



## **STRATEGIZING POLICY FOR THE LEARNING ENGLISH AS A LANGUAGE IN MAKASSAR INDONESIA**

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### **ABSTRACT**

Teaching and learning becomes central issue in curriculum and instruction. If teaching and learning process runs well, it tends to gain learning achievement as general learning objectives seem easy. This occurs to all subjects including learning English as a foreign language. So, all components in teaching and learning have to function well such as teaching methods and strategies, teaching media and aids. This research was carried out using a review of literature from various sources and analysis was carried out in the form of review to come up with a framework. In this study, one approach would be promoted as teaching approach to motivate students to learn is guided-inquiry learning. Inquiry learning may help teacher to run his teaching and learning process in order to get curriculum objectives and help students to reach and increase their ability by having higher motivation and preferring learning strategies. A framework of various variables relating to inquiry was proposed and attention should be paid to the process rather than product, quantity rather than quality, and fluency rather than accuracy. Indonesian students failed to learn skills in English including writing skill. Teacher should motivate their students in order to promote their metacognitive skills.

**KEYWORDS:** Strategizing, Policy, English Language, Indonesia

### **1 INTRODUCTION**

Teaching and learning becomes central issue in curriculum and instruction. If teaching and learning process runs well, it tends to gain learning achievement as general learning objectives seem easy. This occurs to all subjects including learning English as a foreign language. So, all components in teaching and learning has to function well such as teaching methods and strategies, teaching media and aids, classroom facilities, syllabus, and lesson plan (Stern, 1992; Depdiknas, 2006)

Those components may run well in teaching and learning process if teacher has enough competence in integrating them in the classroom. It means that teacher competence becomes important in implementing all those teaching components and all have the same role in teaching and learning although this research would focus on teaching strategies in English as a foreign language in the classroom.

Teacher strategies in teaching and learning are necessary to be varied to gain learners' motivation and achievement in learning. One of teaching strategies which involve students' participation and engagement in the classroom is inquiry learning instruction. This instruction involves learners to learn on their own ways although teachers have limited experience with using inquiry activities in their classrooms (Newman et al., 2004). Teachers definitely need to be well prepared and confident in their knowledge and understanding in order to properly direct, guide, focus, challenge and even negotiate with students as they guide them through the process.

## **1.1 Background of the Research**

Teaching English as a foreign language in secondary schools in Indonesia requires high commitment of teachers in order to create interesting English classroom. High commitment of teachers is shown by innovative efforts in involving students in the classroom. One example of the high commitment is the effort of teachers to implement various approaches in their teaching and learning. This study seeks to explore the extension of guided inquiry learning requiring a high degree of student commitment, in an alternative school setting in an experimental study by improving our system of education to produce more generalizable results on how inquiry occurs in different curricular environments such as a traditional English class versus an experimental English class in a pilot scale. Therefore, exploring perceptions of guided inquiry learning on motivation, use of learning strategies, and writing skill achievement on students' learners in Makassar would be researched to guide the future curriculum improvement in English language learners.

Hence English competence in Educational policy and curriculum provide coverage context and expectations that can drive the process of learning to future students better. English is taught in formal schools as a preparation of students, this time felt is still not satisfactory, because very few high school graduates are able intense using. English in research educational policy and curriculum implementation of English as a foreign language, there should be a commitment on the part schools to organize learning English better with reference to the teaching methods which aim to improve students' test scores (Lie, 2007).

## **1.2 Theoretical Framework**

Theoretical framework used in this study aims to explain the effect of inquiry on students' motivation, learning strategy utilization and writing skill in English language learning. This theoretical framework is derived from the combination of the concept of English curriculum in Islamic senior high schools in Indonesia (Depdiknas KTSP, 2006) theory of inquiry (Colburn 2000), theory of motivation.

Many teachers have limited experience with using inquiry activities in their classrooms (Newman, et al., 2004). Teachers definitely need to be well prepared and confident in their knowledge and understanding in order to properly direct, guide, focus, challenge and even negotiate with students as they are guide them through the process. Knowing what questions to ask or how to ask them, to help students make meaningful connections and lead to meaningful educative experiences is challenging. Proper preparation and knowledge is the key. More professional development in the area of inquiry learning needs to be available for teachers of science. With that support, teachers can begin to make the transition from traditional science classrooms where knowledge is absorbed to an environment where students work to create their own powerful understandings of the science all around them.

One effort inquiry learning approach that includes invention ideas, communicate those ideas into written form, experience of learning together as a group is expected to be learning together (collaborative) which gave more meaning. Principle meaningful learning English language is closely related to Communicative Language Teaching (CLT). Meaningfulness of language here is measured one's competence in idea or ideas opinion that can be received well by others (Richards & Charles 1998 and Richard & Theodore 2001).

## **2 METHOD**

This research was carried out using a review of literature from various sources and analysis was carried out in order to come up with a framework for strategizing policy for the learning English as a language in Makassar Indonesia

### **3 RESULT AND DISCUSSION**

In this study, one approach would be promoted as teaching approach to motivate students to learn is guided-inquiry learning. Inquiry learning may help teacher to run his teaching and learning process in order to get curriculum objectives and help students to reach and increase their ability by having higher motivation and preferring learning strategies. Teachers are the vehicles through which students are able to make successful interactions with content material.

To develop EFL writing skills according to Alwasilah (2006), attention should be paid to the process rather than product, quantity rather than quality, and fluency rather than accuracy. Indonesian students failed to learn skills in English including writing skill. He concluded that it may happen because teacher failed to meet students' needs including to implement those aspects to develop his syllabus and tend to use conventional approach of teaching such as lecturing, drills, translating, and summarizing. Teacher as a front person in the classroom should design curriculum in connection with the needs of students for developing academic writing and use various and appropriate approaches.

#### **3.1 Students' Motivation**

Students' Motivation as expressed as that motivation is being influenced by the environment in which students find themselves. He discusses teacher control and few opportunities for student choice as factors that can actually decrease task value towards reading. If the environment is a large factor in motivating students to read, then educators should be particularly interested in finding ways to optimize literacy learning environments to support an increase in motivation. Some approaches to teaching reading may be more advantageous than others. Teachers, who make reading socially interactive, teach strategies to help students comprehend, and use a coaching style instead of a corrective style has been shown to increase reading motivation (Gambrell, 1996 & Pressley, 2006).

#### **3.2 Student's use of Learning Strategy**

Research's result shows that the contribution of metacognitive strategies to achievement and retention in writing. Developing writing, according to him, is an important skill in language because it is a complex part of language learning and meta-cognitive strategies are effective on developing writing skills to produce longer and more quality texts. Dülger, 2011 recommended that further study should be conducted on the particular effects of meta-cognitive strategies in order to have a better understanding of the uses and benefits of the meta-cognitive strategies to instruction. It means that teacher as a curriculum specialist needs to learners' differences such as strategy on making decisions on designing lesson curriculum. It may be concluded that writing skill of students has to be improved continuously because it is productive-process skill. It should be regularly practiced in order to maximize reaching the skill. To maximizing practicing it in the classroom, teacher needs various approaches in teaching writing skill.

Majeda (2012) in her study indicated that there were statistically significant differences in the post-test between the control and the experimental groups in favor of the experimental group who were taught using cooperative learning strategy, and there was statistically significant difference in the students' achievement due to GPA. There was statistically significant difference due to the interaction between GPA and group. This study concluded that students needed to be more free and flexible in practicing their skill in writing in order to reduce their fear to produce their ideas. He proposed some recommendations to enhance the effect of using cooperative learning strategy in teaching English language skills such as essay writing on students' performance such as conducting further studies in other universities. From her study, it may be concluded that using learning strategy may increase students' competence in writing. It also indicated that students who use appropriate learning strategies in developing writing skills may differ from students who do not. Finally, it recommended to do further research in the same area in different strategy and different university or school.

Majeda (2012) stated that an opportunity to write, revive, and rewrite what students have already written is given to them when cooperative learning strategy is employed in classrooms. Students`

knowledge about writing rules is polished because of the peer criticism practiced during working cooperatively in a group. Students must know what to look for and make justifiable comments so that they can effectively evaluate their peers' works.

Salovaara (2005) stated that students who participated in inquiry learning have deeper cognitive learning strategies. It could be concluded that learning strategies can be developed by implementing inquiry approach in teaching and learning process. This result implies that the inquiry based learning situation might lead students to engage in cognitive self-regulation and apply at least partly different types of strategies than in the conventional classroom situation.

### **3.3 Writing skill**

Viewing writing traditionally was associated with such a view is based on the idea that speaking precedes writing, and those who can speak in the target language can write equally well (which is clearly a false assumption). Therefore, students were not exposed to writing before they acquire the oral skills and conventions, since an individual was assumed to be able to express himself in the way he speaks. Questioning the inadequacies of the product view resulted in viewing writing basically as a process of four main stages (i.e. planning, drafting, revising, and editing), where each stage has its own rules, activities, and behaviours to be displayed naturally, the teachers are expected to focus on the process rather than the finished product. Certainly, accuracy is not neglected when developing writing, but it is not the only emphasized issue either. That is, various operations and strategies applied during the completion of a writing task become key processes and elements.

## **4 CONCLUSION**

Soni and Bambang (2012) in their study in SMAN 1 Manyar Gresik Indonesia investigated the effect of guided-inquiry learning model on students' metacognitive self-regulation in learning buffer material. In general, according to Soni and Bambang, the activities of metacognitive self-regulation can occur at any phase of guided-inquiry learning model. So, teacher should motivate their students in order to promote their metacognitive skills. They suggested for future research to investigate guided-inquiry learning model with other learning strategies to activate self-regulation of students in learning by using various methods such as interview method.

Research's result by Dülger (2011) proved that the contribution of metacognitive strategies to achievement and retention in writing. Developing writing, according to him, is an important skill in language because it is a complex part of language learning and meta-cognitive strategies are effective on developing writing skills to produce longer and more quality texts.

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