
Mapping the English Proficiency Used by Junior High School English Teachers across Riau Province

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Abstract: The second phase of the research highlights the speaking ability of English language teachers at the junior high school level in Riau Province, with the aim of getting a concrete picture of English Proficiency, especially the ability to speak English. The subject of this study was 180 junior high school level teachers in Riau Province. All research subjects become the research sample. The instrument of this study is a recording of the activities of using English in classroom learning activities by junior high school English teachers throughout Riau Province. The collected data were analyzed to describe the speaking ability of the teachers based on 7 factors namely gender, employment status, level of education, tertiary education, length of service, frequency of participation in training activities as well as ethnicity. From gender factors, female teachers have better abilities than male teachers. From the employment factor, teachers of the Civil Servants have a slightly better ability than teachers who are Non-Civil Servants. Furthermore, the speaking ability based on the level of education, shows that the higher the level of education, the better the speaking ability of the English teachers. In terms of tertiary institutions, it turns out that PTN graduates have better speaking skills than PTS graduates. In terms of length of teaching period, it is known that teachers who have served 21 s.d 30 years have the best speaking ability, followed by those whose teaching period 11 s.d 20 years.

Keywords: English Proficiency and Speaking Class

1. Introduction

Today English is one of the languages most interested in students, but often in the learning process there are many shortcomings and weaknesses done by the teachers. This is related to how a teacher teaches, the extent of the ability and mastery of teaching material and the method of delivery to students.

Teachers are required to be able to teach and facilitate students effectively so that learning occurs where students play an active role in developing themselves. However, often a teacher, especially one who does not have much teaching experience, chooses the wrong method in which they monopolize learning activities. In fact, if the teacher knows the principles of language teaching and applies it in his teaching, the teaching and learning process will be better and more effective.

Another phenomenon is the incorrect use of basic English and is often used by teachers in daily teaching. From the records of teachers' education and training activities in 2013 and 2014, there are still many basic expressions that are wrongly used by teachers, among others: please you stand up, please you write, different with and others. They are not aware of these basic classes that they always make in using standard and acceptable grammar.

Another fact is that teachers often choose the right vocabulary according to the context of its use. For example, he is making homework, he should be doing homework, and he is looking for money should he is earning money.

Besides that, the use of Indonesian language in a questioning form (rising intonation) is also used in English with similar intentions while English uses intonation 2 3 2 4 where the end of the intonation question falls. Phenomena as described above become the reason for this research with the title "Mapping" English Proficiency and Its Use by Junior High School English Teachers throughout Riau Province ".

1. Methodology

This research is to get a concrete picture of English Proficiency, which is standard and acceptable which includes Listening, Structure, Reading Comprehension, Speaking, and the ability to write or write. The location of this study is Junior High School (SLTP) throughout Riau Province. The subjects of this study were all junior high school English teachers throughout Riau Province, namely 180 people and all the research subjects became the research sample.

Records of the use of English in classroom learning activities by junior high school English teachers throughout Riau Province, will be used as a tool to describe speaking skills.

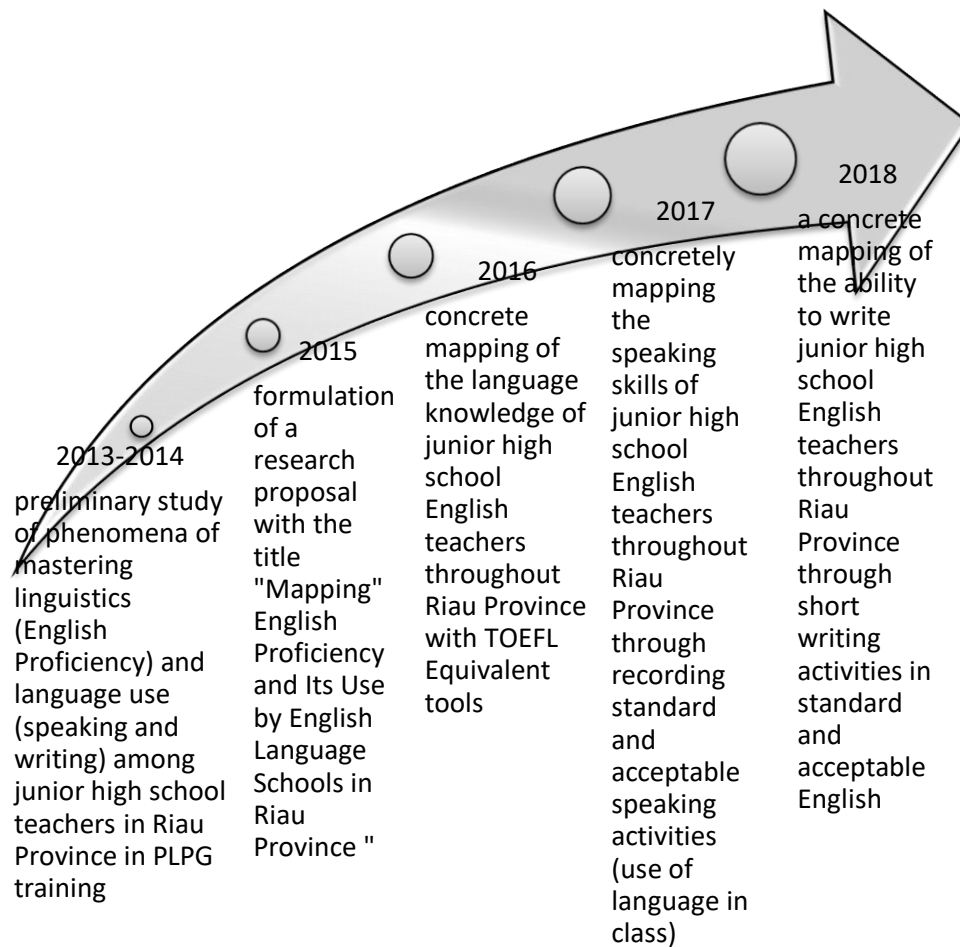


Figure 1. Research Roadmap

2. Result and Discussion

The data collection process had experienced problems in the field or in schools as a sampling location. These constraints include: semester exam activities, a long national holiday period, followed by a period of student and school orientation activities at the beginning of the new academic year 2018 - 2019.

Description of the data that has been 100 percent collected, as a whole reveals information based on 7 factors, namely gender, employment status, level of education, tertiary tertiary education, length of service, frequency of participation in training activities and ethnic or ethnic. The data profile is as follows:

Table. 4.1. Description of English Proficiency Data by Gender

Gender		Amount	Average		Average
Man	Woman		Man	Woman	
75	105	180	388	393.72	390.91

The table above shows a number of points, including: the number of male junior high school English teachers is far less than the number of female teachers (75 - 105). In terms of English proficiency, female teachers have better abilities than male teachers with an average score of 388 - 393.72. Thus, in general the average ability of English teachers is 390.91. This means that the English Proficiency of the English junior high school teachers in Riau Province still needs to be improved, both listening, Structure and Reading Comprehension.

Table. 4.2. Description of English Proficiency Data Based on Employment Status

Employee Status		Amount	Average		Average
PNS	Non PNS		PNS	Non PNS	
110	70	180	392.28	389.96	391.12

From the table above, it is known that the number of junior high school teachers with the status of Civil Servants (PNS) is greater than the number of teachers who are Non Civil Servants (Non PNS). PNS teachers are 110 and 70 non PNS teachers. As for the ability of English (English Proficiency), teachers with the status of Civil Servants (PNS) have the ability to be slightly better than the ability of teachers who are Non Civil Servants (Non PNS), with an average score of 392.28 and 389, 96. This means that the English Proficiency of the junior high school level English teachers in Riau Province, both those who are civil servants and non-civil servants, are still below the expected standards so that future improvement and improvement efforts need to be done.

Table. 4.3. Description of Data English Proficiency Based on Education Level

Level of education				Amount	Average				Average
D2	D3	S1	S2		D2	D3	S1	S2	
6	9	132	33	180	350	363.89	401.54	365.76	370.30

Referring to the table above, it is known that the number of English language teachers at the Riau Junior High School level, in terms of their education levels in sequence are D2 = 6, D3 = 9, S1 = 132 and S2 = 33 people. This means that the number of English teachers with S1 education levels is far greater than the number of those with other education levels.

Furthermore, based on the table above, English Proficiency is not directly proportional to the level of education. In other words, the higher the level of education of an English teacher, not the better his English skills.

Table. 4.4. Description of Data English Proficiency Based on Higher Education Graduates

College		Amount	Average		Average
PTN	PTS		PTN	PTS	
103	77	180	394.92	386.64	390.78

Based on the table above, it was found that the number of junior high school level English teacher graduates of state universities (PTN) was greater than the number of English language teachers graduating from private universities (PTS). There were 103 PTN graduates and 77 graduates from PTS.

In terms of English proficiency, PTN graduates have better abilities than PTS graduates, with an average score of 394.92 and 386.64. This shows that the English Proficiency of the English junior high school level teachers in Riau Province, both PTN graduates and PTS graduates is still below the expected standard.

Table. 4.5. Description of Data English Proficiency Based on Duration of Duty

Long Service				Amount	Average				Average
1 - 10 year	11 - 20 year	21 - 30 year	31 over years		1 - 10 year	11 - 20 year	21 - 30 year	31 over years	
67	72	29	12	180	361.32	405.75	414.69	406.33	390.05

By observing the table above, it is known that junior high school level English teachers in Riau Province who have served between 1 to 10 years amounted to 67 people, between 11 to 20 years 72 people, 21 to 30 years 29 people and 31 years and over 12 . It turns out that the most are those who have served between 11 and 20 years. When it is related to English proficiency, it is known that teachers who have served 21 to 30 years have the best ability with an average score of 414.69, followed by those who work 31 years and over, then 11 to 20 years and the last 1 to 10 years . While the average score of English proficiency in English junior high school level teachers in Riau Province when it is related to the length of service is 390.05, which means it is still below the expected standard.

Table. 4.6. Description of English Proficiency Data Based on Training

Training		Amount	Average		Average
Ever	Never		Ever	Never	
72	108	180	388.8	393.07	390.95

Based on the table above, it was found that the number of junior high school level English teachers in Riau Province who had participated in training was far fewer (72 people) than those who had attended training (108 people). In addition, it was also seen that teachers who had never attended training were better than those who had attended training, with an average score of 388.8 and 393.07. Furthermore, in general the English proficiency of English Province Junior High School Level English teacher, is associated with having never or never attended training, has not reached the expected standard with an average score of 390.95.

Table. 4.7. Description of Data English Proficiency by Tribe

Tribe				Amount	Average				Average
Melayu	Jawa	Minang	Batak		Melayu	Jawa	Minang	Batak	
79	29	50	22	180	363.59	406	419.36	408.27	399.31

The table above shows that the majority of English language teachers in Riau Province are from the Malay tribe (79 people), then the Minang tribe (50 people) and then the Batak tribe (22 people) and the Javanese tribe (29 people). When associated with English proficiency, it is known that it turns out that the English language teacher from the Batak tribe has the best English skills, with an average score of 408.27, followed by the Minang tribe 419.36, then from the Javanese 406 tribe and finally from the tribe Malay 363.59. However, the average English proficiency of English language teachers in junior high schools in Riau Province is 399.31. This means that their ability level is still not reaching the expected standard.

3. Conclusion

Based on the results or findings of the research conducted, some conclusions were obtained. English Proficiency in English Province of Riau Province, generally has not reached the expected target, it is still below 450. Teachers with the status of Civil Servants (PNS) have the ability to be slightly better than the ability of Non-Civil Servant teachers Civil (Non PNS). The number of English teachers who have attended training is much less. The higher the level of education of English teachers, the higher the ability of English Proficiency. The research findings as described above can be used as input for teachers, especially English teachers to always be enthusiastic, not feel well-established with existing knowledge, to continue to learn to increase knowledge while teaching in order to improve English proficiency.

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