APPROACHES IN TEACHING ENGLISH BASED ON 2013 CURRICULUM AT SMPN 3 POSO KOTA UTARA

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Abstract: This research aims to describe the procedures of teaching English implemented by teachers of English at SMPN 3 Poso Kota Utara. This research is qualitative in nature. Data are collected by observation and documentation, then analyzed in two steps: firstly, the data of English learning process are observed then mapped to find a clearer description; secondly, procedure used during teaching and learning process are identified, and; thirdly, the procedures are decided in terms of appropriateness. The findings show that teachers of English at SMPN 3 Poso Kota Utara strictly followed lesson plan and syllabus as guidelines for teaching, used scientific learning as teaching approach, and the models of teaching and learning practice in this classroom are genre approach learning and discovery learning.

Keywords: *2013 curriculum, teaching English, genre-based approach, discovery learning approach*

Teachers are supposed to create a good learning atmosphere in which students feel pleasant and enjoyable in learning. The class will be comfortable and stimulating the learning process if the interaction between students and teacher occurs spontaneously and naturally in acquiring the target language. The process of teaching and learning is important because through this one teacher can transfer knowledge and control their students to develop their competences. Learning process is a basic process of education because in learning process, teacher, students, material, learning method and others learning components meet, and in it, they create an interaction and communication to reach the goal. This paper describes the approaches implemented by the teacher in teaching English based on 2013 curriculum.

Teaching and Learning Process

Based on the Permendikbud No. 58 Year 2014, the aim of the English Subject at Junior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language, systematically using the element of language that is accurate and acceptable, about the kind of factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community. Based on Permendikbud No. 58 Year 2014, Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Now, schools in Indonesia are implementing new curriculum named the 2013 Curriculum. In the 2013 Curriculum, syllabus, lesson plan and assessment are done based on the curriculum. Steps in the teaching-learning process are structured and done in line with curriculum especially with the approach. The approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies. In order that the students can actively develop their potentials, teachers are demanded to be able to apply Scientific Approach properly.

Teachers' Competency and Roles in Teaching

A teacher's professional competency is a set of ability to do teaching responsibilities. Teachers are expected to be able to manage learning system including: defining goal, choosing material priority, choosing and using a method, choosing and using learning source, and also choosing and using learning media (Uno, 2010: 18-9). It means that teachers must have good knowledge in their fields, understand methodology, have theoretical concept, and choose method in teaching learning process. In teaching and learning process, teacher's competence will affect whether or not the material can be delivered to the students.

According to Sanjaya, learning approach learning can be interpreted as our starting point or point of view to the learning process, which is refers to the views on the occurrence of a process of its nature still very common, it accommodates, inspires, strengthens, and underlies the method of learning with theoretical coverage (Sanjaya, 2008). Scientific approach is the approach that refers on investigative techniques of some phenomena or symptoms, acquire new knowledge, or correct and integrates previous knowledge. As for the steps referred to in the scientific approach in learning includes observing, asking (questioning), reasoning, associating, trying (experimenting), and forming networking. Learning based the scientific approach is more effective results compared to learning traditional.

A successful language, planning, and administration, topics that are rarely included in TESOL (Teaching English in Schools to Speakers of Other Languages) training programs (Richard & Rodgers, 2001). The quality of teaching and learning program based on the teachers' planning, the process, the evaluation, and the follow up of the evaluation of the teaching and learning activities. It depends on how the teachers modify aspects in to an effective and efficient teaching and learning system. The effectiveness of the teaching and learning activities represent how the teachers plan and organize the activity.

An effective teacher is not only a skillful and knowledgeable classroom practitioners. It means that, the teacher should know how to develop and adapt materials, to plan and evaluate teaching and learning activities, to adapt teaching to students' needs, and to function within an institutional setting. According to McRobbie in Richard and Rodgers (Richard & Rodgers, 2001), there are two broad dimensions of teacher effectiveness: (1) the level of knowledge and skills that teacher brings to the classroom, and (2) classroom practice. Students' participation in the process of teaching and learning activities depends on the teachers' role to stimulate the students. The method used by the teacher is an important aspect.

The theoretical principles of teaching may come from variety of sources: from the teachers' experience or his/her experiment of other teachers, from sudden inspiration insight, from documentation of conventional wisdom. But whatever it comes from, the theory need to be made explicit and have relevance to pedagogy to be affectively assessed.

According to Richards and Rogers (Richard & Rodgers, 2001), method includes approaches, design, and the teaching procedure. Approach refers to theories about the nature of language learning that serve as the source of practices and principles in language teaching: Design is the level of method analysis that consider: (1) what the objectives of the method are, (2) how language content is selected and organized within the method, (3) the type of learning tasks and teaching activities the method advocates, (4) the role of learners, (5) the role of teachers, and (6) the role of instructional material (Richards and Rogers 2001: 24); and procedure encompasses the actual moment-to-moment techniques, practices, and behavior that operate in teaching a language according to a particular method (Richard & Rodgers, 2001). The previous aspects of method mentioned are correlated. Approaches constituted design, design constituted procedure. It means that the implementation of teaching techniques in the classroom should following the design and the approaches used in the process of teaching and learning activities.

In recent times the most frequently mentioned approach in scientific learning is the scientific approach. But in addition to the scientific-based approach, there are several other approaches teachers can use in the learning process, one of which is the Genre Based Approach. At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the approach in 2013 Curriculum, which is the scientific approach. The model of scientific approach is science process-based approach that is done through the process of observing, questioning, exploring or experimenting, associating, and communicating.

2013 Curriculum

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels. Thus teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an accompanying book for the students guide book for ELT. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning

guidelines for each chapter and evaluation guidelines.

The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach, *Permendikbud No 59 Tahun 2014, Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, Pasal 9, ayat (2), (3), (4). 20 Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris: Buku Guru,* (Jakarta: Balitbang Kemdikbud, 2014). Whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans.

Lesson Plan

A lesson plan at least contains of the followings: (1) the identity of the school, subject or theme, class/ semester, and the allocation of time; (2) core competence, basic competence and indicators of competencies achievement; (3) learning materials; (4) learning activities that include preliminary activities, main activities, and the post activities; (5) assessment, remedial learning, and enrichment; and (6) media, tools, materials, and learning resources.

Syllabus

Lesson plans arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles: (1) fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills; (2) can be implemented in one or more than one session; (3) pay attention to individual differences of learners; (4) student-centred; (5) context-based; (6) contemporary-oriented; (7) develop independent learning; (8) provide feedback and follow-up of learning; (9) have relevance and coherence between competencies and between content; and, (1) utilizing information and communication technology.

Curriculum Structure

The curriculum structure formulated after going through a process of discussion and structuring the curriculum. For Senior High School, the curriculum structure in subjects divided into two groups, named the compulsory subjects and the specialization subjects. The specialization subjects group aims to provide opportunities for students to develop an interest in a group of subjects in accordance with the scientific interest in the college and to develop their interest in a discipline or a particular skill. English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Method

The type this research is descriptive qualitative method. Descriptive method to describe about the procedures of teaching and learning English based on 2013 curriculum used by the teacher at SMPN 3 Poso Kota Utara. The location of this research was SMPN 3 Poso Kota Utara. The data were gathered using classroom observation, and taking documentation.

Findings
1. **First Observation, Tuesday, 12 March, 2018**

The researcher did observation in SMPN 3 Poso Kota Utara, the researcher came to the class with Mr. J as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The researcher found the method which were applied by English teachers at SMPN 3 Poso Kota Utara based on lesson plan and syllabus. The method used by the teacher is Genre learning approach. The researcher observed the teachers in classroom, the stages of teaching activities in first meeting were pre Activity, whilst activity and post activity.

Pre Activity

Before beginning the lesson, the teacher opened the meeting by saying "assalamu'alaikum" or Good Morning to the students. After that, the teacher checked the students who were absent that day. Then, the teacher began the lesson with several activities. Teachers prepare students psychologically and physically to follow the learning process and after that the teacher asked questions that relate prior knowledge to the material to be studied. The teacher explains the purpose of the learning that will be achieved. The teacher

explains the test criteria done in the learning process.

While Activity

There were several classroom activities done by the teaching learning process at SMPN 3 Poso Kota Utara. The activities were described in each stage. The teacher ought to try made the students interesting and enjoying in this classroom. There were fourth phases in whilst-teaching as follows:

a. Activities in Building Knowledge of the Field (BKOF)

The activities in BKOF that were done by the teacher at SMPN 3 Poso Kota Utara were by giving explanation social context about member of family. In this stage the teacher introduced material to the social context of the member family of the particular text model. After that the teacher gave the explanation to the students about generic structure in simple present tense and social function. The following is the excerpt of conversation done in the classroom.

Teacher   :   After discussing about this is me, what is the tenses use in the report?
Students   :   It is using present tense.
Teacher   :   Can you show me the tenses in the text?
Students   :   Yes I can, in the first sentence etc.
Teacher   :   Ok, do you know, what is the social function of the report?
Students   :   Yes, to describe the way things are such as a man made things, animals, and plants.

Activities in Modelling of Text (MOT)

The next activity done by the teacher was modeling the text. The teacher gave the example of the text appropriate with the material will be discussed. The model of the text could be oral or written. However, the teacher at SMPN 3 Poso Kota Utara only used written text. The teacher used "When English Rings A Bell" as the textbook. The topic in this meeting was about the students describing or give inform about student' personal information.

The teacher instructed the students to describe their experience about the material. By asking question above, the teacher knew the ability of the students, the teacher could check the students whether they still remembered the previous material or not. Besides that, the teacher also asked the homework given by the teacher in the last meeting.

b. Activities of Joint Construction of Text (JCOT)

The activity in JCOT was the students work in pair or a group discussion. They were doing exercise with their friends in group about the material. The teacher divided the group based on their chair. The teacher divided into 8 groups and a group consisting of 6 students. The activities was making group in doing exercise.

c. Activities in Independent Construction of Text (ICOT)

In this stage, ICOT was the last stage, the students made a written text about family in individually. The students made a written text by themselves, and underlined the possessive adjective in written text by themselves.

Post Activity

The activities that involved in these stages were two activities namely giving the task in the class and giving the task in homework about description of Father and Mother. The teacher asked the students to make a written text, it needed long time. Because there were many students had limited vocabulary and difficult coherence of the sentence, so they needed long time to develop the paragraph. Sometimes the time is over when the students write the text in the class. Therefore, the teacher asked them to continue the task as homework.

The following is the excerpt of conversation done in the classroom.

Teacher   :   Have you finished?
Students   :   Not yet.

From the above excerpt, the teacher checked students' progress in the next meeting. The teacher hoped that it would be more effective because the students had enough time to do the task.

Based on first observation, the teacher at SMPN 3 Poso Kota Utara had implemented genre learning approach in teaching English. The teacher implemented four stages of genre namely Building Knowledge of the field (BKOF), Modeling of Text (MOT), join Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The teacher rarely used Joint Construction of the Text (JCOT) to use the time efficiently. The teacher evaluated the result of the written text or orally for the students one by one. Based on the explanation above, the researcher concluded that the amount of various methods used by the teacher in the classroom procedure used Genre-based approach made the students more active, motivated and interested in following the lesson and the students can

understand well about the material. Genre-based approach made the teachers easier to deliver the material.

2. First Observation, Tuesday, 20 March, 2018

The second observation showed similar procedure implemented by the English teacher of SMPN 3 Poso Kota Utara. The researcher found the method which were applied by English teachers at SMPN 3 Poso Kota Utara based on lesson plan and syllabus. The approach in learning the teacher used scientific approach, the model of learning using discovery learning and the method used the teacher in this second meeting is questioning, role play and discussion. The researcher observed the teachers in classroom, the stages of teaching activities in second meeting as follows: pre activity, whilst activity, and post activity.

Pre Activity

Before beginning the lesson, the teacher opened the meeting. After that, the teacher checked the students who were absent today as a form of discipline value. Then, the teacher began the lesson with several activities. Teachers prepare students psychologically and physically to follow the learning process and after that the teacher asked questions that relate prior knowledge to the material to be studied. The teacher explained the purpose of the learning that had to be achieved.

While Activity

There were several classroom activities done by the teaching learning process at SMPN 3 Poso Kota Utara. The activities were described in each stage. There were six phases in whilst-teaching as follows:

a. Stimulating. The teacher stimulated the students by asking questions, reading books, and learning that led to the preparation of the problem related the material about job or profession. It aimed to motivate the students to explore the topic by themselves.

b. Questioning. The students were required to prepare some question about information showed by media presented by the teacher, and asked questions about the material.

c. Collecting the data. The students collected relevant information to answer questions identified through activities: Observing objects, interviewing resource persons, gathering information, and reading a source other than a textbook. After that, the students were to explore their knowledge by reading reference books about "We love

what we do", and performed activities already in the book as follows: We will learn (ask for and give information related to the actions/functions of people, animals and things in order to identify, to criticize or to praise them). After that, the teacher wanted the students to perform activities about the assignment, and exchanged information material about job or profession.

d. Data processing. The students in the group discussed the process of observation data by:
   (a) Discussing about material: Peoples jobs or profession, summarized in previous activities;
   (b) Processing information gathered from previous activities / outcomes as well as results from observing activities and ongoing information gathering activities with the help of questions on the worksheet;
   (c) The students does some questions about people's jobs or profession.

e. Verification. In this step the teacher and the students together discussed answers to the problems done by teacher based on assignment in material people job or profession.

f. Generalization. The teacher helped the students to conclude the material about job or profession. And after that the students communicated results the discussion in front of the class. And the other groups gave the change to ask question from the group presentation. Then, the teacher led the students to conclude the lesson by asking what they have learnt that day. After concluding the lesson, the teacher gave information to the students about what they are going to learn next meeting.

Post Activity

The third step was closing, where the teacher closed the meeting in the end of the lesson. The teacher reviewed what was learned that day. Then, the teacher concluded the material. The teacher asked again whether the students understood or not. "Students do you understand?" Before closing the teaching learning process, the teacher asked "any question about it?" then the teacher gave homework to the students. After that the teacher said "if there is no question thanks you for your attention" the students answered "you are welcome", the teacher said "let's pray together".

Discussion

The procedures which were applied by English teachers at SMPN 3 Poso Kota Utara based on lesson plan and syllabus. It can be concluded in first observation, the teacher implemented genre learning approach in first meeting. In this observation the researcher was found, The teacher was done the four stages of genre namely Building Knowledge of the field (BKOF), Modeling of Text (MOT), join Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The teacher rare used Joint Construction of the Text (JCOT) to efficient the time. The teacher can evaluate the result of the written text or orally for the students one by one. Based on the explanation above, the researcher concluded that the amount of various methods used by the teacher in the classroom procedure used Genre-based approach made the students more active, motivated and interested in following the lesson and the students can understand well about the material. Genre-based Approach made the teachers easier to deliver the material.

In the second observation, the method used by the teacher are discussion, question and role play. Based on the lesson plan and syllabus the procedures of teaching English in SMPN 3 Poso Kota Utara, the teacher used scientific approach with discovery learning model. Scientific approach make the student learning independence will also occur formed because students have been accustomed to discovering their own concept from material. The classroom activity are divided into pre activity, while activity, and post activity.

Conclusion

The procedures implemented by the teacher in Teaching English at SMPN 3 Poso Kota Utara, that the teacher used the procedures in teaching and learning at SMPN 3 Poso Kota Utara based on lesson plan and syllabus are using scientific learning as approach. Model in learning in this classroom the teacher used genre approach learning and discovery learning model. In the first meeting, genre learning approach was conducted through four steps: building knowledge of field, modeling of text, joint construction of text and independent construction of text. In the second meeting, the approach implemented was discovery learning conducted through six steps: stimulating, questioning, data collection, data processing, verification, and generalization. The methods used by teacher in teaching and learning in the first meeting were group discussion and questioning. The methods used by the teacher in second meeting were questioning, role play, and group discussion.

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