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PROCEEDINGS

REDEFINING ENGLISH EDUCATION IN THE 21ST CENTURY

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TEACHING ENGLISH IN INDONESIA – A GENERIC VIEW

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Abstract : Education has been at a cross-road. This paper is a grounded research based on the relationship between the world of TEFL professional work and education. Within the umbrella of Indonesian Quality Framework (KKNI), the focal research problem is: How can we equip English Teacher with accountable Generic Competence in NNs setting Indonesia? This research is within the framework of grounded research on Designing English Learning and TEFL Text Standard following Indonesian Quality Framework perspective a research sponsored by Indonesian Directorate of Higher Education. Following this perspective, the research methodology first accomodates various transformative praxis model, designing a paradigm model, and doing action-research at TEFL classes at English Department to deal with the issue. Generic competence is a competence that works at cross-discipline levels. The methodology is first reviewing language and language teaching paradigms from Plato's era to the present state of affairs, configured its yields in TEFL praxis level in a transformative perspective. At praxis, this research proposed a paradigm on some generic teaching skills at TEFL at classroom praxis in Indonesian context. The whole work is an advent for a two-years research. The finding is a model of TEFL generic competences for classroom teaching on a Indonesian Quality Framework basis for teacher in teaching English at classroom.

Keywords: *Generic Competence; generic teaching skill; paradigm; Praxis*

Introduction

The world changes. The changes take context in almost every passed of life. Learners as future residence to be is to come up with the changes, they like them or not they are the persons to risk the changes such as southwest Asian(C/MEA) C-competitive professions meaning the Indonesian learns are competing not only with their home counter parts but all others in south east Asia in see in one aspect, and to see possible opportunities in other sister C countries in the other. For this Indonesian education need to substantiate the learners to fit with the changes. For this respect the ministry of education has claimed and proclaimed Indonesian quality framework (KKNI-2012). The world universities such as teaching English in European communities and teaching all universities subjects as well has developed models of generic competencies for their young learners to fit European post-2010 profession and pedagogic processing and paradigm designing are still going on according to Sanches and Ruiz (2008 : 29) that classroom processes and all inherent activities are directed to develop the competences. Generic competence is a competence that works at cross-discipline levels. The methodology is first reviewing language and language teaching paradigms from Plato's era to the present state of affairs, configured its yields in TEFL praxis level in a transformative perspective. Such generic competencies in

English language are gaining attention not only European education but also America and Asian including generic teacher competences ministry of national education (2006: iii).

With respect to English teaching in Indonesia, as understood by all Asian countries, English as non native setting has been a global demand if the youngsters of the Indonesian will be considered as significant participant in the changes. China, japan, korea and C country rim. We have the Indonesian quality framework, but how this is processed in the classroom is the matter.

This research is a quest to that matters, what is happening in the classroom. In particular the vocal research problem are 1. What generic English competencies are for the learners and NNs learners in the English classroom?. 2. How can English department frame the classroom English teaching learning processes to met and fulfill "that matter" as their professional quality?

1. This research is to develop the generic English communicative competence model and the needed generic teaching skill to accomplish the competence. Students conceives generic communicative competence in a given professional job
2. The candidate teacher demonstrate the technique and method to accomplished the competent.
3. To understand the rational of teaching generic view in Indonesian context

Education has been at a cross-road. This paper is a grounded research based on the relationship between the world of TEFL professional work and education. Within the umbrella of Indonesian Quality Framework (KKNI), the focal research problem is: How can we equip English Teacher with accountable Generic Competence in NNs setting Indonesia? This research is within the framework of grounded research on Designing English Learning and TEFL Text Standard following Indonesian Quality Framework perspective a research sponsored by Indonesian Directorate of Higher Education.

Method

This research is executed using classroom action research. The students are given models of generic competence in English communicative competence and steps in doing it in classroom action research as follows.

I. RATIONAL Generic Competence for CAR¹

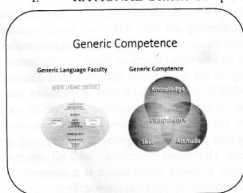


Figure 1: Generic Competence

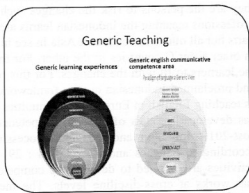
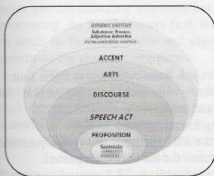


Figure 2: Generic Teaching

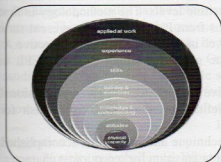
Generic competence is an intersection set of knowledge, skills and attitudes (sanchez 2008) and from philosophical perspective of what language is, basically there is no a coherence view of language faculty, Chomsky (2000). In this research, following the generic competence theory reconseive language faculty as follows:



1. Realities (language context)
2. Accent
3. Arts
4. Speech act
5. Discourse
6. Proposition
7. Sentencia (meaning)

Figure 3 : Generic language faculty

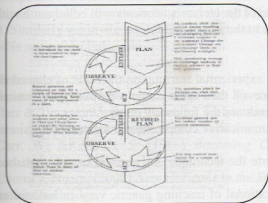
The global demand with the changes constitutes acquisition of generic competence as classroom processing as follows:



1. Physical fitness
2. Attitudes
3. Knowledge and understanding
4. Training and exercises
5. Skills
6. Experience
7. Applied at work

Figure 4: generic competence acquisition

II. GT Skills → CAR



1. reconnaissance
2. Teaching action
3. Review
4. Reflection

Figure 5: Classroom action research (CAR)

III. CAR → defining characters for professions

With the CAR the students monitored by the teacher doing the character of a define generic competence; among others

1. Hotel receptionist
2. Bank teller
3. Tourist guide
4. TV presenter, etc

IV. Products → Process

1. Students record teaching processes from cycle one to cycle four.
2. The lecturer lead a conference for each teaching action for rehabilitation, improvement and suggestion.
3. Students recycles the teaching in their groups
4. Lecturer give inputs among the ELT methods and techniques and modeling the generic competence for the define characters.
5. The students recycle the teaching with the ELT methods as inputs, and record the teaching.
6. Tuning up with conference and reflections.

In shorts, the research methodology first accomodates various transformative praxis model, designing a paradigm model, and doing action-research at TEFL classes. Generic competence is a competence that works at cross-discipline levels. The methodology is first reviewing language and language teaching paradigms from Plato's era to the present state of affairs, configured its yields in TEFL praxis level in a transformative perspective. At praxis, this research proposed a paradigm on some generic teaching skill at TEFL at classroom praxis in Indonesian context.

1. Students conceives generic communicative competence in a given professional job → outline a given syllabus for a define profession such as English for receptionist at customers satisfaction level
2. The candidate teacher demonstrate the technique and method to accomplished the competent → simulated English teaching aqisition for receptionist character
3. To understand the rational of teaching generic view in Indonesian context → undertand the rethional of generic language faculty and generic competence in defining characters for a given proffesion (such as receptionis characters in English communication)

All these are done in campus. At the next level the lecturers, students will collaborate with micro teaching teacher and teacher at school in the next semester.

Findings

Students gain competencies through experiential learning on the basis of classroom research. They develop generic competence of their own models despite their limited resources. For this semester, the research produces the following competencies.

1. Students conceives generic communicative competence in a given professional job
2. The candidate teacher demonstrate the technique and method to accomplished the competent.
3. Students strives understand the rational of teaching generic view in Indonesian context

Discussion

Experiential learning in CAR accommodates the process of reconnaissance, Teaching action, Review, Reflection. First among themselves, then browsing IT for references, then doing them as rational for teaching action, and define eloquence for their generic teaching skills. Eloquence means that in the perception of the group the teaching actor are not lecturing anymore but doing students centeredness as shown in the video processing. As for characters first, they have to characterized the characters they are going to teach so that they know and master first the knowledge, skills, attitudes all of which constitute the generic competence.

With respect to context and reality, the candidate teachers in the beginning does not know the meaning of executive, middle manager and blue collars workers like Kualanamu taxi driver, Garuda stewardess and how they communicate to be polite. The lack knowledge such as curancy how to say the price to rupee Indian, ringit to mallasian and yuan to Chinese as to fulfilled customer satisfaction standards.

Tuning up as to reach bench marking is still being outlined in this research. At list there will be internal benchmarking after classroom action research and micro teaching, school benchmarking. Meanwhile the university is still in quest of doing collaboration such as English department at Taiwan state and some others in the long run.

Conclusion

This research is an enterprise quest. In the first place, it has been a long struggle what language faculty is the construct English curriculum fit for Indonesian as NNs learners. This quest yield the generic competence for English communicative competence in a meaningful whole approach, hopefully an integrated model. What is being done here is the beginning of the research. One interesting point is that action research for the candidate teacher provided a trouble some challenge for the students to enjoy experiential learning, and to promote their performance product as their pride of learning, that they know what to suppose to be professional English characters on job fields.

Suggestion

Novelty is a challenge. What we are doing here is to dream what teaching generic skills our teacher candidates will characterize before they teach it. we know this is not perfect, and the pilgrim is still on the way. With happiness we invite you to join the pilgrim, for we believe it is a noble enterprise. We invite generic model of English communicative competence either in ESP subject or from methodological quest from various English department who are researching and doing IQF(KKNI) generic competence from L-1 to L-9. Similarly we invite how those department conceives generic teaching for those levels in NNs settings in Indonesia.

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¹ The language faculty in the generic competence is the product of the grounded research on what language faculty is as a total over view of what language competence is for the learners to acquire in professional works from accent to sententia in a generic view.