

The Implementation of the 2006 Curriculum in Teaching English at State Junior High School 1 in Kalikajar

Indah Wulandari

lintangfirjatullah1@gmail.com

SMP Kalikajar

Abstract

Two major objectives are targeted in this research, method applied in English language teaching and how to implement the method. The research was conducted at State Junior High School 1 in Kalikajar in 2015. The subjects of this research were three English teachers at the school. The data for this research were collected through document, classroom observation, and interview. The result revealed the method claimed by the teachers were Total Physical Response (TPR) and Presentation, Practice, Production (PPP). Methods written on the lesson plan were categorized onto none implemented, partially implemented, and fully implemented in the teaching process. Findings shows that what was written on the lesson plan was not always implemented in the English language teaching and learning.

Keywords: *implementation; lesson plan; method; PPP; TPR*

Background

English language as a language for global communication creates a great demand of English language acquisition in the societies. The demand has spread out at all level of societies including the education area. Listening, speaking, reading, and writing are determined to be the skills to be accomodated in learning English language. English language teaching, with still referring to the 2006 curriculum, should accomodate the four skills that have been mentioned as the highest importance. It goes along with the real function of a language, in which a language has two kinds of performances, oral and written. The English teachers should accomodate the four skills achieved by the students which could be applied when they use the English language inside or outside the classroom.

State junior high school 1 in Kalikajar is one of the schools which implements the 2006 curriculum. In this curriculum, State Junior High School 1 Kalikajar has authority to adapt the National curriculum to accomodate to the condition of the school and the students. An English teacher applies methods which are suitable to teach in the classroom. The method which was

chosen by the teacher can be firstly found in the lesson plan. It would then be implemented in the teaching process. The objects of this research were three English teachers at State Junior high School 1 in Kalikajar. They come from the various educational backgrounds with the age range from 34 to 45 years old. This study focuses on the following problems (1) What method do the English teachers apply in the English language teaching? And (2) How do the English teachers implement the method in the English language teaching?

Literature Review

English language teaching

Teaching process based on the 2006 curriculum is designed for the purpose as being told in BSNP (2006 : 16): “Teaching process is designed to give teaching-learning experience for which involve mental and physical process through interactions among students, students – teacher, students – environment, students – learning resources in order to reach the basic competence”. It shows that a teaching-learning process is organized involving interactions through which has the goal to give learning experiences to the students that will finally ended in the basic competence acquisition. The interaction is not only from the teacher to students, it can also from one student to other students. Moreover, the interactions can also come from the environment which give many knowledge to the students.

Total Physical Response (TPR)

The procedure of applying TPR can be found in Pallen in Li (2010 : 1), as follows: 1) teacher gives the command and then models the action while the students listen and watch, 2) teacher gives the command and models the action; the students copy the action, 3) teacher gives the command without modeling; the students perform the appropriate action, 4) teacher gives the command without modeling the action; the students repeat the verbal commands and perform the action and 5) one student gives the command and the teacher or others students repeat the verbal commands and perform the action.

Those procedure shows us that TPR can be applied through several steps to make the students get the message of the command and they can act as needed to show that they understand.

Presentation, Practice, Production (PPP)

The activities for each phase of PPP method could be found in Leaver and Willis in Rahman (2014 : 5), they are: 1) presentation, the instructor starts by introducing a specific language feature (a grammatical structure or language function) embedded in a context. This is done thought providing examples (sentences, dialogue, audio, and video), 2). Practice, the instructor describes a situation (individual, pair, or group work) in which students are to practice the emphasized patterns by reading scripted dialogues or sentences, and 3) production, the instructor presents students with an activity in which they are expected to use the forms just practiced. This could be a situation for role-play”. In PPP, teacher has three phases to be done in order to apply the method properly. The activity in each of the phases can be various but still heading to the procedure of the PPP method.

Methodology

This research was descriptive qualitative. It was carried out to describe the methods which were claimed in the lesson plan and how they implemented the methods in the English teaching process. The data sources used in this research were (1) document, (2) classroom observation, and (3) interview.

Findings and Discussion

The teaching methods claimed in the lesson plan

The analysis of the lesson plan was focused on the goal of the teaching part, the teaching method part, and the teaching procedure part. The explanation is as follows:

Teacher X's First Teaching

For the first lesson plan, the teaching method claimed that the teaching process applied *Total Physical Response (TPR)*. The goal of teaching stated that “*Students are able to respond to expressions asking and giving certainty.*” This showed that there was no command or physical performance in the response demanded in the competence. In addition, the teaching procedure stated, “*Students practiced to respond expressions of asking and giving certainty from the teacher.*” It did not involve command and its response.

The interview data revealed that teacher X claims TPR method. The excerpt is:

T : In TPR method, we explained first, then the students try to produce by themselves.

Based on the description, it can be concluded Total Physical Response (TPR) was claimed in the lesson plan but only at the teaching method part. Firstly in the teaching process, Teacher X said “*How to express certainty?*”. Then, she gave knowledge about the expressions of uncertainty as she said “*How to express uncertainty or doubt?*”. Later on, teacher X asked the students to exercise as she said “*Listen to the tape about the missing words to express certainty and uncertainty.*” The next activity was writing activity as teacher X said “*This time for building dialogue make a group of four, make a group of four, make a dialogue to express certainty and uncertainty.*” The last exercise was as teacher X said “*Now, one of groups perform in front of class.*”

In the interview, teacher X stated about her implementation of TPR method. She stated that “*For TPR, I explained first, then the students try to produce by themselves.*” It showed that the activity did not cover any procedures of TPR method.

Based on the description above, we found that there was no giving command and doing physical performance to respond the command in the first teaching of Teacher X. It means that the method claimed in the lesson plan was not implemented in the teaching process.

Teacher X's Second Teaching

For the second lesson plan, the teaching method part was written “*PPP (Presentation, Practice, Production)*”. The goal of the teaching stated two things. The first thing was “*learning*

the vocabularies and sentences related to short essay procedure and report” and it can be categorized into Practice phase. The second part was “*students are able to read loudly short essay procedure and report text with acceptable pronunciation and intonation*” and it can be categorized Production phase. The activity “*Teacher read short essay report*” can be categorized as Presentation Phase while the activity “*Student read the essay which had been modelled by the teacher*” can be categorized as Production phase.

The interview data revealed that teacher X claims PPP method. The excerpt is:

T : He em

Based on the description above, it can be concluded that the method claimed in the lesson plan was the PPP method.

Teacher X did the Presentation phase by giving example on reading the text as she said “*You listen carefully yeah to the example.*” After that, teacher X implemented the practice phase when she said “*Repeat after me.*” After the practice phase, teacher X asked the students to read the individually as she said “*Repeat again. Marzuki, please. /prəsi:dʒə/ apa /prədu:s/?*” Since Marzuki got correction and the other students did not, it was not fully production phase.

In the interview, teacher X described the implementation of the PPP method in her teaching process by describing each phase. For the presentation phase, teacher X stated, “*when explained the pronunciation. Maybe the difficult words to pronounced.*” For the practice phase, teacher X stated, “*For the practice was when I gave example on how to read and then I asked the students to repeat after me and then I asked them to read independently.*” And for the Production phase, teacher X stated, “*The production was when I asked some students to individually read a text which I had given as example and they had practice to read it before.*”

Based on the above description, it could be concluded that the presentation phase was implemented, the practice phase was implemented, but the production phase was partially implemented. In other words, it can be said that the PPP method was partially implemented in the teaching process.

Teacher Y’s First Teaching

For the first lesson plan, the teaching method part in the lesson plan stated “*Total Physical Response (TPR)*”. The goal of teaching stated “*After listening dialogue containing expressions to command or prohibit, student can respond expressions to command or prohibit.*” The sentence indicated that there was command and its response. One activity stated in the teaching procedure in the lesson plan was “*Students practiced to respond to command or prohibition given by the teacher.*” The next activity stated there was “*Students practiced to command and prohibit with other students alternately.*” Those activities indicated that command given in the teaching process as well as respond to the command.

The interview data revealed that teacher Y claims TPR in her lesson plan. The excerpt is:

T : Yes.

Based on the above description, it can be stated that Total Physical Response (TPR) was the method claimed in the lesson plan.

In the beginning of the teaching process teacher Y said *"I will give some instruction. If you understand please you try to do what I say."* This activity belonged to TPR's procedure. After that, Teacher Y said *"Now please you try to give command to your friend in turn."* This activity belongs to the procedure of TPR procedure. Then teacher Y said *"Come on Aji, what do you want your friend to do! Just try Gi... activity which all of your friends can do!"* This activity belonged to the procedure of TPR procedure.

In the interview, for question *"From your point of view, had it happened in the teaching process?"* teacher Y answered *"From my point of view, it had happened because there the students were able to do what had been commanded to them to show that they understand the command."*

Based on the above description, it can be concluded that the TPR method claimed in the lesson plan was fully implemented in the teaching process.

Teacher Y's Second Teaching

For the second lesson plan, the teaching method of the lesson plan claimed that the method would be used was *PPP*. The goal of the teaching stated *"Read loudly words, phrases, and sentences well."*, *"Read words, phrases, and sentences with acceptable pronunciation and intonation."*, and *"Read loudly words, phrase, and sentences well."* Those statements were not clearly separated the presentation, the practice, and the production phases. One statement in the teaching procedure part was *"Read announcement text."* It is not stated whether the reading was from the teacher or the student so it was not clear if it is Presentation or Practice or Production phase. The next statement was *"Pronounce words, phrases, and sentences with acceptable pronunciation and intonation."* If we looked at the statement, it might be regarded the Practice phase. Then there was activity *"Read loudly announcement text well."* This activity might be regarded as the Production phase.

The interview data revealed that she claims the *PPP* method. The excerpt is:

T : PPP

Based on the description above, the conclusion could be drawn was that *PPP* was partially claimed in the lesson plan.

In the early session, teacher Y said *"Please, now you pay attention text one. Observe individually."* This activity belonged to the Presentation phase of *PPP*. Then, teacher Y asked the students to individually read the text as she said *"Who wants to try first? Raise your hand! Zulfa!"*. This activity belonged to Practice phase. The production phase was not found there since there was no independent reading activity.

In the interview, teacher Y stated about the presentation phase *"To my mind, the presentation was when I give example."* About the practice phase teacher Y stated *"The practice was when the students practice the reading."* Regarding the production phase, teacher Y stated *"There was no production phase."*

Based on the above description, it can be concluded that the PPP method claimed in the lesson plan was partially implemented in the teaching process.

Teacher Z's First Teaching

For the first lesson plan, the teaching method in the lesson plan claimed that the method was the TPR as written on the lesson plan "*Total Physical Response (TPR)*". The goal stated that "*After listening to dialogue containing expressions of asking and giving opinion, students can respond to the expressions of asking and giving opinion.*" There was no command or any physical performance as the response. The teaching procedure part stated "*The students practiced to respond expressions of asking and giving opinion given by the teacher.*"

The interview data revealed that teacher Z claims TPR method in her lesson plan. The excerpt is:

T : He eh.

Based on the above description, it can be concluded that TPR method was only claimed in the teaching method part but it was not claimed in the other parts.

Early in the teaching process, teacher Z said : "*What do you think ... there is an empty space here right?*" And "*What should be put here? Opi ...?*" None belongs to command and physical response, so it was not the implementation of TPR method. The other activity was when teacher Z said "*Please each group consist of two students to make a simple dialogue which involve expressions of asking and giving opinion.*" This activity did not involve command and physical response, so it was not the implementation of TPR method. At the end part of the teaching process, Teacher Z asked "*Please which group wants to perform first?*" This activity did not involve command and physical response, so it was not the implementation of TPR method.

In the interview, for question "*Do you think you have implemented TPR in the teaching process?*" teacher Z answered "*I did not implement it.*"

Based on the above description, it can be concluded that the teaching process was not on the TPR method.

Teacher Z's Second Teaching

For the second lesson plan, the teaching method claimed "*PPP (Presentation, Practice, production)*". The statement in the goal of the teaching part "*learning the generic structure and the language feature,*" can be categorized as Practice phase because it involved students' practice activity. And the statement "*the students can write short message.*" can be categorized as production phase. The teaching procedure especially the part which stated "*Identify the language feature and the generic structure of short message. Discuss the terms which often occur in short message.*" can be categorized as the Practice. The other activity in the teaching procedure was "*Write short message.*" This can be categorized as the Production phase.

The interview data revealed that teacher Z claims the PPP method. The excerpt is:

T : It was PPP.

From the description above, it can be concluded that the PPP method was partially claimed in the lesson plan.

In the beginning part of the teaching process teacher Z asked the students to discuss the structure of message when she said, “*Before make short message, what should we write first?*” Those activities were followed with the activity which could be regarded as the Practice phase. It was when teacher Z said, “*I have example, a situation. Is there anyone can help? Gives one example.*” After the practice phase Teacher Z asked the students to make their own message as she said “*Choose and make a short message based on situation below*” which was followed with statement, “*If you are confused, you can ask me.*” The students did not do the task independently, so this activity could not be regarded as the Production phase but it was more suitable to be regarded as Practice phase.

In the interview, for question “*When you gave incomplete text, what phase wa that?*” teacher Z stated that “*Presentation*”. For question “*So, which one was the practice phase?*” teacher Z answered “*When the students wrote a text based on the given material*”, and for question “*And then which one was the production phase?*” teacher Z answered “*The production phase was when the writings were submitted.*” They showed that presentation and practice phase were implemented while the production phase was not implemented. To conclude, the PPP method written on the lesson plan was partially implemented in the teaching process.

Conclusion

There were two methods claimed in the lesson plan. They were Total Physical Response (TPR) method and Presentation, Practice, Production (PPP) method. The first method claimed by the teachers in their lesson plan was Total Physical Response (TPR). Based on the parts of the lesson plan, it can be concluded that there was merely one lesson plan with strong claim method as written on the lesson. The second method claimed by the teachers in their lesson plan was Presentation, Practice, Production (PPP). Based on the parts of the lesson plan, the conclusion was that there were two lesson plans as written were done in class whereas another was partially implemented. It was found that the teachers did not understand kinds of methods as well as the implementation. For further study, it is good to discuss not only the implementation of any approach and method but also how teachers assess students. This can be seen whether what teachers teach should be in line with what they assess.

References

- Badan Standar Nasional Pendidikan. 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah*. Jakarta, Jkt : Badan Standar Nasional Pendidikan.
- Leaver, L.B.. & Willis. R.J.. (2004). *Task-Based Instruction in Foreign Language Education*. Washington. D.C: Georgetown University Press.

- Li, C.. (2010). Application of Total Physical Response In Children's ESL Education. Retrieved from <http://minds.wisconsin.edu/bitstream/handle/1793/43593/Chen,%20Li.pdf?sequence=1>
- Pallen, F. (1988). *ESL, English as a Second Language: Total Physical Response*. New York: New York City Board of Education.
- Rahman, A.. (2014). Teaching Speaking By Using Combining Presentation, Practice, Production (PPP) Method And Engage, Study, Activate (ESA) Method To Improve Students' Speaking Ability At Junior High School. *E-journal-s1.stkip-pgri-sumbar.ac.id. Vol.4, No.2.*