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DESAIN KURIKULUM DAN SILABUS BAHASA INGGRIS UNTUK RSNBI DI PROVINSI LAMPUNG

Ujang Suparman
Universitas Lampung

ABSTRAK

Penelitian ini mengkaji komponen-komponen penting tentang RSNBI yang mencerminkan pelaksanaan program pemerintah. Penelitian ini difokuskan pada kajian desain kurikulum dan silabus Bahasa Inggris di tingkat SMP di Provinsi Lampung. Penelitian ini bersifat kualitatif. Hasil penelitian menunjukkan bahwa kurikulum yang diterapkan di RSNBI Lampung masih perlu dikembangkan. Secara umum, kurikulum tersebut masih sulit untuk diterapkan karena faktor sumber daya manusianya belum siap. Mayoritas guru (75%) masih sangat lemah dalam penguasaan Bahasa Inggris yang merupakan bahasa pengantarnya. Hanya satu dari empat orang guru yang memiliki nilai TOEIC yang tinggi. Direkomendasikan bahwa pemerintah hendaknya mengembangkan kualitas SDM-nya, terutama dalam penguasaan Bahasa Inggris para guru.

Kata kunci: *pengembangan kurikulum, konsep RSNBI, fungsi bahasa, dan pemerolehan bahasa kedua.*

INTRODUCTION

Indonesian government has tried to develop the quality of education in every level including in elementary, junior high, and senior high schools. One of the government efforts is the implementation of Nationally-Leading-to-Internationally Standard School or as it is known in Indonesian *Rintisan Sekolah Nasional Bertarap Internasional (RSNBI)*. As it should be, to a great extend the RSNBI English curriculum and syllabus have different aspects from that in the conventional or regular schools. However, little research on the differences of such aspects that has ever been published especially in Lampung Province. Therefore, this study tries to explore one of the key components of the RSNBI which might represent the implementation of the govern ment program. This research is focused on the English curriculum and its syllabus design at the junior high school level in Lampung.

Research Questions

The major research questions are: a. how is English curriculum designed for an RSNBI?; b. how is English syllabus designed for an RSNBI?; c. what are the principles of English curriculum and syllabus at an RSNBI?; d. who is responsible to design English curriculum and syllabus at an RSNBI?; f. how are the RSNBI English curriculum and syllabus implemented?; g. what is the biggest handicap in implementing the English curriculum and syllabus in the RSNBI Lampung Province?; and h. what is the solution to the problem?.

Objectives of the Research

Based on the research questions above, the objectives of the study are to investigate: a. how English curriculum is designed for an RSNBI; b. how English syllabus is designed for an RSNBI; c. the principles of imple-

menting the English curriculum and syllabus at an RSNBI; d. who is responsible for designing English curriculum and syllabus at an RSNBI; f. how the RSNBI English curriculum and syllabus are implemented; g. the biggest handicap in implementing the English curriculum and syllabus in the RSNBI Lampung Province; and h. the solution to the problem found.

Concept of Curriculum Development

In SMP-SBI and/or RSNBI, the development of the curriculum should be based not only on the Competence Standards but also on Basic Competences. These two types of competences should be made the bases and directions to develop primary materials, learning activities and indicators for competence achievement and evaluation. Besides, in planning teaching and learning activities and evaluation, the SMP-SBI and/or RSNBI English teachers should take into account both the process and evaluation standards.

The Principles of RSNBI English Curriculum

Based on the guideline of teaching and learning English at the SMP-RSBI and/or RSNBI (Depdiknas, 2007), there are seven principles of learning English that all participants should keep in mind in order that the program can be successful as it is expected. Each principle has its own application and implication. The seven principles are as follows.

Principle 1: The Teaching and Learning Should be Integrated

The teaching and learning English should involve more than one language skill (listening, speaking, reading, and writing). For example, in developing listening competences, the teacher may integrate listening activities with speaking and writing activities. Likewise, when developing reading competence, the English teacher may integrate it with speaking and writing activities. Logically, if these activities are carried out, the function of speaking or writing activities represent indicators of the learners' mastery of listening or reading competence.

Besides integrated speaking and writing activities as mentioned above, the learners may also be required to carry out speaking and writing activities autonomously using their own information and ideas. For example, they may talk or write about themselves (such as their educational background, family background, social background, experiences. So what they talk about or write about is not based on what they listen from their teacher or from the cassettes but originate from themselves.

When the researcher interviewed the English teacher, he reported that every time he taught the students, he always tried to integrate all language skills and always assigned them to do simple autonomous activities. He found that the students did such activities enthusiastically. And when the researcher rechecked it by observing what was going in the classroom, it was found that every class was very active and enthusiastic in taking part in English activities.

Principle 2: The Teaching and Learning Should be Reciprocal

The principle means that the process of learning should involve all related parties by means of strategies that enable a reciprocal learning process continuously so the school can be a learning organization. The development of teachers' professionalism can be carried out by means of classroom action research (CAR).

The unique potential that each learner has should be made use of effectively to overcome the problems encountered in the classroom to enhance the learning effectiveness. Depdiknas (2007) provide an illustration: A student with good pronunciation may be asked to give example or become a tutor for his or her friends, and the students who are good at writing may be required to become tutors for those who need it. And those who are good at drawing may

be asked to make illustrations for the stories composed by their friends.

By such activities, the RSBI students are facilitated to know strong points and weak points of themselves and to know other people's strong points which may be used to help decrease their weaknesses by means of reflective discussion based on evaluation data.

The RSBI students are trained to listen to other students who are answering questions or addressing their ideas and to respond to their answers or ideas. In his own turn, the RSNBI teacher is expected to be kindly ready to accept any criticisms from the students in relation to his way of teaching, treating his students, his English, his social attitude and physical performance.

Unfortunately, based on the results of the interviews with the senior English teacher, head master and vice headmaster, it was known that out of eight appointed teachers of the RSNBI program at the school, only one teacher who has high qualification of English based on his TOEIC scores, i.e., >600. However, although they are weak in English (majority of them are senior teachers who were graduated from PGSLP), they are reluctant to improve their English. They cannot be forced to improve their English to meet the need of RSNBI program. Consequently, many students complain about their teachers' way of teaching because they still teach in Bahasa Indonesia whereas the mid semester and final semester examinations, which are from Jakarta, are in English. This is the biggest problem faced by the school where this study is carried out. Other standards of an RSBI have been met such as facilities, computers, and internet.

Principle 3: The Teaching and Learning Should be Effective, No Threatening

It means that learning process should be organized interactively, inspiringly, pleasingly, challengingly, motivatingly for the students to take part in the programs, and should give rooms for improving students' initiatives, creativities, and autonomy based on their own talents, motivation, and physical as ell as psychological developments.

Teaching materials are linked to the learners' environment, motivation, hobbies, and value system (applying CTL approach) by considering the level of their development and abilities. Besides, various interesting teaching media are used accurately, from the very simple ones through the most advanced and highest technology. Furthermore, the students are also encouraged to propose topics or activities relevant to the teaching materials. More importantly, the students are involved in interesting and pleasing communicative activities (information gap activityes) so that they have opportunities to use English to communicate in a conducive situation.

Principle 4: The Teaching and Learning Should Develop Autonomous Learners

The teaching and learning process should encourage students' autonomy which is reflected in their expertise in making the learning plan, using appropriate learning strategies, and achieving the learning targets that have been predetermined by them, especially the expertise in using English.

To achieve this principle, the teacher may help the learners to know their learning styles and personalities; they are encouraged to determine the target of level of expertise that is expected to be achieved; and are motivated to plan and implement learning activities autonomously on their own responsibilities.

The implication of the principle is that the teacher should prepare an instrument to identify the students' learning style and personalities; a form of learning contract, which should filled out by the learners containing the target of learning to be achieved and how to achieve it; approved by the teacher to be compared with the results of evaluation at the end of the semester. The teacher may also be required to prepare individual students' worksheet containing task description (scope, procedure, and evaluation criteria).

Principle 5: The Teaching and Learning Should Involve Cultural Transformation

This principle suggests that learning process should implant high cultural values of the nation and at the same time it should remain encouraging the students to absorb foreign values supporting the development of their potentials comprehensively.

In applying this principle, the teacher guide the students to identify basic values of life conveyed in the texts learned. Besides, the teacher may guide the students to identify cultural values contained in the English texts and judge whether the values are universal or specific to a certain nation and may ask them to determine whether the values can support the development of their personality potentials as Indonesian students. In addition, the students are involved in making classroom regulations so the behavior of the members of the class agrees with Indonesian personalities expected. The implication of this principle is that reading materials (general or literary works) and audio and/or audio visual aids such as plays and films containing cultural values should be provided. In addition, various activities which enable the students to experience certain selected foreign values are held.

Principle 6: Educators Should Give Models for the Learners

During the teaching and learning process, teachers and educative staff should give models of behaving, and interacting with other people ethically, esthetically, and intellectually, so that the students are expected to imitate what they see in their school environment.

This principle can be applied by the teacher showing his or her respect, fair, honesty, accepting criticisms, to the students; keeping their saying and behavior in order not to hurt their feelings; like reading and browsing from the internet; putting on neat and appropriate clothing; showing love the local language and culture; differentiating personal matters from the business matters; and very critical on any coming information.

Principle 7: Learning Process Should Encourage the Development of Students' Creativity

The principle suggests that learning process should be based on the valid curriculum but at the same time should give opportunity for the teacher to use their creativity to achieve better quality.

Depdinas (2007) provides an illustration of the application of the principle as follows: *Moving class* program should be carried out if the situation and condition at the school make it possible. Besides, the teaching and learning processes should be optimally supported by the use of information and communication technology (ICT). Furthermore, the improvement of the teaching and learning should be based not only on the results of internal evaluations (*self-assessment, peer-assessment, school review*) but also on that of external evaluations (accreditation and examination). More importantly, both teachers and students are encouraged to create works which digs up their creativity, such as composing plays, poems, short stories, quizzes, and articles containing innovative ideas.

RSNBI English Curriculum

Unlike the previous English curriculum for SMP which covered only three language skills, (i.e. speaking, reading and writing minus listening comprehension), English curriculum for SMP-RSNBI covers four language skills that the students have to acquire: Listening, speaking, reading and writing. Based on the Depdiknas (2007), the graduates of SMP-SBI and/or RSNBI have to acquire the four language skills as follows.

Listening

Understanding ideas in a simple transactional and interpersonal spoken discourse, which is interactive and

noninteractive in nature, in formal dan informal situations, in the form of *recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs,* and *specific functional texts (advertisements, notices, announcements, etc.)* in daily life contexts and which are related to mathematics, science, and technology.

Speaking

Expressing ideas in a simple transactional and interpersonal spoken discourse, which is interactive and non-interactive in nature, in formal and informal situations, in the forms of *recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs,* and *specific functional texts (advertisements, notices, announcements, etc.)* in daily life contexts and which are related to Mathematics, science, and technology.

Reading

Understanding ideas in a simple transactional and interpersonal written discourse, which is interactive and non-interactive in nature,, in formal and informal situations, in the forms of *recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs,* and *specific functional texts (advertisements, notices, announcements, etc.)* in daily life contexts and which are related to Mathematics, science, and technology.

Writing

Expressing ideas in a simple transactional and interpersonal written discourse, which is interactive and non-interactive in nature, in formal and informal situations, in the forms of *recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs,* and *specific functional texts (advertisements, notices, announcements, etc.)* in daily life contexts and which are related to Mathematics, science, and technology.

Basically, the Structure of SMP-SBI or RSNBI English curriculum consists of National Standard of Education (Indonesian: SNP) + X1, X2, X3, X4, and X5 (Depdiknas 2007: 1) where:

a. X^1: English which is used for a medium of instruction to teach English, Mathematics, Science and technology and to communicate outside the classroom.
b. X^2: English subject which covers topics studied in Mathematics, science and technology classes.
c. ^{3}: English teaching and learning are implemented by making use of information and communication technology (ICT).
d. X^4: English teaching and learning are accomplished with cross cultural understanding.
e. X^5: English teaching and learning support the development of various students' skills.

The English curriculum which is based on the graduates' standard of competence is developed by the team of the RSNBI teachers. In short, the English curriculum of the RSNBI in Lampung Province consists of top down and bottom up concepts. The top down concepts comprise the graduates' standard of competence (Indonesian: SKL) which has been prepared by the Central Government (i.e. the Department of National Education) and the development of SKL by the team of teachers in the school. There are eight teachers who are responsible for the development of the curriculum in the school chaired directly by the headmaster. The team organizes meetings regularly to develop and implement the curriculum.

RSNBI English Syllabus

As mentioned in Point B above, the development of the curriculum, which is put into syllabus, should be based not only on the Competence Standards but also on Basic Competences. These two types of competen-

ces should be made the bases and directions to develop primary materials, learning activities and indicators for competence achievement and evaluation.

In this section, the development and implementation of the RSNBI syllabus can be seen from the following tables: Table 1 shows the number of effective and ineffective weeks in semester 1, 2010. Based on Table 1, the effective weeks during Semester 1, 2010 are 15, that is, 26 - 11. The table also shows the activities during the ineffective weeks. Table 2 shows Standard Competences, Basic Competences, Text types and Time allocation. As the Table 2 shows, Standard Competences cover all language skills Listening, speaking, reading and writing. More importantly, the syllabus of SMP-SBI and/or RSNBI includes the understanding of not only stated but also implied or unstated ideas and information, something which never happens in the previous syllabus and curriculum. I believe this is one of the strong points of the RSNBI curriculum and syllabus – the inclusion of understanding of both stated and unstated information. If the curriculum and syllabus of the RSNBI are implemented as they are, the participants, i.e., the Indonesian in the future, will have a more comprehensive understanding or comprehension. Suparman's (2001) study found that majority of Indonesian students at the university level were weak in making sense of the ideas especially the unstated or implied ones. This was due to lack of exposure on making sense of the unstated ideas conveyed in a text. This happened because the students at that period were not required to understand the implied ideas. And what makes things worse is what Suparman's (2009) study found that majority of English teachers at SMP and SMA levels (>75%) were not able to comprehend the implied ideas in the texts. When the researcher asked them why they found difficult to understand the unstated ideas in the texts, they replied that they had never practiced trying to make sense of such exercises. What they got from their study and what they taught to their students only trying to answer questions about explicitly stated information.

The SMP-RSBI syllabus especially in SMPN1 Bandar Lampung is developed by the team of teachers based on the Competence Standards and Basic Competences (Indonesian: SK and KD). The team of the teachers is creative enough to design the syllabus in such a way that it can be easily implemented by any teacher who is assigned to do. It I very detail and comprehensive covering seven components: Basic Competences, Teaching Learning Materials, Teaching and Learning Activities, Indicators, Evaluation which include three sub-components Technique, Types of Instrument, and Example of Instrument, Time Allocation and Learning Sources.

Basic Competences are directly adapted from the Content Standard (Competence Standard and basic Competences) prepared by the Central Government (Depdiknas). Then the team of the teachers selects teaching materials from various sources (books, internet and journals). After that, they design teaching and learning activities comprising pre-activities, whilst activities and post activities. Then, they identify indicators for the achievement of the target of the teaching and learning activities. This is followed by evaluation reflecting what technique of evaluation they use, which type of evaluation they employ, and ended with the example of evaluation instrument they use. In addition, they provide time allocation for each activity and learning sources from which materials or activities are adapted. The following table, Table 3, show an example of an RSNBI syllabus developed in such procedure.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the discussion above, the following conclusions can be drawn:

1. The English curriculum at the SMP-SBI and/or RSNBI in Lampung Province is designed by the Central Government,

that is, by the Department of National Education, The Directorate General of Elementary and Secondary Education management, The Directorate of SMP Guidence. This is top down in nature.

2. By contrast, the English syllabus for the SMP-SBI and/or RSNBI in Lampung Province is designed based on the Competence Standards and Basic Competences in accordance with the local conditions, students' environment and background.
3. There are seven principles of the implementation of English curriculum and syllabus in SMP-SMI and/or RSBI:
   a) Principle 1: The teaching and learning should be integrated.
   b) Principle 2: The teaching and learning should be reciprocal.
   c) Principle 3: The teaching and learning should be effective, no threatening.
   d) Principle 4: The teaching and learning should develop autonomous learners.
   e) Principle 5: The teaching and learning should involve cultural transformation.
   f) Principle 6: Educators should give models for the learners.
   g) Principle 7: Learning process should encourage the development of students' creativity.
4. The English curriculum and syllabus at the SMP-RSBI are implemented based on the principles as mentioned in point3 above.
5. The biggest handicap for the implementation of English curriculum and syllabus in Lampung Province is human resources where English teachers feel that they have been senior and hard to improve their English. Therefore, they are reluctant to learn and adjust their pace to keep up with the new program.
6. The solution to the problem is by cooperating with Lampung University inviting some lecturers as technical assistants (TA) to guide them in implanting the program.

Recommendations

Based the conclusions above, the following recommendations are addressed:

1. The teachers should be ready to improve their expertise in order that they can implement the new curriculum specially designed by the Central Government for an RSNBI.
2. All teachers involved in RSBI should be highly creative in designing English syllabus based on Competence Standards and Basic Competences.
3. The teachers and educative staff at the RSBI should cognitively understand the principles of the implementation of English curriculum and syllabus at the RSBI and psychomotorically carry out each of the principles so that the target can be achieved successfully.
4. The teachers should improve their English qualification by taking part in English courses and by having group discussion so that their English fluency develops. Besides, they have to make use of any opportunity provided by the school to develop their English quality such as by having consultation with the TA from Lampung University.

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