative situations at the individual, organisational, institutional and governmental level across the globe (Chua & Baldauf, 2011: 952).

In globalization era, we struggle to manage a fine balance in how we represent English in our teaching ways that are appropriate context and cultural values. Besides that we also keep faith to our knowledge with great passion and conviction to serve the nation and our desires for our voices to be heard in the International academic arena (Alsagoff, et.al, 2012:3).

The linguistic situations and conditions in Indonesia are quite complex by their own natures as more than seven hundred vernaculars with their various dialects from a great number of ethnic groups have been used as media of communication in the country. Accordingly, the success of English teaching in Indonesia cannot be

freed from the students' cultural backgrounds, values, customs, and beliefs as well as the political standpoint of the government regarding this foreign language. English language teaching has then undergone more than four changes in its curriculum since the country's independence and brought no significant impact upon the learning outcomes (Marcellino, 2008:57).

1.2 The Statement of the Problems

- a. What are the barriers that English teachers found in their teaching experiences?
- b. What are the essential needs of English teachers to empower their teaching performance?

1.3 The Objective of the Study

With respect to English teachers in Bima, the objectives of the study are to:

- a. Describe the barriers that English teachers found in their teaching experiences.
- b. Describe the essential needs of English teachers to empower their teaching performance.

1.4 Significant of the Study

- a. For teachers, this study will give more information about English teacher needs, particularly in the context of Bima.
- b. For future researchers, the results of this study will provide information for the further researchers who have the same interest in this object.

2 LITERATURE REVIEW

2.1 Education in Indonesia

Education in Indonesia was presented in the 2003 Indonesian Education Law as quoted in Suwarsih (2007: 1/a):

“Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the state” (Education Act No. 20/2003, Article 1: 1).

Indonesia has three main stages of national education system such as nine years of basic education (six year of elementary school and three years for junior high school/ lower secondary school), three years for secondary education at senior high school, and tertiary education (university). Choi and Lee (2008) found that primary and secondary English education is framed by the national curriculum in the 18 nations/regions illustrates that in Asia education seems centrally controlled by the government. The control of the centralized national curriculum neglected teachers to teach autonomously according to their teaching context area.

Indonesia is a multicultural country which still struggle to develop educational sector through decentralization policy. Decentralization of education has been mandatory in Indonesia since 2001 as the following quoted: “The highly centralized to highly decentralized one since Law No.22/1999 (revised in 2004) was promulgated valid in 2001. This has given the district full autonomy in providing primary and secondary education” (Suwarsih Madya, 2007: 200).

Decentralization of Indonesian education was the alternative in respect to accommodate the diversity among Indonesian territories in conducting education based on their own particularities which is still stick on the spirit of Pancasila and Indonesian motto “Diversity in Unity”. The national education goal is conducted in the decentralized system with schools having autonomy in looking after its own

affairs through the implementation of school-based management and school-level curriculum (Suwarsih Madya, 2007: 2). This also related to diversity of students' English ability. The significant diversity occur between students of metropolitan areas and students in remote areas who affected by their socioeconomic level. Students' socioeconomic diversity leads them to different ways to get supporting facilities such as a private tutoring, language training abroad, or contact to native speakers, and so on.

In Indonesian context, theory of decentralization seemed ideal to be implemented in this multicultural country, it is true the only one who understand the educational system in particular district are those who live and have direct contact with the setting area. But in fact it does not support by the human resources who run the rules. Instead of developing human resources for better education in each area, those local elites are busy to find their own best position in educational hierarchy.

The suggestion of Kumaravadivelu is interesting and seemed possible to apply in Indonesian education. He suggested that:

“What the teachers as practitioners may need is systematic training so that they can do the job professionally satisfactorily. A core course on materials production for pre-service teachers, and hands-on workshops for in-service teachers can easily facilitate the development of the knowledge, skill, and disposition necessary for them to produce instructional materials” (Kumaravadivelu, 2012: 21).

The above statement is appropriate to accommodate Indonesian needs in human resources development. Furthermore Alwasilah (2007) argued that language education should provide students with the ability to write in ethnic, national and foreign languages. Critical educators would expect language education to create a climate in which it is possible to think, talk and write a language of hope and transformation for those struggling in the present for a better future (Goroux, 1989 in Alwasilah, 2007).

“In a well-supported environment, resources will be devoted to help people to learn the language through the media, libraries, schools, and institutes of higher education. There will be an increase in the number and quality of teachers able to teach the language. Books, tapes, computers, telecommunication systems and all kinds of teaching materials will be increasingly available. In many countries, however, lack of government support, or a shortage of foreign aid, has hindered the achievement of language-teaching goals” (Crystal, 2003: 5).

How participants' subjectivities shape classroom climate, and how might potential tensions be negotiated have become an important issue in EIL teacher education (Kumaravadivelu, 2012: 13). In an era of globalization where English enjoys the status of an international, global, and world language, learnt and spoken by millions around the world, across linguistic and cultural boundaries, there is, inevitably, a critical need for new perspectives, principles, and practices in the teaching of English to multilingual and multicultural societies (Alsagoff, et.al: 2012). As the part of the growth of globalization, Indonesian people need a power to face lots of challenges and changes that would be happened. By learning English, we get more chance to reach the power for the sake of nation existence across the world.

2.2 English Language Policy in Indonesia

The official status of English in this country has been "the first foreign language" and the political stance of Indonesia's government is quite firm: "English is not and will never be a social language nor the second official language in Indonesia" (Sadtono, 1997:7). It has been used by most countries in the world either as first, second, or foreign language. It has been chosen as a language for wider communication in international forum. In Indonesia, it functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy.

Although English language play a special role across the globe, it does not meant that every country leave their identity. Every country has political consideration why they put English in curriculum. It is critical for Indonesian people to learn English because most of academic references, digital tools, and international diplomacy are using English as the official language. But it does not mean by mastering English we leave our value as Indonesian people who live in multicultural country where various local languages exist.

As previously stated, English could be seen as a mean of communication which connect us to the world society that helps us to enlarge our knowledge and existence of our nation to the international arena. In line with Kubota and Lin (2009), and Lin and Lin (2008) in Kumaravadivelu (2012: 20) confirm that although the English language has been appropriated by the Center as an instrument for spreading Western cultural beliefs and practices, people across the world see it and use it as a communicational tool.

2.3 English Language Teachers in Indonesia

Based on integrating the competencies proposed by some experts such as Brown (2001) and Richards (2001) who quoted Murdoch (1997), Suwarsih (2007: 6-8) make the list of competencies EFL teachers should have:

- a. Pedagogical Competencies, this concerns on some principles proposed by Brown (2001), those are; 1) cognitive principles relates to automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, (2) affective principles relates to language ego, self-confidence, risk-taking, the language-culture connection), and (3) linguistic principles relates to the native language effect, interlanguage, communicative competence.
- b. Social Competencies
These competencies refer to establish a good rapport with students, recognize students` achievements and develop students` interest in learning, communicate an enthusiasm for the subject, be patient, polite and enjoy helping students acquire new skills/knowledge, be patient in working with students` of lesser ability, offer challenge to student of exceptionally high ability, value the opinions and abilities of students, be aware of cross-cultural differences and be sensitive to students` cultural traditions, have good strategies for dealing with inappropriate student behavior, avoid intimidating shy students during classroom learning, be enthusiastic about working harmoniously and candidly with colleagues to raise the quality of ELT program, seek opportunities to share thoughts, ideas, and techniques with colleagues, enjoy people; show enthusiasm, warmth, rapport, and appropriate humor.

c. Personal Competencies

These Indicate a good classroom presence and personality, dress in the style that can be an asset in the classroom, be flexible when things go awry. (adaptive to what is going on), organize activities well, willingly and conscientiously make efforts to meet commitments/ promises, set goals of life, set short-term and long-term goals for continued professional growth, maintain an inquisitive mind in trying out new ways of teaching, be prepared to experiment and carry out classroom research in order to further improve teaching competence, consistently practice own religious teachings, maintain and exemplify high ethical and moral standards, possess a talent, interest, dedicating will, and idealism, possess a commitment to improving education quality, belief, piety, and noble character, obey all legal provisions, laws, codes of teacher conducts, and religious and ethical values maintain and improve the national unity.

d. Subject Matter Competencies

Believe that learning English is vitally important for students' future success, see English language learning as part of a larger process of promoting international contacts and interest in other cultures, be knowledgeable concerning the use of different varieties and styles of English in different societies/cultures, make students more responsible for their learning progress, consistently updating recent issues of professional development through seminars, conferences, or workshops, understands the linguistic system of English, possess competence in the four English language skills, make constant efforts to maintain/develop own English skills, comprehensively grasp basic principles of language learning and teaching, know through experience what it is like to learn a foreign language, understand the close connection between language and culture, possess a relevant academic qualification and educational background.

It is critical to know what English teachers need to empower their teaching performance. This aimed to get them understand what they should do and not to do in their teaching experience. All above that, English teachers need to know what they need to optimize students' achievements.

3. METHODS

This is a descriptive research. This research concerns on analyzing English teachers' needs to empower their teaching performance especially for junior high school teachers in Bima town. The samples of this research were number of English teachers and those who get critical authority related to English language education in Bima. The research took place at junior high schools in Bima town as the location of this research.

According to Suharsimi (2013: 192), many kinds of research techniques may be used for a study. These techniques include questionnaires, interviews, observations, scales, and documents. In this study the researcher will use various kind of instrument to get data comprehensively. Data needed in this research should be done in qualitative. The qualitative data will use to describe the facts of the research. The instruments of data collection are questionnaires, interviews, observations, and documents.

Data analysis techniques in this research used qualitative analysis. The data were taken from sources using a data collection technique called triangulation. Triangulation is a collecting data technique that collected data from the same source

in multiple ways. The aim of triangulation is to gain an understanding about what is being investigated rather than the truth of people's perceptions. The analysis of the data examined the needs of English teachers at Junior High Schools in Bima in order to empower their teaching performance.

4. FINDINGS AND DISCUSSION

The result of Teacher Competency Test (UKG) from Education and Cultural Department of Kota Bima showed that there only few of Junior High School English teachers got score up to 50. It means only 26.8% from 97 English teachers passed the expected standard of English teacher competency in Kota Bima. While there only seven (36.85%) of 19 from 20 certified teachers who passed the standard of UKG. This fact indicates that most of English teachers in Bima still stand on low standard of competency. So, they need to do more effort to increase their quality as professional teacher in general and as English language teachers of Kota Bima in particular.

4.1 Teacher Barriers

English teachers in Bima find a lot of barriers in their teaching experience related to the lack of teaching media, lack of infrastructures, students' low motivation, teachers' limits, and so on.

The biggest barrier comes from students' background. Most of students in Bima live in low economic and low education family. Many students have to work and help their parents as farmers, sailors, *benhur*/cartriders or vendors after school time. This situation affected their mindset about education. Those who live under low economic family tend to see education is not as important as their main goal to earn money to continue life. It is fortune for students who live in more educated family; they get more time for school and grow properly. They even get good facilities and course to support their achievement at school.

Another problem is students' character. One of teacher said that; students nowadays are completely different from the students of many years ago. Now most students have lack of respect to teachers and their responsible as students. They pay lack attention to have good attitudes at school. They think that school is only place to get scientific information instead of a place where they can achieve much more benefit especially for their character building.

Teachers' limitation was also one of the problems for teachers in Kota Bima. Most of the old teachers acquire limited skill on operating ICT. They think they need more training how to operate ICT in their classroom. Besides that, English teachers in Bima get recent info about ELT only from MGMP, they rarely join national or international workshop/ seminar/ conference. This limits them from the information about recent issues about ELT.

4.2 Teacher Needs

According to Drs. H. Alwi Yasin, M.AP, the chief of Education and Cultural Department of Kota Bima, English teachers need to acquire at least three competencies, such as personal knowledge competency relates on pedagogical and linguistic skill, Social responsibility competence; this is how they make their students mastering English as their teaching subject, and the third is collaborative competence relates to teachers' ability to collaborate their teaching performance in team teaching. He thought that teachers who work in team have a power to strengthen the success of teaching and learning process. Besides that, he also suggested that English teachers have to improve their teaching methods, be positive

and continuously encourage their teaching ability and their teaching motivation for the sake of students' achievement.

In another side, English teachers in Kota Bima totally aware to the 21st challenge in education. In service training become one of the best solutions to help teachers improving their teaching performance. They need intensive training for arranging lesson plan, preparing teaching media, methodologies, classroom management, pedagogical skill, operating ICT and so on. Most of interviewed teachers argued that the only place where they can get recent issues about ELT is from MGMP program.

The spirit of the change is reflected by the commitment of some teachers to continuously conduct a regular meeting in MGMP program. This aimed to unify Junior High Schools English teacher perspective on teaching English in Bima. By joining this regular meeting, they can build good relationship among English teachers in Kota Bima, sharing information about lesson plans, teaching media, methodologies and recent issues of their experiences in their schools.

English teacher in Bima think MGMP program is very important for teacher development, but there are some prospects need to be optimized first. For example, instructors of MGMP were usually local expert and instructors, some teachers suggest that sometimes they need an expert from outside of Bima. By inviting expert from another area, they expect for some more information or methodologies that possible to apply in Bima.

5. CONCLUSION

Kota Bima is one of growing region in Indonesia which still struggle for better education. The development of teacher quality is one of the concerns of Bimanese education. This study concern on discover English teachers needs to empower their teaching performance in Bima. The growth of education in Kota Bima became better from time to time. But this is undeniable that there are also some barriers for the education growth. One of the problems is about teacher progress.

From the facts, we know that English teachers in Bima do a never ending effort to improve their teaching quality. As the additional for the effort, English teachers in Bima need to enlarge their experiences by joining national or international event such as workshop, seminar/conferences relates to their academic needs as English teachers. A regular and continuous training is also one of the important things to do. The writer suggests English teachers in Kota Bima to read and practice the theory of post-method pedagogy suggested by Kumaravadivelu as one of good references in conducting their teaching experience. The three parameters of particularity, practicality and possibility seems good for Bima as the part of Indonesian that well known as multiculturalism country.

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