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**Reform in ELT Strategies in Postmethod Era: Newest
Breakthrough to Promote English Literacy**

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"Reform in ELT Strategies in Postmethod Era: Newest Breakthroughs to Promote English Literacy"

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**SCHOOL-BASED CURRICULUM: THE TEACHERS' INTERPRETATION OF KTSP
IN RELATION TO TEACHING ENGLISH AS A FOREIGN LANGUAGE AT SMKN 1
KETAHUN BENGKULU UTARA**

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Abstract

This study focuses on the teachers' interpretation of KTSP in relation to teaching English as foreign language at SMKN 1 Ketahun Bengkulu Utara. Teachers interpretation of the KTSP were assessed through five key concepts of KTSP including student-centred learning, active learning, the role of the teacher as a facilitator, students' interaction as a means of promoting learning and assessment for learning. This study emerged from an interest in knowing the implementation of KTSP in a rural area. As several research found that there were a number of obstacles in the implementation of KTSP such as teachers did not sufficiently and thoroughly understand KTSP, teachers got insufficient numbers of workshops, guidance and reference in developing KTSP, differentiated distribution of information about KTSP, inconsistent information about ktsp, lack understanding about ktsp, lack of learning resources and limited funding, and the last was unappropriateness of trainings. The researcher then conducted a case study method approach by using an interview and also a questionnaire to collect the data. Firstly, 5 English teachers from SMKN 1 Ketahun Bengkulu Utara completed a questionnaire about their general information and the support they have received or preparation they have taken to implement KTSP in the English classes. They were also asked to follow an interview section which consist of questions about their interpretation toward five concept in KTSP. The study found that the teachers have a narrow understanding about the concept of KTSP and it affected their interpretation on it. It is hoped that this findings can be an input for the teachers to improve them self related to their understanding toward KTSP. Thus their quality and professionalism as a teacher can be increased. And for the government, this result hopefully can inform the government and also the policy makers to give more support for teachers in implementing the KTSP especially for those who teach in a rural area like in SMKN 1 Ketahun Bengkulu Utara.

Keywords: *School-Based Curriculum, Teachers' Interpretation, Teaching English As Foreign Language*

INTRODUCTION

School-based curriculum known as KTSP is a curriculum that officially implemented in Indonesia since 2009. This curriculum aimed to increase the autonomy of schools and to require a significant changes in teaching roles and practices of Indonesian teachers. Regarding the teaching roles, Indonesian teacher becomes both a curriculum implementer and a curriculum developer under the KTSP. They are responsible for developing and implementing the syllabus in their classroom. Teachers are also given wider autonomy to develop their syllabus. The government mandates the expected competency standards and basic competencies but teachers control other components of the syllabus (Peraturan Menteri Pendidikan Nasional No 23 SKL, 2006b). In developing their syllabus, teachers are encouraged to refer to the syllabus

development guidelines described in the Curriculum Guidelines. These guidelines provide an explanation about many aspects of syllabus development, including the procedures teachers should follow when developing their syllabus (BSNP, 2006). Teachers should first identify the expected competencies provided in the Curriculum Policies document then determine the content of each subject area, instructional methods, type of assessment, learning indicators and materials that will give students the opportunity to meet the expected competencies. Instructional methods chosen by teachers are recommended to be student-centred and involve various active learning methods. Teachers then can either develop their syllabus independently or collaboratively with other teachers.

But unfortunately, based on the research conducted by the Directorate General of teacher quality improvement (Dirjen PMPTK) in 2010, it was found that many teachers do not sufficiently and thoroughly understand KTSP. They also got insufficient numbers of workshops, guidance and reference in developing KTSP (Hartoyo,2011). Another research was done by Pusat kurikulum in 2007. The finding showed that most of the school that involved in KTSP had not implemented the KTSP effectively. Several factors that involved were differentiated distribution of information about KTSP, inconsistent information about KTSP, lack understanding about ktsp, lack of learning resources and limited funding, and the last was unappropriateness of trainings. In order to build on the findings, the researcher conducted a mini research on the teachers' implementation of KTSP in a rural area in Bengkulu Province. This study will explore the teachers' interpretation of KTSP in relation to teaching English as a foreign language in SMKN 1 Ketahun Bengkulu Utara. In terms of teachers' interpretation of KTSP, the scope was limited to the following six key concepts those are 1. Student-centred learning; 2. Active learning; 3. The role of the teacher as a facilitator; 4. Students' interaction as a means of promoting learning; 5. Assessment for learning. These five concepts were derived in KTSP Curriculum Policies and Guidelines (Sulfasyah,2013)

METHODS

This paper explored the teachers' interpretation of school based curriculum (KTSP) in teaching English as a foreign language at a vocational school located in a rural area in Bengkulu province. A case study design was used in this research with All English teachers at SMKN 1 Ketahun Bengkulu Utara as the sample. According to Creswell (2007) Case study research is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bonded systems (cases) over time through detailed, in-depth data collection involving multiple source information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. The first step was collecting the data by using questionnaire. The questionnaire consists of two parts of questions. The first part contains questions which aimed to find out the general information of the teachers such as gender, qualifications and also the teaching experiences. While the second part of the questionnaire is intended to find out the support that teachers have received or preparation they have taken to implement KTSP. The second step was using interview for collecting the data about teachers interpretation of KTSP in relation to teach English as a foreign language. By using interview, we can get more detail information on the teachers' understanding and interpretation about the implementation of KTSP in their classroom practices. In the questionnaire, there are seven sclosed-ended question sought to gather information about demographic information regarding the teachers' gender, qualifications, years of experience in teaching the junior high school, any classroom support the teachers had received and the professional development they had undertaken in assisting them to implement the KTSP. This

information then can be used to find out some factors that influenced the teachers' interpretation and implementation of the new curriculum in the context of teaching English as a foreign language. The questionnaire and interviews' Questions were adapted from Sulfasyah(2013).

FINDINGS AND DISCUSSION

Findings

This questionnaire was divided into 2 sections which represented the general description of the teachers and also support they have received or preparation they have taken to implement KTSP. There are 5 teachers who teach in this school, and all of them returned the questionnaire and also joined the interview section.

General description of the teachers

Most of the teachers in SMKN 01 Ketahun are female. They are covering 60% of the population. From the interview, the writer knew that only one of the teacher is a civil servant while the others are honorarium. Like what has been stated by Nurohiman : "I am the only civil servant in this school who teaches English, the other English teachers are honorarium".

Teachers' highest qualification and Teachers' Teaching Experience.

In SMKN 1 Ketahun Bengkulu Utara, there are only 2 teachers or 40% of the population who graduated from University. The last 60% are teachers who graduated from vocational schools. The teachers' qualification of course will affect the quality of the teaching learning process and also toward teachers ability in understanding and implementing the KTSP. Like what have been stated in the Ministerial Decree No.162007 about teachers' Academic qualification standard and competences, the minimum requirement for teaching in vocational schools is Diploma or bachelor. It is stated that : "Guru pada SMA/MA, atau bentuk lain yang sederajat, harus memiliki kualifikasi akademik pendidikan minimum diploma empat (D-IV) atau sarjana (S1) program studi yang sesuai dengan mata pelajaran yang diajarkan/diampu, dan diperoleh dari program studi yang terakreditasi".

Teaching experience has any correlation with teachers' performance in teaching. Teachers with high teaching experience usually had more strategy in handling the teaching learning process in the class. Based on the findings, it was known that 4 teachers or 80% of the population have a low teaching experience. The last 20% is a teachers with 7-10y teaching experiences.

The Implementation of KTSP and Teachers' Preparation to implement it Year of Implementation

All of the teachers covering 100% of the population had been implemented the KTSP in teaching English since 2009. It means that they started using it after this curriculum become compulsory for all school in Indonesia. Arzul Efendi as one of English teacher in this school stated : " We are started to implement KTSP since 2009, but before that time we had followed some workshop that help us to understand this curriculum better and also to help us to prepare the syllabus and also the lesson plan". From this statement, we can infer that the teachers had an experiences using KTSP at least 6 years until now. We will see then if this time are enough to make the teachers had a good understanding about this curriculum.

Teachers' Preparation of KTSP syllabus and Teachers' Approaches to preparing the KTSP syllabus

All of the teachers admitted that they had prepared their own KTSP syllabus before teaching English in the classroom. It shows that all of English teachers in SMKN 1 Ketahun Bengkulu Utara had realized the importance of syllabus as a teaching scenario which will help them in teaching learning process. In another hand, we can also infer that the teachers had a good understanding on KTSP therefore they can develop their own syllabus. Based on the questionnaire it is know that all of the teachers prepared the KTSP syllabus by themselves. 60% of the teachers said that they prepared their own syllabus. Meanwhile, 40% of the teachers said that they prepared the syllabus by adapting the one prepared by the government.

Professional Development

The result of the questionnaire shows that 100% of the teachers said that they had attended a professional development in the form of training, seminar, workshop, socialization and discussion. Most of them or 60% of the population had followed it 1-2 times. The other 20% had followed it more than 2 times. All of the participant admitted that this professional development is very useful for them. Based on their answers, we know that most of the teachers only followed the professional development 1 until 2 times. The number of any professional development they have attended, Of course will affect their implementation of KTSP later on.

The teachers' interpretation of the KTSP

Interpretation of Students' Centered Concept in teaching English

From the result of the interview toward 5 English teachers in SMKN 1 Ketahun Bengkulu Utara, the writer found that most of the teachers interpret the concept of students' centered as students who placed at the center of the development of teaching and learning. They expressed their understanding on students' centered concepts as the way of teaching which focused on students. They are active in learning and teacher only gives guidance for them. In the curriculum guidelines, it is stated that learners have a central position to develop their competency in order to become spiritual, virtuous, healthy, knowledgeable, capable of doing something, creative, independent, democratic and responsible citizens. And to achieved these, students need to develop their competencies based on their potential, development, need, benefit and a demand from their environment. Thus, having a central position in this context means that learning activities are learner-centred.

Interpretation of active learning in teaching English and teachers as facilitator in teaching English

Active learning as another concept of KTSP has been interpreted by the teachers in the same interpretation. Whether they have different sentences, the writer can infer that they interpret it as an interaction between teacher, students and among students. School Based Curriculum placed teachers as a facilitator in teaching English. Here, we will share the teachers' interpretation about their role as facilitator in the classroom. According to Arzul efendi, teachers' role as a facilitator of learning English means that teachers must master the scenario of the learning process. They must be able to present the material that suit with the aim of the subject.

Interpretation of students' interaction in teaching English and assessment in KTSP

Students' interaction in teaching English was interpreted by the teachers as students actively work with teachers and also with other students. From the interview the writer got an

information that students interaction in teaching English means students work with other students. Assessment in KTSP is a set of activities that is done systematically for getting, analyzing and interpreting the students learning process and achievement. There are several things that must be considered in the assessment process. First, the assessment must be focused on assessing students' competence. Second, The assessment must follow a guidelines which assess students' achievement after following the teaching learning process. And the last is using a continuous assessment. When teachers were asked about their interpretation toward the term assessment in teaching EFL, their answers were that assessment in teaching EFL is such kind of evaluation. They evaluate the students achievement after following the teaching learning process and make the evaluation based on the competencies that the students have achieved.

Discussion

The discussion about teachers interpretation of the KTSP in relation to teaching English as a foreign language was based on the data gained from the interview. Teachers were asked about they understanding on five concept of KTSP. They were students' centered learning, active learning, the role of teachers as a facilitator, students interaction and also assessment for learning. From the results, it was known that most of the teachers defined students' centered learning as students at the center of the development of teaching an learning process. They admitted in this process, the students become the focus of the process. According to Leo Jones (2007) students' centered means that students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don't ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills. In English classes, the concept of students' centered learning can stimulate students' to talk more, share their ideas, feel more secure and less anxious, also enjoy using English to communicate. The second question is about teachers interpretation toward the concept of Active Learning in English Subject. According to Michael, Prince (2004) Active learning is any instructional method that engages students in the learning process. It requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are students' activity and engagement in the learning process. Based on the answers of the teachers, the writer inferred that the answers of the teachers capture all of the core elements on the active learning. English teachers in Ketahun believed that students as the centre of the learning process must be active to gain a knowledge on the subject. Besides, they must make an active interaction with teachers as the facilitator in the classroom which showed students engagement in the learning process. Based on this statement, we can see that the interpretation of English teachers in SMKN 1 Ketahun Bengkulu on Active learning match with the one mentioned by Prince in 2004.

The third point then discussed about teachers' role as a facilitator of learning in English subject. Whether the English teachers of SMKN 1 Ketahun Bengkulu Utara construe this term as teachers facilitate students in the learning process, Davis and Harden (1999), argue that the teachers' role as facilitator means that their role is not only to inform the students but to encourage and facilitate them to learn from themselves using the problem as a focus for the learning. For this explanation we can infer that teacher is not as an information provider, they only facilitate students with an opportunity to gain so many information. Therefore, the responsibility is now in the hand of students. The fourth question discussed about students

interaction as a means of promoting learning. On the interview between writer and teachers, it was known that most of the teachers interpret this content only as an interaction between teacher and students for getting more input. They can not explain specifically what will they do, how they organize the interaction, the advantages and so on. All of their explanation is only at a surface of knowledge. According to Mashburn, Andrew et.al, students interaction is a communication that is built between students and also teachers. In this content, students are given an opportunity to communicate with each other therefore they can construct their own knowledge. The nature and quality students interaction will improve student's academic achievement and social skill development. An effective students interaction will also create emotional support, classroom organization and also an instructional support. And for a long term, it will also affect the development of the school and also the teachers. The last is about Assessment for learning. On this concept, teachers of SMKN 1 Ketahun interpret it as an evaluation for the competencies achieved by the students. In general, assessment is an integral part of the curriculum, pedagogy and assessment cycle. It involves collecting evidence about student learning, interpreting information and making judgements about students' performance with a view to providing feedback to students, teachers, schools, parents, other stakeholders and to the education system. On this context, from the assessment the teacher can understand students' strength and weaknesses in learning, recognize the effectiveness of learning and teaching practices and make adjustment for their teaching, monitor the standards and quality of the education they are providing, and guide students towards appropriate future learning. In short we can say that assessment for learning is used for identifying students' strengths and weaknesses and providing quality feedback for students, which entails providing timely support and enrichment. Assessment for learning also helps teachers to review learning objectives, lesson plans and also teaching strategies.

CONCLUSION

From this study, it is known that the English teachers in SMKN 1 Ketahun interpret five concepts on KTSP in a very simple thought. They define it without a deep understanding on the concept thus their interpretation become very narrow. The questionnaire shows that most of the teachers do not get an enough professional development. They have followed only one or two seminar/workshop related to KTSP. From the educational background, it is known that there are only two teachers who have graduated from a University level while the others were from vocational schools. This is the real condition that happened in SMKN 1 Ketahun Bengkulu Utara. It is hoped that this findings can give a motivation to the teachers to improve themselves related to their understanding toward KTSP. Thus their quality and professionalism as a teacher can be increased. Whilst for the government and the policy maker, it is important for them to give more support for teachers in implementing the KTSP especially for those who teach in a rural area like in SMKN 1 Ketahun Bengkulu Utara.

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