



JURNAL BAPPL



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**Bagian Administrasi Pelatihan Perikanan Lapangan
Sekolah Tinggi Perikanan
Departemen Kelautan dan Perikanan**



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KATA PENGANTAR

Segala Puji dan syukur kami panjatkan kehadiran Tuhan Yang Maha Esa, atas berkah dan rachmadNya, jurnal nomer tiga ini dapat diterbitkan sesuai dengan jadwal yang telah ditentukan. Edisi tahun kedua dan penerbitan yang ketiga ini berisi tentang pokok bahasan budidaya perikanan, konservasi perairan, penangkapan ikan dan sosial ekonomi. Penulis sebagian besar dari civitas akademika Sekolah Tinggi Perikanan yang bertugas di Ocean Campus Bagian Administrasi Pelatihan Perikanan Lapangan (BAPPL-STP) Serang.

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Serang, Juni 2006

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THE CHALLENGE OF ENGLISH TEACHING IN FACING THE 21st CENTURY AT FISHERIES SCHOOL.

Dadan Zulkifli, M. Farchan

ABSTRACT

The objective of this study is to know the real problems that hamper students in mastering English at Fisheries School. This study aimed to improve the quality of teaching-learning English so the students can communicate English after graduating from the school. The result of this study showed that there is a necessity to be a basic changing and have more attention from any parties involved to evaluate some policy having done.

Key Words: Any parties involved, Teaching-Learning English

1 INTRODUCTION

English has an important role in storing and spreading the information today and the next century. Mastering English means mastering information, it's because generally information is communicated, spread and stored in English. It's almost 85% international communication is done in English and 75% of correspondences, faxes, telegrams in English as well.

The globalization and liberalization era which was adopted by people in the world today, making interactions will be more intensive among countries lying in world map. The dependence in politic, defense, and economic especially will be higher. Having good quality of human resources which is able to speak English is an obligation if we are willing not to be left. This condition will drive English to become a language used by almost people as means of communication in economic interaction. (Nasabit, 1995) says the importance of English will increase in line with more freedom and openness of an area.

Indonesia as one of countries which has biggest population and region is recorded as one of countries having worst human resources level. The weakness of human resources is also at higher education at specific in English lesson.

From the experiences of the teaching English for students at fisheries school, the writer finds that many students need to study English at foundation level. This shows that the English ability of students graduating from Senior high School is very low. Here, there is a contradiction between the demand of society and the students' ability of their English. He believes there should be an improvement of teaching-learning process on English lesson at the school. It constitutes a challenge for the English lecturers to have the solution.

To have the alternative solution above, the writer tries to explain two things; first is the condition and problem of teaching English at Fisheries school at present, and the second is the efforts to solve the problems in order to teaching-learning process could be improved and in the end the school graduated will be able to speak and write English.

2 METHODOLOGY

English lesson is regarded as a complement lesson at fisheries school now. This view should be immediately changed at present with the argument that by mastering English the students can develop their skill. In addition English could be spoken as a basic competence for any majoring.

The time allocation to English lesson which consists of 2 (two) to 4 (four) credits each semester means that for 8 semesters or 4 years the students only study 2 hour a week for one semester.

The achievement of English focused on reading, speaking, and writing, as matter of fact, is very difficult to do. It is because of the low ability of students in English. The limited time is mostly used to explain English structure. It could be said the classical activities are *remedial* of English lesson studied at Senior High School.

The other problem is the placement of students in the same class without considering their ability level. The result of this way, the writer often finds in a same class, there are very prominent students and on the other hand he will find lowest students. This condition is not only to make difficult for lecturers but also the students themselves.

The unfortunate anything else is the big capacity of class in which there will be more than 40 students in each class and it is too big for a language class.

Then, as the writer stated above that the students' ability of English is very low while the time allocation to study English is very limited so it is necessary to put a higher English standard entry test or remedial class for student which will study at the school.

The last is the limitation of supporting facilities especially for students having English class in Coastal Campus where there is not language Lab. So it needs to have more attention for any parties involved.

From the above, the writer takes some conclusions that teaching-learning activities of English at fisheries school have some problems that are (1) The limitation of time allocation, (2) Conventional teaching methodology, (3) Different background of the students' ability in English (4) The big capacity of class, (5) The low ability of students in English.

3 RESULT AND DISCUSSION

Based on the previous condition of English at fisheries school, there must be a basic changing and visible participation of many parties to be involved.

The first aspect that we have to be agreed with is a goal and minimum target to be achieved. The means of the goal here is what skill that students should be achieved before finishing their school. And the means of the target is minimum level that students should be mastered.

There are 4 (four) skills (listening, speaking, reading and writing) at least that need to have some attention proportionally to make students to be able to communicate in English. Thus, the goal of English lesson is to make students to be able to communicate in the four skills. (J.A. Bright and G.P. McGregor, 1982) say we are going to teach a language to children who are going to use it for the rest of their lives. We are trying to teach, primarily, not knowledge but skills; the many different skills required for good listening-speaking-reading-writing.

Hoping the students of fisheries school as non English department students can communicate in English such as students of English department is too exaggeration. It is because of the limitation of the time and the input of coming

students as well as their motivation. For this reason, the linguistic operations which should be mastered by the students must be limited and focused on the related field of knowledge that students learn as stated by (Trim, 1987)“ ... the behavioral input-output chain involved, the communicative function performed, the national/semantic content expressed, the formal linguistic resources employed, and the situation in which it occurs.

To measure the result of target of English learning activity, the school can use minimal TOEFEL score for 400 up to 450. And for a long term, it is good to have the own standard test. (Winkel, 1983) says an achievement is a proof of efforts which can be held.

The target and goal as stating above of course is not enough with the time allocation as at present. At least the students need to have 2 (two) credits each semester. It is so for 8 (eight) semester they spend minimum 16 (sixteen) credits. It could possibly be done by naming the non credit subject. For example, in 16 (sixteen) credits that students must be taken only 2(two) or 4(four) credits classified as a credit subject and the rest of them is noncredit ones.

Let's try to calculate the time allocation with the assumption given, the students studying English for 8(eight) semesters is 16 (sixteen) credit x 14 (fourteen) weeks x 1 (one) hour = 224 hours. Of course, it is still not enough when we compare it to students who will study abroad. The students will have the intensive course for 3 (three) months x 4 (four) hours x 5 (five) days = 240 hours. It is clear to add the time allocation on the English lesson is a necessity because of the 2 (two) credits for each semester for 8 (eight) semesters is still not enough.

The alternative solution that would help is to build a unit called a *language learning centre* to achieve the target of learning activities and make students to be able to study alone. Thus, this unit could be functioned as a center for studying English and the activity that can support the improvement of English students' ability such as discussion, seminar, speech and writing contest. (Hilgard, 1971) stated learning is the process by which an activity originates or is changed through training procedures (whether laboratory or is natural environment) as distinguished from changes by factors not attributable to training.

According the previous statements about teaching methodology, still there are many lecturers persistently spend their time in class only to explain structure because of the weakness of Senior High School graduated in mastering English. There is only one way communication. So the time for students to have more practices for their four skills decreases. This condition certainly must be stopped and the proper methodology should be searched to support the goal. (Antoni,1979) says the technique is a particular strategy or contrivance used to accomplished an immediate objective. The training of new methodology should be programmed regularly for the lecturer of English. It is in line with (Yelon and Weinstein, 1977) said “ Teachers can influence the ways in which students respond.

The other problem which is faced by the lecturers and students is the different background of students' ability in mastering English distinctly. To solve this problem the input of students needs to be selected strictly. The other way, the using of placement test at the beginning or the presenting of remedial class before the classical activity started is well to be done.

The big capacity of class is also an else problem in teaching English this situation is not fortunate in classical English activities. 40 (forty) students for each class are not suitable to study a foreign language. It may be 20 (twenty) or 25 (twenty five) students for each class, it can be accepted. It is realized that the addition

of instructors, rooms and funds will be emerged. The addition will be more 3 (three) times bigger than now. To solve this condition, there are some ways. First is by functioning the maximal hour of the English lecturers in teaching English. Second is by utilizing the lecturers coming from different major having the ability of English to help to teach at least on one class. And the third is by activating the *language learning center* as productive unit to answer the fund problem.

The last is about the low ability of Senior High School graduated in mastering English. This problem, of course, can not be handled without involving any parties, especially Department of Education and Senior High School. It is hoped there always will be an improvement on the quality of teaching English at Senior High School, and a regular control for the standard will delivered. (Beh, 1997: 176) said that the result of learning English is under of curriculum standardized. It is not more than 15% being able to be categorized as well as curriculum hope.

4. CONCLUSION

The changes which are hoped are basically difficult to do, but it is in line with the demand of the market of the people in the globalization era and the next century asking for being competitive human resources. The supports from any parties involved on improvement of teaching English are needed to have a good quality of teaching activity and to posses the students being able to communicate in English.

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