THE IMPLEMENTATION OF SCHOOL BASED ENGLISH CURRICULUM IN ELEMENTARY SCHOOL LEVEL

(A CASE STUDY AT SDN KEBUN BUNGA 06 BANJARMASIN)

Puji Sri Rahayu
A Lecturer of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin

ABSTRACT

This research is conducted to find out the implementation of SBC in English teaching in elementary school and also the challenges faced by the teachers in Banjarmasin South Kalimantan. Questionnaire, observation, interview, and documentation were used to gather the data .The data needed are the implementation of SBC in English teaching which can be seen from the syllabus, lesson plan used by teachers and the implementation in class and also the challenges that the teachers face in implementing it. The result showed that SDN Kebun Bungan has already implemented the It can be seen from the preparation, practice and evaluation The challenges faced by English teacher here are diversity of students and limited time allocation for English.

Key words: School Based English Curriculum, and English Teaching

The term curriculum can refer to a variety of things, including the courses taught in a school, or a program, the document that list the courses taught, a set of teaching materials that are organized in some sequences of framework, or a framework for selecting and organizing learning experiences (Howel and Wolet, 2005:5 as cited in Yanto, 2011). The curriculum is usually designed by the authority body or the government. In Indonesia, Curriculum is very dynamic. For the last decade, at least there were two curriculum applied. In 2004, Competence Based Curriculum or *KBK* was introduced. The 2004 English curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is stated in terms of competence (Chapter III, Article 8, Point 1); that the learning process is carried out by developing reading and writing culture; and that (Chapter III, Article 21, Point 2); that the competence for language subjects should emphasize the ability to read and write (Chapter III, Article 25, Point 3) suitable for the levels of education; and that the standards of competence for high schools are aimed at improving the learners' intelligence, knowledge, personality, integrity, and life skills in order to live independently and to pursue further education (Chapter III, Article 26, point 2)(Depdiknas, 2005). This 2004 curriculum did not last long. When the schools were still struggling to implement this curriculum, another new curriculum was introduced.

Since 2006, when Law No. 20/2003 on the National Education System was implemented, the centralized curriculum was gradually changed by a decentralized school level curricula. This

was when SBC (school based curriculum) was introduced. This curriculum allowed schools to design and develop a curriculum based on the needs of their pupils reffering to the national standard. The elements of SBC are educational goals of schools, education structure and contents, educational agenda and syllabus.

This decentralized curriculum give a positive effect for schools in big cities and those who have the money and the professional capacity to analyze the conditions and needs of their students and combine this positively and effectively with (elements of) international curricula.

These schools have been able to implement the right mix of international and national based courses and so improve the quality of the learning. Nevertheless, there are still lots of schools that are left with the confusion. As a result, these schools, instead of designing and developing their own curriculum, they copied and used other schools' or cities' curriculum for all subjects including English. This curriculum is designed for elementary, junior and Senior high school. Indonesia government gave some time for schools to start implementing SBC by year of 2006 and must implement this curriculum by 2009 (Yanto,2011). Therefore, active responds in finding information about this curriculum is needed.

Regarding the issue of SBC implementation and schools' confusion and struggle, it has been 3 years since the due time of the implementation. This study investigated the implementation of SBC in English language teaching in Elementary level because there is a very limited study in this area especially in South Kalimantan. Many researches in the area of English language teaching were in Senior high or Junior High level. Therefore, it is needed to find out whether or not the schools especially in elementary level implement SBC in English teaching. Moreover, it is also important to investigate the problems faced by schools in implementing this curriculum in English teaching considering that English was introduced as local content in elementary school level not long before SBC. Some schools start teaching English at the 4th grade students and some other schools teach English since the 1st grade. This difference is asummed to give different level of SBC implementation in English teaching as well as the challenges faced by the teachers. This study did not investigate all elementary schools, instead, it took one school, SDN Kebun Bunga 06 Banjarmasin as a case study and focused on the fourth and Fifth grade teacher.

THEORETICAL FRAMEWORK
Definition of Curriculum

The field of curriculum is among the more dynamic areas of education. It is usually designed by the authority body or the government. The curriculum is defined in some ways. Curriculum may refer to the sum total of organized learning stated as educational ends, activities, school subjects and topics decided upon and provided within an educational institution for the attainment of the students (Garcia,1983:1). This also includes the courses taught in a school. or a program, the document that list the courses taught, a set of teaching materials that are organized in some sequences of framework, or a framework for selecting and organizing learning experiences. (Howel and Wolet, 2005:5).

The word "curriculum" stems from Latin and refers to the course of deeds and experiences through which children grow to become mature adults. Most of the time a curriculum has a prescriptive character, and is based on general guidelines, which specifies what topics must be understood and to what level participants need to achieve a particular grade or standard. The guidelines for a curriculum may be partly or entirely determined by an external, authoritative body.

Curriculum does not mean limited on the lesson, but it is what kind of activities that are held by school to influence the student for studying until reach a purpose, it can be called a curriculum. Include in of learning process, to arrange the strategy in the learning process, the evaluation way of study program, etc. Curriculum consists of content and materials of lesson. Curriculum is a plan of learning. Curriculum is experience of study which given by teachers to their students. To do it well, and give it well. Curriculum does not only include all planning activities, but also events that happen under school's responsibility. Although it is not learning activity in class or doing learning process, but if there are events doing by students and it is programmed by school. It can be called a curriculum.

English Curriculum in Indonesia

Recent curriculum in English language education in Indonesia focuses only on the teaching of English at junior and high school levels as English is not compulsory at elementary level. The curriculum adopts so-called communicative competence as its model of competence (Depdiknas, 2003). Communicative competence itself can be summarized as skills needed for communication, which consists of four important components. Those components are: grammatical/linguistic competence, socio-cultural competence, discourse competence, and strategic competence (Richards & Rodgers, 1986; Celce-Murcia, Dornyei & Thurrell, 1995; Beale, 2002). In line with the concept of communicative competence, the following factors should therefore be present in an English language classroom:

- Fluency and acceptable language is the primary goal (Richards & Rodgers, 1986). This implies that the teacher him/herself should be a fluent English speaker.
- Students are expected to interact with other students in order to communicate in the target language (Richards & Rodgers, 1986; Freeman, 2000). This implies that the tasks should include pair and group work, and that activities like role plays, language games and problem-solving tasks are encouraged.
- Students should be given enough opportunities to get to know the authentic language (Freeman, 2000). Therefore, authentic materials are important in an English classroom.
- The role of the teacher is that of a facilitator in communication (Richards & Rodgers, 1986; Freeman, 2000). It implies that the amount of teacher talking time should not be a barrier for students for using the target language (McDonough & Shaw, 1993).
- The role of students' native language should be minimal (Freeman, 2000). English should be used most of the time. Non-technical and technical media are important tools for language learning and teaching, particularly for carrying out language tasks (Brinton, 2001). Non-technical media include: blackboards,

posters, maps, pictures, or photos. Technical media include: tape recorder, CD/Video/DVD player, or overhead projector.

With regard to English teachers, Ur (2002) adds that they should be professional in the sense that:

- They should actively join conferences locally, nationally, and internationally.
- They should have appropriate training and should be committed to their   job.
- They should be autonomous and be responsible for maintaining their professional standards.
- They should not only be able to speak the language but should also be able to explain how and why the language works the way it does.

Whether or not English teaching and English teachers in Indonesia have met the 'ideals' as stated above, remain a question. What is stated and expected in the recent curriculum document might be implemented differently in the real English classrooms due to many unexpected factors, such as limited resources, facilities, and funding, and unqualified teachers. The virtues behind so-called communicative competence as recommended by Richards and Rodgers (1986), McDonough and Shaw (1993), Freeman (2000), or Brinton (2001) to name a few, are still too difficult to be implemented in many English classrooms in Indonesia, let alone in less privileged schools. In the era of educational decentralization in which schools are forced to be more autonomous and independent, the condition could be worse.

The Framework of The 2006 curriculum (KTSP)

The spirit of decentralization, as showed by act of local autonomy No. 22, 1999 revised by Act of local Autonomy No.32, 2004 and hand in hand with Act No. 20, 2003 has been seen in the 2006 curriculum (KTSP) launched by government. In this case, education is not merely central government's responsibility; local government also has responsibility in managing and funding education.
Basically the 2006 curriculum (KTSP) is developed from standard of comptence by schools based their context and potentiality. Although KTSP varies between one and other schools, government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP) at May 16, 2005 such as standard of competence and Basic of competence of graduate.

English as stated in standard of content (PERMENDIKNAS No 22, 2006) is learned at elementary two hours in a week (as local content [MULOK] for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMA – five hours in a week.

In addition, the standard competence of graduate of English (PERMEN No 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school, in the form of spoken and written for achieving information literacy level for senior high school.

The syllabus, in this curriculum, perceived as the plan of learning process with lesson plan – RPP (PP No. 19, 2005), chapter IV, article 20, PERMEN No, 41, 2007) which consists of standard of competence , basic standard, material, learning activities, learning indicators, assessment, time allocation and resources (PP No. 19, 2005, chapter IV, article 20; DEPDIKNAS, 2006; PERMEN No. 41, 2007) . The syllabus is developed by a teacher or group teacher supervised by department of education based on standard of content, standard competence of graduate and guiding of arrangement of school-based curriculum (Appendix of PERMEN No. 41, 2007).

Furthermore, principle of developing the 2006 syllabus are scientific, relevance, systematic, consistence, adequate, actual, contextual, flexible and comprehensive (DEPDIKNAS, 2006). Moreover, the steps of development are as follow: (1) investigating and deciding standard of competence, (2) investigating and deciding basic competence, (3) identifying main topic/material, (4) developing learning activity, (5) formulating indicators, (6) deciding kinds of assessment, (7) deciding time allocation, and (8) deciding resources. (Appendix of PERMEN No. 41, 2007).

Basically, the 2006 syllabus is a as similar with the 2004 syllabus. Principle of developing the 2004 competence-based syllabus are scientific based, learner's needs, systematic, relevant, consistent and adequate (Dikdasmen 2004:11). Furthermore , there are six steps of developing this syllabus; (1) writing subject identity, (2) formulating standard competence,(3) deciding basic competence, (4) deciding material and its explanation, (5) deciding learning strategy, and (6) deciding time allocation and resources (Dikdasmen 2004:25).

The difference is in deciding indicators, theme and in teaching approach. The 2006 does not focus on theme and indicators are decided based on the necessity of learner's need and ability. Moreover, the 2006 syllabus emphasizes on learning process as high light in lesson plan and as mentioned in PP No. 19, 2005, chapter IV, article 19, verse 1 " learning process is performed interactive, inspirable, fun, challenging, motivating learners to involve actively, and given adequate space for innovation, creativity, autonomy based on learner's potential, interest, physical and psychological development.

The characteristics of Curriculum 2006 are the following:

- emphasizing the attainment of the students' competence individually and classically;
- orienting toward learning outcomes, and diversity;
- using genre approaches in the learning process and greatly is influenced with *Systematic Functional Grammar of Halliday* (1987).
- accepting any other educative learning sources besides teachers;
- emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence.
- using special terms such as standar kompetensi (Standard of Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading and writing); Kompetensi

Dasar (Basic Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, writing).; indicator (Achievement Indicators) refers to a specific basic competence that can taken as a standard to assess the attainment of a learning process;

- Materi Pokok (Core Materials) refers to core materials or lessons that students have to learn in a learning process.

The succession of a number of pedagogical approaches to teaching English as a foreign language (EFL) in Indonesia is not without problems. Bringing innovation to an established education system will pose a number of challenges to educators concerning the approach and "may bring problems to language teachers" (Feez ,1998, p. 13) . There will be an urgent need for EFL teachers to develop an understanding about the approach and how the different elements in the new curriculum fit together. Phrased differently, the Indonesian government's decision to introduce an innovation into the Indonesian English language curriculum requires teachers as the key persons in the restructuring task to adapt effectively (le Roux & Ferreire, 2005) to the changes as determined and directed by the educational authorities. Therefore, as an answer to these potential problems, it is paramount to introduce the curriculum first to in-service teachers as the people who will be directly involved in the implementation of the approach in Indonesian schools.

Teaching English at Elementary Schools in Indonesia

In the response to the needs of developing human resources, the teaching of English as a foreign language has been extended to reach the elementary school level. It is officially stated in SK the Minister of Education and Culture No. 060/U/1993 on February 25th 1993 about the possibility of teaching English for extra subjects in the elementary school level started from the fourth grade. The hope is that students will get more exposure to English. The foreign language learning in elementary school could give a good effect for the education development for the young learners. The scope of teaching English English in Elementary levels focuses on the ability of oral communication in school level which cover listening, speaking, reading and writing. Reading and writing skill is intended to support the oral communication.

Problem in Implementing Curriculum

However, there are still several problems which come out from this teaching program. Those problems are limited professional English teachers, unavailability English teaching media and an unsupported environment.

The first problem is the number of professional English teachers which is limited. According to Brook (1967), the teachers need to have a good skill in English and has been trained to teach English in elementary schools. In addition, the number of teachers who have those criteria is still limited and most of them choose to teach in a city. Unfortunately, the schools which are located in a rural area do not have a good teacher just like Brook has suggested. Besides, the

students' development of English skills will not be the same from one place to another place. As the sequence, a new problem which is an education intersection will come out in Indonesia.

The second problem is unavailability English teaching media. The example of English teaching media here are English books, English posters, pictures, CDs about English material and also games using English. Those media are not many available in Indonesia and the prices of them are not cheap enough to afford. Because of it, the government has to prepare a big fund to be able to provide these media to every single school in Indonesia.

The last problem is an unsporting environment for the students to improve their English skills. Not all the parents of Indonesian students know English. Students who have difficulties in English or need to practice their speaking will not be easy to find the one to whom they can share or talk to, especially when they get back from schools. This environment will make the English skills of the students does not improve well. The English teaching program for elementary school students is a good effort to improve the Indonesian education. Unfortunately this program does not run perfectly due to some problems Indonesia still has, such as limited professional English teachers, unavailability English teaching media and an unsupported environment. The Indonesian government should have a better preparation to run the program. They should prepare the fund to train the teachers, provide English teaching media and improve the public facilitation in rural areas in Indonesia.

METHOD OF RESEARCH

This study investigated the implementation of School Based Curriculum in Teaching English of elementary school level at SDN kebun Bunga 06 Banjarmasin. This case study used questionaire, observation, interview, and documentation to collect the data needed. Questionaire is used to gain the data about teachers' background, to what extend the teachers understand SBC, how the teacher incorporate the national standard and content standards of English language teaching into the local need and curriculum, who design the syllabus, and what kind text books used for the students. Observation is used to gain the data about the implementation of the curriculum in classroom. Interview, basically, is used to cross check the data gained from questionaire and to dig more detail informtion about the problem faced by the teachers in implementing SBC. Last but not least is documentation which is used to get the information about the school, the syllabus and the lesson plan used in teaching English.

There are two English teachers in this school. However, the writer only chose one teacher who teaches in grade IV and V due to the focus of the study which is the implementation of SBC in grade IV and V.

FINDINGS AND DISCUSSION
The implementation of SBC in Teaching English at SDN KEBUN BUNGA 06 Banjarmasin

In this school, English is offered is a subject not a local content anymore. The teacher does not have English education background and was graduated from Syariah Faculty. He has been

teaching English in this school for four years now. He teaches grade IV and V. The implementation of SBC is seen from three aspects; preparation, practice, and evaluation.

Preparation

Before class, teacher prepared lesson plan for the class. However, he said that the lesson plan was modified from lesson plan that has been provided in the textbook used in the school. The syllabus was also taken from the same books. The documentation confirmed this result of interview.

Practice

In introducing materials, the teacher had shown that he had good induction skills. He always tried to invite students' schemata and their background knowledge about the topics and connected it with previous lesson. For example he asked about the basic color that students has already learn to introduce the new material which was still related to colors.

Fig.1. Teacher introduced new material

He also has a good classroom management. He has demonstrated skill in organizing group work and pair work. He wrote class agenda on the white board with clear visual material so the students knew what they were meant to do. He provided adequate time to performs every tasks and paced the lessons appropriately. When the students made a lot of noise, he would draw their attention by calling out some students to perform in front of the class.

Fig. 2. Students perform speaking activity in front of the class.

During presentation, the teacher presented the material in a very clear manner. He always involved the students in learning the language by giving opportunities for the students to have a lot of practice using the target language. He checked students' understanding about what they had to do and treated students' error appropriately.

Fig. 3 . Teacher checked the students' understanding toward the lesson.

In terms of his professional and interpersonal relationship. The teacher had established good rapport with her students and genuinely responded to the students. From the process of teaching learning, we could see how the students interacted well to the teacher.

Fig. 4 . Teacher and students' interaction in SDN Kebun Bunga 6

He has very good personal qualities since he was flexible but confidence and master the materials. However, his pronunciation was not that good, for example he taught his students to pronounce green with grand,etc. Apart from that he can present the material very well and he maintained eye contact when teaching.

The lessons were effective as language lesson since the teacher provides sufficient opportunities for intended students to use English. He always asked students to perform in front of the class and practice what they have just learnt. However, most of the time, He used students' native language to make his explanation clearer.

The most important aspect is in post activities, the teacher had shown her good closing skills by reviewing the material.

Those result of observation was then checked with the result of interview which confirmed most of the description above.Related to the language instruction, teacher said that he mostly used Banjarese and Bahasa Indonesia due to make his explanation clearer and make the students enjoy learning English. He basically used different method and techniques in teaching. He employed some techniques like games, arranging sentences, song, and others to maintain his communicative method of teaching. He used realia, pictures and things around the class as his media of teaching.

Evaluation

Teacher stated that he used two kinds of evaluation techniques; written and performance. After he explained, he usually asked the students to work in pair and then asked them to perform conversation in front of the class. Further, he explained that he also asked the students to do their worksheet at home and discuss the answer in class time.

From the three phases of teaching explained, it can be concluded that teacher has already implemented SBC in his teaching. The SBC is meant to make the students more active and the

teacher is as the facilitator. The teacher in this school played his role well. He used the media which is avalaible around him and did not depend on the school to provide the media.

Challenges Faced By teacher in Implementing School Based Curriculum

Based on the interview with the teacher, it was found two challenges that he faced in implementing CBC in his teaching.

1. The Diversity of the Students
    Due to the fact that there are various students who have different level, motivation, interest in English, it was common that the teachers had difficulties in managing the class and select appropriate materials for intended students.

2. Limited Time Allocation for English
    Since English is very important, the teachers should provide students many opportunities to the target language. However, the teachers only came once in a week with the time allocation for English lessons were only 35 minutes x 2. Therefore, students' improvement in English skill was not really significant.

CONCLUSION
There are two conclusions gained from this research as follows:
1. Basically, in teaching English, the teacher in SDN Kebun Bungan 6 has already implemented CBC. It can be seen from preparation, practice as well as evaluation. He prepared lesson plan and modified it based on students' need. He executed the lesson using various method and focused on making the students take active participation in the class. Last, in evaluation process, he did not only use paper based test but also students' performance.

2. The challenges faced by English teacher were diversity of students, and limited time allocation for English.

REFERENCES

Beale,J. (2002). Is communicative language teaching a thing of the past? *Babel, 37(1), 12-16.*
Brinton, D.M. (2001). The use of media in language teaching. In Celce-Murcia, M. (Ed.). *Teaching English as a second or foreign language.* Boston:
Heinle & Heinle. Celce-Murcia,M., Dornyei, Z., and Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics, 6 (2), 5-35*
Curriculum Planning and Research Division. 2001. *English Language Syllabus 2001. For Primary and Secondary School.* Singapore: Ministry of Education.
Dardjowidjojo, S. (2000). English teaching in Indonesia. *EA Journal, 18 (1), 22-30*
Depdiknas. (2003). *Kurikulum 2004: Standar kompetensi mata pelajaran bahasa*

Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah (Curriculum2004: Standards of competence of English for secondary schools and Madrasah Tsanawiyah). Jakarta: Departemen Pendidikan Nasional.

Depdiknas. (2003). *Undang-Undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional (The Republic of Indonesia's Law number 20 in 2003 on national education system).* Jakarta: Depdiknas

Depdiknas. 2005. *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.* Jakarta: Depdiknas Republik Indonesia.

Freeman, D.L. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Levacic, R. (1995). *Local management of schools: Analysis and practice.*Buckingham: Open University Press.

McDonough, J., and Shaw, C. (1993). *Materials and methods in ELT: A teacher's guide.* Oxford: Blackwell.

Musthafa, B. (2001). Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom. *Journal of Southeast Asian Education, 2 (2), 1-9.*

Nur, C. (2003). English language teaching in Indonesia: Changing policies and practices. In Kam, H.W., and Wong, R. (eds.). *English language teaching in East Asia today: Changing policies and practices.* Singapore: Times Academic Press.

Richards, J.C., and Rodgers, T.S. (1986). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Rodriguez, T.A., and Slate, J.R. (2005). Site-based management: A review of the literature. Part I: Setting the stage. *Essays in Education.*

Satriyo, H.A., Abidin, A., Kusdaryanto, H., and Bulosan, L.A. (2003). *Indonesia Rapid Decentralization Appraisal: Third report*. The Asia Foundation: HongKong

Syafi'i, S.A. (2005). *Madrasahs and the challenge of decentralisation: A case study in Central Java*. Unpublished thesis. Sydney: The University of Sydney.

Ur, P. (2002). The English teacher as professional. In Richards, J.C., and Renandya, W.A. (Eds.). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.

Yanto, Elih Sutisna. 2011. An analysis Of School Based-English Curriculum   (KTSP). *Retrieved on 25 february 2011 from www. Wordpress.com*

Yuwono, G. 2005**.** English Language Teaching in Decentralised Indonesia: Voices   from the Less Privileged Schools. Presented at International Education Research Conference.