

ANALISIS PENGUASAAN BAHASA INGGRIS MAHASISWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA KAMPUS PALEMBANG

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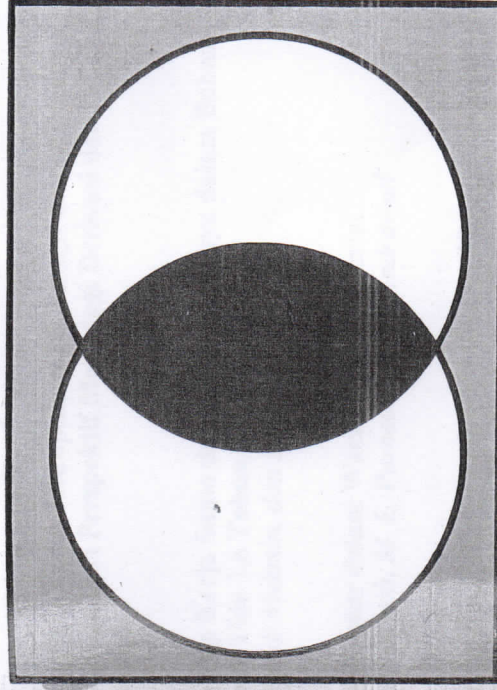
Abstract: *The Analysis of Teacher Training and Education Faculty Students' English Mastery in Sriwijaya University at Campus Palembang. The objective of this research was to measure the students' mastery of English at Teacher Training and Education Faculty, Sriwijaya University, Palembang in academic year 2009/2010. The instrument of this research was a test which was distributed to 547 students. The results of this research showed that the mastery of English of most of students (93%) was still very poor based on a TOEFL-like Test which was organized by the Teacher Training and Education Faculty, Sriwijaya University. The students' mastery of English was still problematic if they studied English only based on the current curriculum. This problem probably could be solved if the students studied English independently in the university. TOEFL-like Test which was organized by the Teacher Training and Education Faculty, Sriwijaya University was still needed to achieve one of Sriwijaya University requirements as world class university in the future.*

Abstrak: Analisis Penguasaan Bahasa Inggris Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Kampus Palembang. Tujuan dari penelitian ini untuk mengetahui penguasaan mahasiswa bahasa Inggris di FKIP Universitas Sriwijaya, kampus Palembang tahun akademik 2009/2010. Instrumen penelitian ini yakni memberikan tes untuk 547 mahasiswa. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa (93% atau 516 mahasiswa) masih rendah penguasaan bahasa Inggris didasarkan pada skor hasil test sejenis TOEFL yang dilaksanakan oleh Fakultas Keguruan dan Pendidikan, Universitas Sriwijaya. Permasalahan dalam penguasaan bahasa Inggris pada mahasiswa dapat diatasi dengan cara belajar mandiri selain mengikuti perkuliahan. TOEFL-like skor Tes yang ditentukan oleh Fakultas Keguruan dan Pendidikan, Universitas Sriwijaya masih perlu ditingkatkan untuk mencapai Universitas Sriwijaya sebagai universitas berkelas dunia di masa yang akan datang.

Kata kunci: penguasaan bahasa inggris, kemampuan bahasa inggris mahasiswa, toefl

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Teaching Students Study Skills to Gain Independence in Reading Comprehension¹⁾

Welly Ardiansyah^{*)}, Sofendi, dan M. D. Sitinjak^{**)}

Abstract: The success of learning is determined by the exact use of learning strategies. Learning strategies like techniques or instructional methods used by teachers can optimize students' learning activities in order to get the optimal learning quality. There are many factors that can affect students' success in reading. In general those factors are teachers, students, condition of environment, reading materials, and reading methods that are used to learn reading materials. The last factor, reading methods, can be used to improve students' reading comprehension achievement.

Key words: method, strategy, and skill.

The global world today demands a universally higher level of literacy achievement than at any other time in history, and it is reasonable to believe that the demand for a literate populace will increase in the future. An employment market is increasingly demanding high school graduation as the minimum educational credential for employment. Therefore, reading is essential for survival. In spite of the fact that electronic media have widely been used as a means of communicating information, a lot of information is still passed through the written forms. So that anyone who undergoes difficulty in reading has no place in the world. California Task Force (2002) expresses in words that reading is the most academic skill and the foundation for all academic learning. If students cannot read, they are on the road to academic failure. Furthermore, Academic Cuesta (2003) confirms that reading is probably the most important activity we can do to survive in life.

¹⁾ *Teaching Students Study Skills To Gain Independence In Reading Comprehension (Welly Ardiansyah)*
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From a teacher's point of view the issue in the classrooms usually revolves around how to improve the students' reading comprehension, whether it is in content area readings or in the language arts.

In teaching and learning reading, reading strategies play an important role because of the fact that they facilitate students to read efficiently. Therefore, the teachers of English should select such reading strategies which best suit his or her students' particular purpose. The selection of the strategies should primarily depend on the students' need. On account of the fact that there is no specific strategy that is best for all students or all regarding situations, the teachers of English must be knowledgeable regarding the different strategies. Langenberg, et al. (2000:1) emphasize that today's students must be equipped with a knowledge of learning strategies which will enable them deal with the vast amount of information as a result of the information age in which we find ourselves.

In contrast, not all teachers of English master study skills and the effect is that they will teach students poorly. Askov, et al. (cited in Dupuis, et al., 1989:99) and Rubin (1992:17-18) inform that some evidence exists that teachers of English themselves have not mastered some of the study skills. Kamm, et al. (cited in Dupuis, et al., 1989:99) further explain that if teachers are not familiar with the skills, they either do not teach them or else do a poor job teaching them.

In Indonesia, there are only few teachers of English who master study skills and teach them to students. It happens on account of the fact that there are only 11% teachers of English who are qualified in Indonesia (Harahap, 2003). Indonesian teachers of English often assume that students will learn to comprehend merely by reading. Although some will, many others will not. Students who are good comprehenders use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practically as well as intellectually. But many students are in failure at doing these things. The result is, according to Academic Cuesta (2003), many students take reading for granted. They feel that they are too busy to read, or maybe they do not enjoy reading.

Hayat (2001) judges that students in Indonesia can only read without being able to correlate the reading they have just read with the knowledge they have. Furthermore, Wasliman (2003) asserts that reading score of Indonesian students in East Asia, as reported by The International Association for the Evaluation of Education Achievement, stubbornly remains flat with score 51.7. In addition, Indonesian students are just capable of mastering 30% reading materials. Moreover, learning process taking place at schools nowadays does not support students' cognitive process.

From what have been stated, it makes sense that teachers of English should create an environment in which students are actively involved in the reading process. In such an environment students will read more, which in turn it improves their comprehension and knowledge. Students need to be motivated to learn and apply skills/strategies during reading.

UNDERSTANDING THE READERS' ROLE IN THE COMPREHENSION PROCESS

Since reading is an interactive process that is dynamic and constantly changing, each new task or assignment will alter the learning process, and challenge the reader to be active in her/his approach to the text. Developing readers are often challenged with the changing nature of reading tasks. They may also lack some of the strategies that expert readers employ as they read. Because of this, students should be encouraged to take an active role in their learning process. Likewise, teachers play an important role in preparing students for the task and can help students become more aware of the reading characteristics they bring to the task.

GREATER SELF-DIRECTION FOR STUDENTS

Many students of English are passive and accustomed to being spoon-fed. They like to be told what to do, and they do only what is clearly essential to get a good grade even if they fail to develop useful skills in the process. Attitudes and behaviors like these make learning more difficult and must be changed, or else any effort to train students to rely more on themselves and use better strategies is bound to fail. So teaching some strategies to students will accomplish very little unless students begin to want greater responsibility for their own learning.

NEW ROLES FOR TEACHERS

Teachers traditionally expect to be viewed as authority figures, identified with roles like parents, directors, managers, leaders, controllers, evaluators, and even doctors who must cure the ignorance of students. As Gibson (1992) cited in Feuerstein and Scholnik (1994:10) states, "You've got to make [students] toe the line all the time, you cannot assume that they'll come in, sit down, and get on with the job." According to Harmer (1988) cited in Feuerstein and Scholnik (1994:10), "The teacher instructs. This is where s/he explains exactly what the students should do." These familiar roles will stifle communication in any classroom, especially the language classroom, because of the fact that they force all communication to go to and through the teacher.

The specter of role change may discomfort some teachers who feel that their status is being challenged. Others, however, welcome their new functions as facilitators, helpers, guides, coordinators, diagnosticians, and co-communicators. New teaching capacities also include identifying students' learning strategies, and helping students become more independent. In this process, teachers do not necessarily forsake all their old managerial and instructional tasks, but these elements much less dominant.

GOAL OF TEACHING STUDY SKILLS

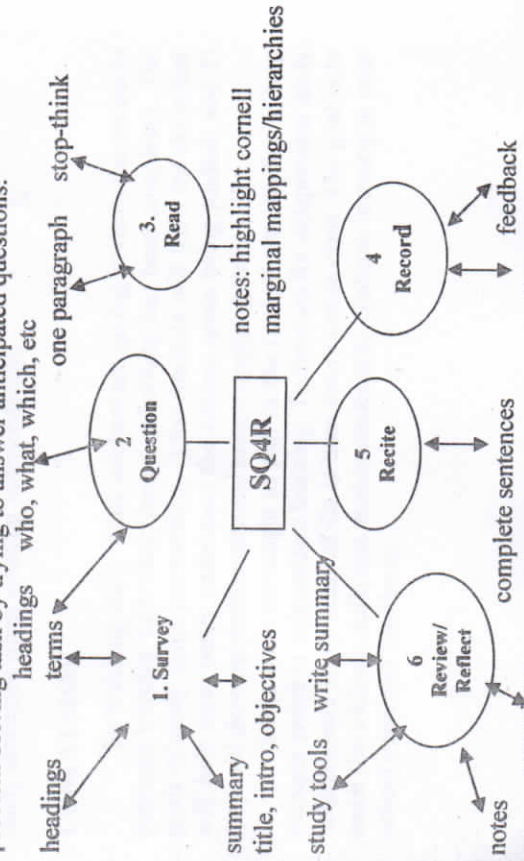
The ultimate goal of study skills instruction is to foster independent learning. Instruction and guided application should move students from dependence to independence not only applying the appropriate study skills but also in knowing when and why particular study skills are needed. A teacher can accomplish this task by gradually phasing out the use of cues and prompts as students learn to apply particular skills on their own. Dupuis, Badiali and Askov (1989:99) state that study skills enable students to learn more efficiently. In the study skills, the teacher acts as a model to help students see how to use study skills in learning and how they enable the teacher to gain information more quickly and effectively. Students will soon realize the long-term benefits of applying study skills, even though it may take time to do their assignments. Another goal in teaching study skills, as stated by Disney Learning Partnership (2002:2), is to help students learn content materials. Since these are the enabling or "learning how to learn" skills, they ought to be applied to meaningful materials, such as a content unity of instruction or a textbook assignment. If study skills are taught separately from content materials, as in a learning center or learning packet, the teacher should provide guidance in applying these skills to content reading assignments. In addition, Bos and Vaughn (1994:1) make known by words that study skills instruction should also foster metacognitive knowledge, making students aware of their own learning process. They need to learn which study skills are most appropriate for a given purpose with a given set of materials. They need to be able to recognize when a specific strategy will not work due to poor text organization or poorly written headings. They need to know when to write a summary – when the content is important enough to warrant the amount of time it takes. They furthermore need to learn to monitor their own processes so that they are aware of when their application of study skills is working and when it is not. They need to know when and how to switch strategies for optimal learning. While these seem to be ambitious goals, they should serve to guide instruction throughout elementary and secondary schools.

INDEPENDENT STUDY TECHNIQUES

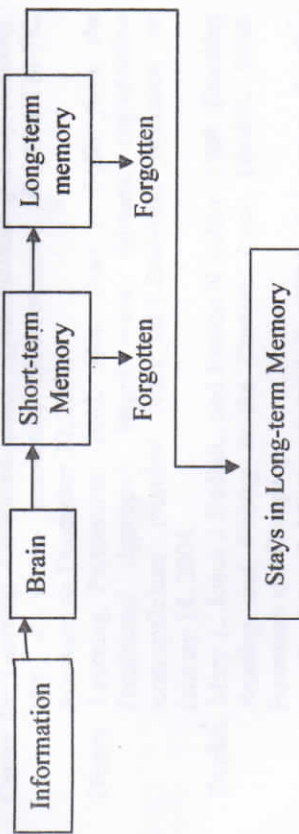
One set of skills frequently included among lists of study skills is instruction in independent study techniques. While study guides are an excellent means of ensuring comprehension of a reading assignment, students need to learn how to study material independently. The teacher cannot always provide guidance for reading that must be done in a content area. Students may read different materials, for example, in preparing independent reports or projects. The teacher cannot possibly anticipate all reading needs with a study guide. Besides, teachers' ultimate goal is for students to become independent learners. Alexander (2000:4) further informs that study guides, if they are used, should gradually wean students from direct teacher guidance to greater independence in reading. This goal is for students to read content materials independently with good comprehension. Instruction in the use of independent study techniques can help students accomplish that goal.

The earliest and probably most widely known technique for independent study is SQ4R (Grossman, 1997:11). Others, such as PQ4R, OK14R, POINT, PANORAMA, and RSVP are variations on the original SQ4R. All these techniques teach students the process of independent study that can be used on a short selection or a whole book.

Through the use of independent study techniques such as SQ4R, the reader guides himself/herself through the task of reading. By anticipating what will be said, the reader becomes actively involved in the reading task. The reader who comprehends is not passively processing what the writer has set forth, but he/she is actively engaged in the problem-solving task by trying to answer anticipated questions.



Survey: to become familiar with the material before students read, and to activate any prior knowledge students have of the subject. **Question:** to make the reading process a critical thinking exercise and to focus students' attention on what information they need to get from reading. **Read:** the information is necessary in order to master the course material. **Record:** by incorporating the motor activity of writing information down, students will have review notes and they will better establish the information into their long-term memory. **Recite:** activating long-term memory storage is aided tremendously by hearing and verbalizing the material. If students can explain the concepts to another, they have mastered the material. **Reflect/Review:** this is a metacognitive activity to make students a more self-aware learner. It also enhances long-term memory storage for successful retrieval at a later date.



Source: Academic Cuesta.2003. Integrating College Study Skills.3rd Edition.

The chart explains that after students have applied their reading by surely using SQ4R method, the information that is extant in the reading will stay in long-term memory. Grossman (1997:1) explicitly says that by applying SQ4R method, students can improve their reading comprehension. It takes place on account of the fact that SQ4R method uses how our memory works and gets us to apply basic memory principles. The twelve basic memory principles are as follows: (1) selectivity—the process of identifying the most important main points and details, (2) associate—the process of linking together new information to something familiar, (3) visualize—the process of making mental pictures, (4) effort—the process of actively involved in learning new information, (5) concentration—the process of keeping attention focused on task, (6) recite/write—the process of saying aloud or writing out what you are learning, (7) interest—the process of looking for a value or purpose in what you are learning, (8) big/little picture—the process of looking for general ideas and the supporting information, (9) feedback—

(10) organization—the process of logically arranging information you are learning, (11) time on task—the process of arranging and spending sufficient time on the task, and (12) ongoing review—the process of regularly reviewing information learned previously.

After students have applied SQ4R method to their readings, students are expected to (1) learn to pick out the important points quickly, (2) understand difficult materials better, (3) be able to remember more of the material longer, (4) be able to predict questions for quizzes, and (5) read faster without wasting time (Center for Learning Assistance, 2003:5).

Students usually do not readily accept the extra work involved in using independent study techniques. They prefer to read and reread reading materials passively rather than actively trying to anticipate what the author is saying. Because this “lazy” approach is somewhat understandable, the teacher must require students to formulate and answer questions. These must be checked, as one would check a study guide, until the independent study process becomes truly independent. When students realize how much learning can be enhanced through independent study techniques, their attitudes will change and the process will become almost automatic. Effective independent study habits may indeed be the most important learning that students can take away from content area study.

Because independent study techniques are so important, they should be taught and reinforced by all teachers at all levels (Hellyer, Robinson and Sherwood, 2001:3). The goals are to enhance learning in the content areas and to encourage positive attitudes toward applying the study strategies when working independently.

CONCLUSION

By teaching study skills teachers are giving students the means to continue learning after their formal schooling has been completed. The goals of study skills are twofold: 1) the students will learn the skills that will help them better understand the content areas being studied, and 2) they will develop positive attitude toward applying those skills.

Study skills are taught as part of the content area studies to help students arrive at independent learning. Techniques for independent study help students apply study skills in their own outside class. The goal is to teach the lifelong skills that enable students to continue learning in later school years and adulthood.

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