

## **TEACHER PROFESSIONALISM ON TEACHER PEDAGOGIC KNOWLEDGE IN MERAUKE – PAPUA**

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### **ABSTRACT**

English becomes an international language that has to be mastered by the students in Indonesia and many countries in the world. Teaching English is not easy as we thought. As an English teachers, we should master some criteria to be good teachers. Because English today in Indonesia is considered as a foreign language, then it difficult for the students to learn it. Teacher is also important in teaching learning process in the classroom, the foundation of English teacher education, teacher knowledge, and professionalism of the teacher is primary goal that should be mastered In this case, the writer tries to explore the phenomena that happened in Indonesia especially in East Indonesia, that is, Merauke - Papua. The educational system in Merauke- Papua is good enough, but there are several terms that should be changed by the government and the teachers themselves. There are some problems faced by the teacher when they teach in the class, such as: what they teach does not match with the skills the subject requires and they only focus on finishing the curriculum. In this context, the roles of the government is very important in order to improve the teacher professionalism in Indonesia, one of which is certification for the teacher and the government will increase their salary per month. But, it is not only the matter of salary, but the government should find another ways to improve the teacher's professionalism such as: conference, seminars, or another activities.

### **A. Introduction.**

#### **Foundation of English Teacher Education, Teacher Knowledge, and Professionalism.**

“Tell me, I forget... Show me, I remember... Involve me, I understand...” (Carl Orff)

This statement is one of education theories by Orff (1920) which is famous in this world, on the learners need. When the teacher tells the students, the students will forget it. When the teachers show the students perhaps the students will remember those materials. Then, when the teacher involves the students, students will understand the material.

Refer to that statement; the way the teachers teach the students is the primary goal in the teaching-learning activities. The technique used by the teachers influences the students' achievement in their learning activity. The technique used by the teachers will influence the students' achievement. Thus, the students will be able to use the language orally or not depends on the way the teachers teach the students.

Teaching is a process that facilitates learning which is given by the teacher to the students in the process of learning and teaching. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

According to Leo (2003), in *A Challenging Book to Practice Teaching in English*, teaching stands for: Treat, Encourage, Activate, Coordinate, Heighten, Infuse, and Guarantee. Leo (2003) stated that, teaching as treating the students, encouraging them to learn the material, activating their mind, coordinating their activities in learning, heightening the students' curiosity when they are learning something, infusing them with optimism and positive impacts or energies, and the last guaranteeing the students successful in their future.

Based on Leo's statement, the writer may draw an understanding that teaching is not only a matter of implementing and applying the syllabus or lesson plan, teaching is not only a matter of entering the class and asking the students to do some activities the class. Nevertheless, teaching is treating the students, encouraging them, activating their thought, coordinating their activities, heightening their curiosity, infusing their optimism, and guaranteeing their better future.

From the explanation above, the teacher plays important role in the student's learning experience. The way the teacher teaches the students influences the students' achievement in learning process. Many things may be done to make a context for a good teaching, but the important factor is the teacher to determine the success of a program. Richards (2001) said that a good teacher should complement for deficiency in the curriculum, the teacher also should complement for deficiency the material or the resources that used in teaching activity.

According to Robert (2012), there are some language teacher knowledge, such as:

- Content Knowledge  
Content knowledge is the knowledge of content master by the teacher it can be related to skill, material taught by the teacher in the class.
- Pedagogic Content Knowledge  
Pedagogic Content Knowledge is the knowledge by English teacher (only English teacher) about how the teacher teaches English for the students.
- General Pedagogic Knowledge  
General Pedagogic Knowledge is the knowledge of the general teacher about any subject it can be mathematics, science, social, etc.
- Curricular Knowledge  
Curricular Knowledge is the knowledge of the teacher about mastering the curriculum such as lesson plan, syllabus, etc.
- Contextual Knowledge  
Contextual Knowledge is about all aspect in teaching learning activities such as the environment, partner, family, etc.
- Process Knowledge  
Process Knowledge is the process to develop the knowledge itself.

Based on all the aspects of the knowledge of the teacher it will help the teacher to teach the students with using all aspects that already know by the teacher. The teacher can apply it in the classroom; they also can solve the entire problem in teaching learning process by mastering all aspects.

## **B. Review of Literature**

Learning English for senior high schools in Indonesia is obligatory. Teaching English in Indonesia includes English as a Foreign Language that used as additional language in Indonesia.

As compulsory subject, the target of teaching English at SMA (Senior High Schools) or MA (Senior Moslem Schools) allows the students to reach a functional level of communication, whether in oral or written form. According to *Depdiknas* (2006), the goals of teaching English at SMA/MA are:

- 1) To make the students are able to speak in English.
- 2) To motivate students to communicate using English.
- 3) Focus on the use of English as communication tool, not only focus on grammatical form.

As the writer mentions above that there was interesting phenomenon in one of the Senior High School in Merauke- Papua. The possible causes of this problem are because the reality in the field is different with the expected teacher in Indonesia. Indonesia. Based regulation of Minister of National Education 16 (2007), the standards of teacher in Indonesia have to master:

- 1) Pedagogic competence (how the teacher teach the students)
- 2) Personality of the teacher (attitude and behavior of the teacher)

- 3) Social competency (environment and also how the teacher interact with social environment)
- 4) The last is professionalism (mastering curriculum and material).

The expected teacher should be competence in four aspects that is mention before, but in fact the reality is not mention yet. Another reason, because almost teacher in Merauke – Papua teaching just for finishing the curriculum (syllabus and lesson plan). They not pay attention on the students' skills, the teacher just finishing the curriculum without knowing that their students understand the material or not.

'A growing body of research shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. The benefits associated with achievement gap widens each year between students with most effective teachers and those with least effective teachers. This suggests that the most significant gains in student achievement will likely be realized when students receive instruction from good teachers over consecutive years.' ([http://www.education.com/reference/article/Ref\\_Research\\_Q\\_consider/](http://www.education.com/reference/article/Ref_Research_Q_consider/))

Based on this research conducted in the United States the writer will conclude that, there are one of the gaps or influence between the student's achievement and the teacher's quality. The result shows that student achievement is more heavily influenced by the teacher quality that by the student's race, class, and soon.

Because of those reason, it is a MUST for the teacher, not for the teacher in Papua but also all the teacher in Indonesia to be a professional teacher. The professional teacher can help the students for sharing knowledge with heart, educate the students, and help them for their better future because the most important role and changing action is the teacher.

In teaching, the teacher should make a creative class. In this case creative class means that the teacher in that class should be creative in the context of teaching technique and method that the teacher used, so that the students will speak up and become comfortable to speak English in the classroom. The most effective activity may be useless if the teacher does not organize the students efficiently. Teacher does not only share their knowledge sincerely, but also plays role as an organizer, facilitator and as resource in teaching-learning process. Furthermore, the teacher should teach vocabularies that the students need and correct pronunciation, so that the students can speak accurately in English.

Teaching speaking is not easy, the teacher must have a good strategies and technique to conduct joyful and creative class, especially in speaking skill. Bygate(2000) in a book "Language Teaching a Scheme for Teacher Education" stated that, one of the problems in foreign language teaching is preparing learners to be able to use the target language. How this preparation done and how successful the process depends on the teachers' understanding when the teacher teach in the class.

Learners of English as a foreign language (EFL learners) have different purposes in learning English. Some of them have purpose to focus on reading skill or speaking skill but the students should be competent in the four language skills in English: reading, listening, writing, and speaking. In fact, the majority of the students find difficulties to speak accurately. Most of them are shy to perform speaking. Because of those reasons, Kresnanto(2011) in Practical Techniques for English Language Teaching advised the teachers to conduct joyful activities in English classroom, so it will motivate and encourage the students to practice their speaking ability. Then, in order to conduct joyful activities in the class, Brown(2007) claimed that there are six types of classroom speaking performance. Those are as follows:

1. Imitative

It is such a term as mentioned 'human tape recorder (Brown, p. 327)' because the students just imitate what the teacher has said.

2. Intensive

It includes speaking performance that is designed to practice some phonological aspects of language.

3. Responsive

It involves interaction of the teacher and students. A good deal of the students' speech in the classroom is responsive which is between teacher and students who have a good interaction.

4. Transactional (dialogue)

It carried out for conveying information. Conversation is one of the example of transactional dialogue. Another example of the transactional dialogue such as buying and selling situations which is potentially great practical value in language teaching.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out to maintain social relationship to give information. It is just a kind of *dialogue* that we can do simply because there is something to talk around us.

6. Extensive (monologue)

The teacher gives the students monologue of oral reports or summary. Then, the students will do their task and the teacher will give feedback about their monologue of oral reports.

Education has a big contribution in the national development. A good quality of education reflects the nation. One of significant factors to make better education is the quality of teacher. The teacher is expected to have good skill and knowledge in education.

Psychology of education must be learnt by the teacher as an educator to support the success education itself. By mastering the science of psychology in education the teacher will know and learn about their students. Furthermore, the teacher will learn about the development of students. Irham and Wiyani(2013) in a book *Psikologi Pendidikan* stated that, Psychology of education has 2 words, *Psychology* and *Education*. Psychology is adopted from Greek, which is *psyche* means soul, and *logos* mean knowledge or science. Education is learning or knowledge. Therefore, psychology of education is science of soul.

In line with Sugihartono(2013)in a book *Psikologi Pendidikan*, education is effort which is conducted by the educator (the teacher) in order to change human behaviour through learning and training process. Psychology of education is very important in order to guide the teacher to achieve successful of learning process. Suryabatra(2013) stated that psychology is a science to understand human in order to treat them well. He emphasises that knowledge of the teacher about psychological condition of the students is very important because teacher is one of the important aspects of the educational system. Hence, the understanding about psychology of education becomes the main requirement for every teacher.

By understanding the knowledge, the teacher could manage their students well. The teachers have to understand their students' needs, because good education is reflected from a good teacher.

## 1. Problems Formulation

### Teacher and Teaching Process in Merauke - Papua.

'In lecturing, success meant that students paid attention, laughed at my jokes, and applauded me. I told them what to learn, and they learned it.'

Daniel A. Goodenough (1994),

From this statement, lecturing or learning process is successful when the students pay attention to the teachers' explanation, or in some part they laugh when the teachers make some jokes to make them happy.

In teaching, the teacher should make a creative class. In this case creative class means that the teacher in that class should be creative in the context of teaching technique and method that the teacher used, so that the students will speak up and become comfortable to speak English in the

classroom. The most effective activity may be useless if the teacher does not organize the students efficiently. Teacher does not only share their knowledge sincerely, but also plays role as an organizer, facilitator and as resource in teaching-learning process.

Based on the writer experience, there was an interesting phenomena happened in Merauke-Papua Senior High School in speaking class. That was when the teacher only asked the students to read some materials in the speaking lesson handbook. So, it was only reading aloud activities not speaking activities. It is believed that different techniques may have different responses from the students. Some of the students may be active and some will be passive in the class. It is natural because all students have different ability.

In this case, there is an effect that is given by the teacher for the students. It is based on the writer experience, when the writer graduated from senior high school and want to continue her bachelor degree in out of Papua island, she found the difficulties to speaking English although she choose her concern in English Department in one the best private university in Java. After that, in the next semester she must take some course in English Village in Pare to improve her English skill. It is not only happened with the writer, but also her friends in another university in Java.

## 2. Intended Purposes.

There are so many problems of teaching and learning process happened in East of Indonesia especially in Papua, from the teacher and the students itself. From the explanation that the writer will conclude, the purposes of this present study is to identify the phenomenon happened in Merauke-Papua especially the problem of the teacher in teaching English as Foreign Language.

## 3. Intended Significance.

The writer expecting this study to have theoretical and practical significance of the study. Theoretically, this present study will give an additional contribution to teacher. They can find the result of this present study as information and input for the teacher.

Practically, the benefit of this study is also for the writer and the readers (the teachers in Senior High School or the lecturer). It is expected that after reading this study, there will be a clear vision about the errors in spoken language. In addition, the English teacher at SMAN 1 Merauke may use the finding of this present study as the feedback and information in a learning process in the class. Last, for the next researchers who want to do similar research, the study will give contribution as the references in teaching English.

## C. Research Methodology

To present the data the writer has choose the subject of this present study. The subject of this study was all the English teachers in *SMAN 1 Merauke*. The total number of the English teachers of *SMAN 7 Malang* was four teachers.

In order to make the study effective and efficient, some steps were conducted in the process of collecting data. According to Fraenkel (2005), data collection was 'the process of gathering and measuring information on variables of interest by planning it in a five basic step; selecting participant, gaining permission, selecting and weighing different data types, designing recording protocol and administering data collection' (p. 234). The data of this study were teacher's technique in teaching speaking which were implemented in the Grade XI Science 6 *SMAN 7 Malang*.

**Table: Data Collection**

NO	DATE	ACTIVITIES	DESCRIPTION
1	20 Des 2014	The writer conducted library study with collected the journal and articles related to the problem of this present study.	
2	25 Des 2014	The writer conducted the interview to the teacher.	

#### 4. Conclusion

In the last discussion of this problem, the writer will explore conclusion and suggestion. The conclusion that the writer will conclude from the problem are:

1. The teacher in Indonesia not professional yet.
2. The teacher in one of the Senior High School in Merauke – Papua do not pay attention in the skill that the teacher should teach.
3. The teacher only focus in finishing the curriculum (syllabus and lesson plan) without knowing that the students understanding the material or not.

In conclusion, the way the teacher teaches the students in English language is very important in order to make the students really understand the material. Then, the writer will conclude that become professional or professionalism of the teacher is a MUST for THE TEACHER in Indonesia.

Based on all conclusions that the writer conclude, this study has some suggestions for the teacher, and the government to improve the educational system and teaching learning process in Indonesia.

Teacher should pay attention on the students' activity in the class; the teacher should focus on the skill that the teacher wants to teach. It would be better for the teacher join such kinds of seminars, conference about education in Indonesia, so that after join those activities the teacher will have more knowledge about teaching, how to teach, and also about the curriculum.

Government should conduct the activities that will improve the teacher professionalism like seminars, conference or other activities. Hopefully, from this kinds of activities and also the certification of teacher will improve the teacher professionalism in Indonesia for better educational system.

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