

ISHAK IS 2017 *Pengaplikasian Strategy mengajar oleh guru bahasa Inggris yang telah tersertifikasi dalam proses belajar mengajar di kelas di lappariaja, kabupaten Bone.. (di bimbing oleh Murni Mahmud and Kisman Salija).*

Penelitian ini bertujuan untuk mengetahui sampai sejauh mana guru sertifikasi bahasa Inggris di lappariaja, kabupaten Bone dalam mengaplikasikan strategi pembelajaran dalam proses pembelajaran dalam kelas. Penelitian ini adalah penelitian qualitative. Populasi penelitian ini adalah guru bahasa Inggris bersertifikasi. Sample penelitian ini adalah terdiri lima orang guru sertifikasi bahasa Inggris dari tiga sekolah yang berbeda di Lappariaja, kabupaten Bone. Tiga orang guru sertifikasi bahasa Inggris dan SMP dan dua guru sertifikasi bahasa Inggris dari Madrasah Tsanawiah Lappriaja kabupaten Bone. Data penelitian di kumpulkan melalui wawancara dan pengamatan kelas . Dari pengamatan kita ingin mengetahui pengetahuan tentang Teaching strategy secara teoritis. Dan dari pengamatan kelas, kita ingin melihat sampai sejauh mana mengaplikasikan teaching strategi dalam proses pembelajaran. Data hasil penelitian di pelajari dan analisa dengan mengaplikasikan Mile and Huberman model. Hasil dari penelitian ini adalah hanya satu guru sertifikasi bahasa Inggris yang dapat mengaplikasikan strategy pembelajaran dalam proses pembelajaran sedangkan empat guru lainnya tidak mengetahui strategi pembelajaran secara teori dan juga tidak dapat mengaplikasikan strtategi pembelajaran dengan maksimal. Maka hasil penelitian adalah guru sertifikasi bahasa Inggris dalam mengaplikasikan strategi pembelajaran di lappariaja, kabupaten Bone belum lah maksimal.

Kata kunci : Guru sertifikasi, Strategy Pemnbelajaran, proses pembelajaran

Teachers have significant role in education, beside curriculum, facility or infrastructure in education. Teacher's roles is very influencial for education. A well –perfect curriculum can not be conducted or executed without teacher's role.Syaodih, (1998) in Mulyasa, states that teachers play significant role, their role in planning and executing the curriculum. Furthermore, he stated that teacher is a planner, executor, and developer of curriculumand teacher is also as evaluator for his/her class. And in conducting those function, teacher's professionalism is required significantly.

In Curriculum of 2004, teachers are expected to have competence in developing the material in curriculum and of course, teachers' professionalism are needed urgently. Mulyasa (2006 : 14-15) states that in developing the material in curriculum, teachers have to be creative, professional and joyful. Furthermore, he said that teachers have to be creative in selecting the

material to be taught and also develop it in order to shape learner's competency. Teachers have to be professional to form learner's competency which is in line with each learner's characteristics. Teachers also have to be joyful, not only for learner but also for the teachers themselves.

Government has tried to improve the professionalism of teachers. Mulyasa (2006:19) explains that government has taken many effort to improve teachers professionalism, such as teacher training, seminar, workshop for teacher, and even through formal education by giving the teachers formal education in university. By doing all that effort, our government hopes that teacher's professionalism can be improved and our education in this country will improve as well.

The latest effort of our government do to improve teacher's professionalism is by launching the program so called Teacher's certification program(2005). Through this program our government expected to improve teacher's professionalism and improve teacher's welfare to better condition as well.

In this program, teachers are taught and trained to be professional and skillful teachers. And after getting teaching and training from this program, teachers are expected to be more professional and skillful in conducting their duty as educators and as the reward of their professionalism, the teachers will receive the incentive or tunjangan professional from government. And this incentive is an extra income beside their regular salary as public servant.

But, this incentive is not for consuming purposes but for improving the performance of teachers in conducting the teaching and also for the reward of their professionalism, (CNN Indonesia, 11/06/2015 and Republika, 31/10/2015). After a couple of years government had launched this program, apparently, this program does not bring the changes to the improvement

the quality of education significantly in our country. This condition is reflected from the news that the certification or this incentive does not directly improve the quality or the performance of teachers. From survey conducted by Dirjenpendidikan dasar, Kemendikbud, showed that apparently, the giving of tunjangan profesi did not improve significantly the quality of teacher and the quality of learner participant, (Republika, 15/10/2014). Furthermore, this teacher certification policy apparently only improve teacher's welfare but not teacher's competence (CNN Indonesia, 11/06/2015) and generally the teachers who pass the certification program do not show their progress on pedagogical, and professional aspects. Especially, in Pedagogical aspect, EFL certified teachers apply many kind of teaching strategy in their Lesson Plan (RPP) but we do not know for sure whether or not they apply or implement the teaching strategy well. They are usually active during training or certification program but when pass the certification, they back as usual as before. (Kompas.com, 31/10/2015) and the other problem showed by the result of the UKG (Ujian Kinerja Guru) that was administered by government in 2012. The result of UKG test indicated that the competence or professional of the teacher is questioned. According to the minister of Education (former), Muhammad Nuh stated that the result of UKG's grade was far below the average standard grade, the grade was around 44,5, this grade is far below from the grade that has been determined, that is 70, (Tempo, 06/08/2015) According to Kepala Badan Pengembangan dan Penjamin mutu, Kemendikbud, Syawal Gultom conveyed that the result of UKG's grade is still far than we expected, he mentioned the average grade of UKG per July, 1st 2012 were around 47, 84. Furthermore, he described that we have take serious action in order to improve teacher's competence, (Tempo, 03/08/2012). Direktur Jenderal Guru dan Tenaga Kependidikan, Kementerian Pendidikan dan Kebudayaan Sumarna Surapranata explained that so few teacher who get high score UKG test, and only 192 teachers from across

the country that get 90 – 100 score in UKG test, (Sindonews.com, 14/10/2015).The result of the UKG reveals that almost all teachers in this country are in under passing grade.

Ujian Kompetensi Guru test (UKG) consists of two part, they are pedagogical and professional part. The pedagogical test contain about teaching strategy and its application in the classroom and the professional test contains the material of each subject.Most of the teachers get low grade on pedagogical part, it means that there is something wrong with the teachers in applying the teaching strategy in their teaching process.

Our government hasallocated a thousand of billion to pay this incentive or this tunjangan (TPG) to the teachers, but the result of this UKG is very disappointed, that is, the giving of this incentive does not directly improve the professionalism or performance of the teacher.

Based on the above problem, the researcher would like to conduct the reseach to find out whether the EFL certified teacher apply the teaching strategy well.

Because the EFL certified teacher will and should apply the strategy in order to run his/her teaching in the classroom and achieving the goal of the learningEnglish process at the classroom. And also, Teaching Strategy is one of the material that is taught during diklat teacher certification (PLPG), so the certified teacher, especially, the certified English teacherhopely will have already mastered the teaching strategy and of course, always apply it.