

The Inspiring Lecturers of Teaching English

Alfisah

IAIN Samarinda

Abstract

Mastering English is very important for the students, especially because of English, is necessary as a means of getting knowledge. Moreover, English can help the learners to make a change for the country and also his/her life. English is an official language or chosen language as in many schools across the globe. The competence of teachers should be improved. English learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in such a way to make a teaching and learning become successful and meaningful. The teachers may select techniques from various approaches according to the different needs of their learners with only a single purpose to create bright students and qualified human resources.

Keywords: inspiring lecturers, English language teaching, teaching techniques, teaching strategies

A. INTRODUCTION

Nowadays, English is the one of important language in the world because it is a universal language. As we know that English is an international language that is used almost all of the countries in the world. It is used in international activities as a means of communication. In addition, the English language is used everywhere whether in books, newspapers, sports, medicine, technology or even music and academic conferences. English language in Indonesia has taken a special attention due to the fact that people's awareness of the importance of English as the main means of communication in this global era is getting increased.

The Indonesian should be master of English because of some reasons. Firstly, by mastering English people can communicate with almost all of people in this world with English. In addition, it helps us to make a change for our country and also our lives. We can see in this world there are many countries and almost every country has

a different language. If we are not using English to communicate, it will be difficult to communicate with other people from another country, because one language that almost of all countries can use is English. Secondly, by mastering English we can communicate with other people around the world and we can get the information easily.

English has become a compulsory subject for Indonesian students since elementary school level. Based on UU Sisdiknas no. 20, Education teachers in Chapter XI and the contents of Pasal 40, about teachers and education personnel are: 1. Teachers and education personnel entitled to receive: a) income and social security were appropriate and adequate; b) award in accordance with the duties and job performance; c) career coaching in accordance with the demands of quality development; d) legal protection in carrying out the duties and rights to the wealth intellectual; and d) the opportunity to use the facilities, infrastructure, and education facilities to support the implementation of the task. 2. Teachers and other education personnel should: a) create an atmosphere of meaningful education, fun, creative, dynamic, and dialogue; b) professionally committed to improving the quality of education; and c) exemplify and maintain the good name of the institution, profession, and position appropriate with the trust given to him.

One of the indicators of the success is that learners' English competence is getting improved. An English teacher is then not only responsible to transfer English language knowledge during the process of English instruction but also to conduct good teaching and learning practices in order to help EFL learners to get success in learning English. One of the serious constraints that they have in learning English as their foreign language is that lack of confidence which is indicated by keeping silent during the instructional process, being afraid of making mistakes. This leads students to be passive learners of EFL. Accordingly, to be an inspiring teacher who is powerful to change the learners' mindset of learning English is critical.

A teacher performs many functions in the classroom for the comprehensive development of the students. Teacher keeps the students' safe, decides what is important for the students to learn, presents a rich and organized body of information to students, protects and improves the students' self-esteem, provides an environment for the students to explore a variety of experiences, helps students to use technology-related tools to accomplish certain tasks, makes sure that the students are prepared for the next level of education, loves and nurtures the students.

DuNeen states that there are twenty-five (25) things a successful teacher does differently. Those can be grouped into 3 domains, namely teaching, professional development, and student-teacher relationship. Concerning teaching domain, a successful teacher should have clear objectives and a sense of purpose and should be able to live without immediate feedback. Meanwhile, dealing with professional

development, a successful teacher not only masters the subjects taught but enjoys their work, seek out a mentor of their own, break out of the box, spend a time to explore new instructional tools, and keep curious as well. Lastly, the student-teacher relationship seems to have more emphasis to be a successful teacher.

Specifically, there are some excellent indicators of teaching practices- referring to excellent teaching- used by Chief Executive's Award for Teaching Excellent (CEATE) 2009/2010 which is organized by the Education Bureau- Hong Kong to assess nominations. They fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community and (4) School Development. The first two domains focus on recognizing teaching excellence and the other two on fostering teachers' professional development. Most parents put the hopes on the success of their children learning English much on the English teachers so that English teachers have significant roles and responsibility for the successful process of teaching and learning English. A teacher who followed these tenets would set tasks and exercises for the pupils, not as some inchoate attempt to induce self-criticism, tolerance, maturity or liveliness of imagination, but with the definite object of improving their use of language. Being an inspiring teachers or lecture focuses on how to implement the teaching practice optimally in the all teaching circumstances.

Think positive and act positively might create a positive atmosphere in the teaching and learning process. An inspiring teacher as according to McAleavy is characterized by establishing positive classroom atmosphere which can only be conducted by some of the following deeds: a) Give genuine warmth and empathy towards all students in the classroom; b) Respect for the students both in his behavior and the use of language; c) Praise students for effort towards realizing their potential; d) Seek and honor students' choice and input; e) Ensure that all students know he/ she expects the best efforts in the classroom.

Iftanti, in her article published in *Dinamika Ilmu Journal* said an Inspiring English Lecturers should possess at least three skills namely attitudinal skills, teaching technical strategy, and students' changes in learning English. Those skills enable to create a great positive and constructive learning students to be more tougher and ready to enhance the students' English skills.

B. THE INSPIRING ENGLISH LECTURERS

The definition of inspirational is a person or think that motivates mentally or emotionally. Something that makes someone wants to do something or that gives someone an idea about what to do or created: a force or influence that inspires someone. A divine influence or action on a person believed to qualify him or her to receive and communicate sacred revelation.

Most of the studies about motivational strategies are only seen from teachers' perspectives, including how teachers should handle certain classes using certain motivational strategies, how teachers can help to motivate many students with different characteristics, how teachers can motivate students personally, and many other motivational strategies on what proper strategy teachers think will work on certain problem. Many researchers which only concern teachers' perspectives are in a probability of being the same or different from the student perspectives which might result in a big misunderstanding between how teachers want to motivate their students and how students want to be motivated, which finally end with unmotivated students and unsuccessful learning.

The researchers which concern student's perspectives of how they should be motivated are rarely executed. Therefore, the student's desire was rarely touched since there was a little information on what the students really want and what motivational strategies they actually prefer. Banya & Cheng assert that "student's belief about foreign language learning is found to play an important role in influencing their motivation, attitude, motivational intensity, strategy uses anxiety and language achievement". Learner's opinion on the importance of certain motivational strategy for them should be investigated, which further can be compared with teacher's perspectives to make a more effective teaching and learning process.

Therefore, in order to understand why student behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives. Since 'pure' theories of motivation do not lend themselves to effective classroom application, Dornyei's theory on motivational strategies is used as the basic theory of this study. This is because of the fact that motivating language teaching was about in practice rather than theories.

Teachers and trainers can, and do, change lives. They can determine a choice of university and courses taken. They can directly influence on career choices. They can light candles in the darkest mind. They model attitudes, beliefs, and behaviors, thereby setting an example to follow. They can replace distracted parents. They can find deep rivers of talent that others cannot. Most importantly they can often help people find out what they are good at, passionate about and things they do in a state of "flow". In short, they help them find their real strengths.

An inspiring teacher is characterized by establishing positive classroom atmosphere which can only be conducted by some of the following deeds:

1. An inspiring English lecturer prepares their teaching well.
2. An inspiring English lecturer plans and develop a flexible, coherent, balanced, and diversified school-based curriculum.

3. An inspiring English lecturer makes good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework.
4. An inspiring English lecturer sets clear targets and objectives for each level in a language skill to ensure the continuity with the following levels.
5. An inspiring English lecturer develops strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes.
6. An inspiring English lecturer designs or adapts appropriate learning modules to cater for learners' diverse needs, interests, and abilities.
7. An inspiring English lecturer plans classroom activities well.
8. An inspiring English lecturer should actively find new innovative teaching strategies.
9. An inspiring English lecturer should think hard to find newest references in their instruction.
10. An inspiring English lecturer should well facilitate learners in learning English and have good classroom management.

C. STRATEGIES AND TECHNIQUES OF TEACHING ENGLISH

Teaching English is no easy feat. With a variety of different skill levels in every classroom, teachers must employ effective strategies that allow each student to learn the material. Whether the class focuses on literature, grammar, or language skills, these teaching strategies will come in handy for many English teachers. Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components. The process of planning a course is not an easy one.

As a teacher, you need to make decisions about what topics to include and which to leave out; the order in which those topics will be presented; which pedagogical methods to use (e.g., lecture, discussion, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc. Undertaking a strategic teaching analysis by which we mean analyzing several key variables related to the teaching and making decisions based upon that analysis increases the likelihood that the teaching objectives will be met.

Beginning the process of planning a teach by doing a strategic analysis is advantageous for another reason: It makes the work that much easier. By consciously identifying the unique characteristics of the course, you create criteria by which you can make informed decisions about how the class should be organized and

taught. More often than not those decisions are made based upon what other faculty have done when they taught the class, or perhaps on what your instructor did when you took the same or a similar course. But those models may or may not accomplish the overarching goal of teaching: to help students master a set of key ideas and skills related to your discipline.

Depending on the grade level taught and the type of material assigned based on the curriculum plan, English teachers will have to try one or more of the above strategies to make their classroom work. The same strategy may not work from year to year, and teachers may find that while one strategy works for one teacher, it does not work in their classroom. English teachers who are flexible and willing to experiment with teaching strategies are sure to find a winning formula.

Education, like almost every other area of our society, has evolved in leaps and bounds in recent years. A technique is a single activity that comes from a procedure. Any one of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. A technique is usually seen as one activity or procedure used within a plan for teaching. A technique is an implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. For example, in teaching the difference between the pronunciation of English /l/ and /r/ to some Oriental students, teachers sometimes get results by requiring the only imitation. If imitation fails, another technique requires the use of a pencil in the mouth to prevent the student's tongue from touching the alveolar ridge, hence inhibiting the pronunciation of /l/. Another teacher or the same teacher at another time might depend upon a drawing or chart of the human vocal apparatus. When visitors view a class, they see mostly techniques. Teachers often feel uneasy in the presence of visitors, fearing a misinterpretation of their classes. This, in my view, arises largely out of a confusion of techniques with the method. The effectiveness of a particular technique must be taken in relation to a method. A particular technique might at one time in the progress of a course be used quite wrong because it is out of order required by the method. Later on, it might be quite correct.

Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new, however. The

use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

There are some popular teaching English techniques that an English teacher might implement to succeed his/her teaching and learning of English:

1. Flipped Classroom (Inverting your class)
2. Design Thinking (Case Method)
3. Self-learning
4. Gamification
5. Social Media

D. CONCLUSION

English is an official language or chosen language as in many schools across the globe. An English teacher can influence his/her students since the students believe him/her as a trusted source of knowledge. If a teacher is incompetent and the students follow him, they will follow a wrong direction and might be a silent toxic for the student's future. The competence of teachers should be improved. English learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in such a way to make a teaching and learning become successful and meaningful. The teachers may select techniques from various approaches according to the different needs of their learners with only a single purpose to create bright students and qualified human resources.

REFERENCES

- Ahmad, Aris Munandar. Students' Motivation in Learning English at the Seventh Grade of Mts Taqwiyyatul Wathon Mranggen in the Academic Year of 2014/2015. Semarang: State Islamic University of Walisongo, 2015.
- Ciechanowska, Dorota. Teacher Competence and its Importance in Academic Education for Prospective Teachers. Wyższa Szkoła Humanistyczna Twp W Szczecinie: General and Professional Education 1/2010.
- Cresswell, Jhon W. Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research. 4th Ed, USA: Pearson Education Inc, 2012.
- David Wilkinson, Peter Birmingham. Using Research Instruments a Guide for Researcher. London: Routledge Falmer, 2003.
- David, Crystal. English as a Global Language Second Edition. New York: Cambridge University Press, 2003.

- Erna, Iftanti. Investigating Inspiring English Lecturers in a Faith-Based Educational Institution: EFL Learners' Perception: *Dinamika Ilmu*, Vol. 15 No. 2, 2015.
- Fromklin, Victoria. *An Introduction to Language*. New York: Library of Congress Cataloging in Publication Data, 1983.
- Hermer, Jeremy. *How to Teach English – An Introduction of Practice English Language Teaching*. England: Addison Wesley Longman, 1998.
- Hermer, Jeremy. *The Practice of English Language Teaching: Fourt Edition*, Harlow: Pearson Education Limited. 2007.
- John, M. Linacre. Optimizing Rating Scale Category Effectiveness. *MESA Psycometric Laboratory Universitas of Chigago*. Vol. 3, 2002.
- L. Norland, Deborah and Pruett-Said, Terry. *A ka lei do scope of models and strat gies for teaching English to speakers of other languages*. London: British Library Cataloguing, 2006.
- Larsen Freeman, Diane. *Techniques and Principles in Language Teaching*. UK: Oxpord University Press, 2000.
- Merce Bernaus and Robert C. Gardner. Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement: *The Modern Language Journal*, 92, iii, 2008.
- Merce, Bernaus and Gardner Robert,C. Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement: *The Modern Language Journal*. 92, iii, 2008.
- P., Sammons. Kington, A. Vijayendran, Lindorff and Lorena, Ortega. *Inspiring Teachers Perspectives and Practices*. University of Oxfort – CfBT Education Trust, 2014.
- Pusat Data dan Informasi Pendidikan. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Dengan Rahmat Tuhan Yang Maha Esa Presiden Republik Indonesia*. Balitbang – Depdiknas, 2004.
- Ratih, Purwono. *Study on Teaching English Strategy for Students' Impaired Vision of Eight Grades Student in SLB-A Ruhui Rahayu Samarinda*. Samarinda: Universiti of Muawarman, 2013.
- Redi Pudyanti, A.A.A. and Nitiasih, P.K. Suarnajaya, I W. Students And Lecturers' Perspectives On The Importance Of Motivational Strategy In English Language Teaching And Learning Process: *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, Vol. 1, 2013.
- Susan, Brindley. *Teaching English*. London: The Open University Press, 1994.
- Zafrulla Khan, Muhammad. *The Qur'an*. London: Curzan Press Ltd 3 rd Ed, 1981.