

**THE PRACTICE OF ENGLISH LANGUAGE TEACHING AND LEARNING IN  
SEKOLAH BUIN BATU PT. NEWMONT NUSA TENGGARA, WEST SUMBAWA,  
NTB PROVINCE**

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**Abstract**

This study aimed at (1) describing how English teachers at Middle Years of Sekolah Buin Batu (SBB) develop curriculum; (2) describing how English teachers at Middle Years of SBB determine learning resources; (3) describing how English teachers at Middle Years of SBB deliver learning activities, and; (4) describing how English teachers at Middle Years assess students' learning progress. The subjects of the study were the English teachers and students at Middle Years of SBB in the academic year 2011/2012. The data were collected using some methods of data collection namely interview, observation, and documentation. Interview and documentation were used to collect data of curriculum and learning resources while interview, observation, and documentation were used to collect data of learning activities and assessment. The result of the study indicated that (1) English teachers at Middle Years of SBB develop curriculum. The teachers develop curriculum based on curriculum development procedure which covers the stages in team development and common understanding of curriculum development at SBB including inventory making, need analysis, drafting, verification, validation, finishing, approval, filing and archiving; (2) English teachers at Middle Years of SBB use various types of resources and identify teaching learning resources based on teachers' planning to achieve teaching learning objectives, propose to school leaders, request the resources through administration staff, purchase the resources after the Purchase Order (PO) is approved by Finance and Admin Manager; (3) English teachers at Middle years of SBB teach English based on Year level and use various types of methods recognizing every individual abilities and learning styles (4) English teachers at Middle Years of SBB employ various kinds of assessment techniques based on the school assessment policy and the learning objectives

**Keywords:** *ELT, Curriculum Development, Learning Resources, Learning Activities, Learning Assessment*

## I Introduction

### 1.1 Research Background

In Indonesia, English becomes a compulsory subject that has been taught from kindergarten to university level. This suggests that English is in an essential and strategic position to learn compared with other foreign languages. Nevertheless, most students who have finished their junior high schools or even senior high schools are still unable both to speak and to write in good English. Therefore, teachers must give a great concern to their teaching and learning practices which encompass curriculum development, learning materials, learning activities, and learning assessment. A teacher does not just focus on what to teach but they must also come to understand how to teach to reach their proficiency or achievement in all skills of English such as listening, speaking, reading, and writing.

In line with the statement above, Desmita (2009) states that teaching is an activity of organizing students' activities and provides learning facilities so they can learn well. In this case, a teacher must be able to equip her/himself with a number of other knowledge and skills essential for the success in their jobs.

There are a lot of ways that the teachers might do to cope with such situations, for example by focusing on teaching and learning in classrooms. Due to the phenomena above, the government of Indonesia has produced a number of policies as the government concerns with the problems of education. One of the policies is *Peraturan Menteri Pendidikan No. 41 tahun 2007* which states that the government has assigned the vision, mission, and the

strategy of learning process to recover the national educational system. Based on this policy, the government has addressed the educational problems by implementing several innovative efforts to recover the educational systems of Indonesia. These efforts consist of management recovery, learning strategies, evaluation, and assessment which are left entirely to local government in the context of regional autonomy.

The autonomy of 2001 focuses on centralization of management to the academic based orientation. Centralization of management means that the educational system in Indonesia is managed based on society or community based management. While the academic based orientation is based on wider community. The existence of this policy is to encourage teachers to use effective teaching and learning practice which cover curriculum planning and documents, learning materials, learning activities, as well as learning assessment.

*Sekolah Buin Batu* (SBB) is one of the international standard schools, that has been accredited by International Baccalaureate Organization (IBO), Cambridge International Examinations (CIE), and ISO 9001-2008 with Indonesian and expatriate teachers. The school is a favorite school in NTB province which has practiced a good English teaching and learning. Thus, the writer conducted a research in the school on the practice of English Language teaching and learning which include English curriculum planning and documents, English learning resources, English learning activities, and English learning assessment.

SBB commenced operation in July, 2008 on the island of Sumbawa,

Indonesia. The school specifically serves the dependants of employees and contractors of PT Newmont Nusa Tenggara's vast copper and gold mine here, known as the Batu Hijau Project. Although the school is relatively new, it is the amalgamation of two pre-existing schools - Sekolah Nasional Buin Batu (SNBB) and Batu Hijau International School (BHIS). SNBB was established on 17<sup>th</sup> January 2000 in Townsite and BHIS in 1998 in Mataram. The staff is predominantly Indonesian with expatriate teachers from Australia and Ireland. SBB academic program in primary sector is operated under a Primary Years Program (PYP) framework and achieved PYP Authorized School from International Baccalaureate Organization (IBO) Geneva in April 2012. In the secondary school utilized a blend of Cambridge curriculum and the national curriculum. SBB has got Cambridge International Center status on March 2011 from Cambridge University United Kingdom (UK). The language of instruction is English. To value mother tongue and to celebrate Indonesian culture, Bahasa Indonesia is taught and is used to consolidate the understanding of concepts. Expatriate and national teachers work together in teams to support this program.

An important aspect of SBB mission and vision is to participate and assist the local community around the school. SBB programs are to foster better community relationships and support through assisting with national examinations at local schools, sharing best practices and providing resources for disadvantaged schools.

SBB currently operates an academic year based on forty weeks of tuition with each semester having a four week break between them. The mid-semester break is for two weeks. The main semester breaks coincide

with the summer holidays of both the southern and northern hemispheres. However, for the academic year 2011/2012 flexibility was needed to cater for Idul Fitri holiday falling in the end of August (Refer to School calendar). SBB is located in Buin Batu, West Sumbawa Regency, NTB Province.

SBB has two campuses: Raya Ketimus Campus is home to students from Playgroup to Year 1, and Kayu Besi campus caters for students from Year 2 through Year 9. The school has four buildings set on 3,000 square meters of land in Townsite, part of the PT Newmont Nusa Tenggara mining project in Sumbawa, Indonesia. Facilities include: ICT laboratory, science laboratory, two music rooms, swimming pool, covered basketball court, tennis courts, soccer field, baseball diamond, running track, access to the community golf course, two libraries with 20,000 volumes, 26 air-conditioned classrooms, counselor's office, administration offices, two teacher lounges and teacher work spaces.

SBB Vision is "Fostering global citizens by quality and meaningful learning". SBB has five mission statements, namely: (1) to achieve success at each stage of Learning, (2) to provide an emotionally supportive and physically safe environment, (3) to contribute to the community, (4) to construct meaning to develop understanding and love of learning, and (5) to develop awareness of national and global perspectives.

All members of SBB fully uphold, implement and develop the following school guiding values: (1) Develop each member of the SBB Community, (2) Develop moral and ethical understandings by interacting with honesty, integrity and respect, (3)

Actively foster co-operation, collaboration and team work between all members of the SBB community (4) Actively create an emotionally supportive and physically safe environment for all members of the SBB community, (5) Provide a quality education (6) Provide a balanced curriculum that meets national and international criteria and utilizes quality resources and infrastructures, (7) Provide multiple paths for learner development and success at each stage of learning, (8) Encourage learners to be confident and independent, to seek understanding and to love learning, (9) Encourage learners to inquire, analyze, and reflect, (10) value a range of Perspectives, (11) Be open-minded and be creative. (12) Make a positive contribution, (13) Provide a quality education to improve the ability of individuals to live, (14) Fulfilling lives and to have a positive impact on the world around them, (15) Encourage learners to value the different communities they belong to and to make positive contributions to them.

To achieve School Vision and Mission, SBB community commits to: (1) Complying with the Indonesia national laws related to education institution and practices, the Standards and Practices of IB-PYP and Cambridge Curriculum Program, (2) Optimizing development of students' knowledge, concept, skills, attitude and action through quality learning process, (3) Continuously developing curriculum which is in line with national policy and universal concept of education, (4) Developing SBB learner through the Learner Profile, (5) Demonstrating leadership in safety, stewardship of the environment, (6) Creating effective school-parent partnership and inter-institution network to optimize learning outcomes, (7) Encouraging learners to appreciate different values in

communities, (8) Making positive contribution to the community, (9) Developing learner community (faculty staff, students and parents), (10) Developing moral and ethical understanding, (11) Having interaction with honesty, integrity and respect, (12) Developing professionalism of all school community members, (13) Providing a balanced curriculum that meets national policy and international-standard criteria, and utilizing quality resources and infrastructure, (14) Continuously improving the performance of the School quality management system.

SBB implements Cambridge Secondary 1 which offers a flexible curriculum with integrated assessment. Typically for 11-14 year olds, Cambridge Secondary 1 develops learners' skill and understanding in Mathematics, English and Science for the first three years of secondary education and provides excellent preparation for their students who will continue to SMA, following both National and an international curriculum.

Cambridge Secondary 1 sets clear objectives for the first three years of secondary education in English, Mathematics and Science. SBB has integrated learning objectives with those from the National curriculum.

## **1.2 Theoretical review**

### **1.2.1 Curriculum Planning**

Most teachers do think about what they are going to teach before they go into the lesson. Tessa Woodward (2001), for example, could not think of a single teacher in all the staff rooms she had worked in who had not done some thinking and preparing before class.

Scrivener (in Harmer, 2007), on the other hand, describes a situation where the teacher has no real idea what he or she is going to do before a lesson starts and where, as a result, the lesson is created moment by moment with the teacher and the learners working with whatever is happening in the room. He calls this a 'jungle path' lesson. He gives an example of the teacher walking into a classroom and asking 'how was the weekend?' and after listening a number of answers, provoking a discussion based on what have been said. At some point the teacher may then select particular items of language that have emerged and invent instant exercises that will help students work on them.

In English Language Curriculum, there are some stages teachers need to consider prior to teaching. According to Harmer (2007), there are two main stages Teachers must do before teaching, namely (1) The planning continuum, and (2) using the plan in class. He also stated that planning a lesson is not the same as scripting a lesson. Lessons are not plays where students and their teacher have to remember and reproduce words in a pre-ordained sequence.

At some point the teacher may then select particular items of language that have emerged and invent instant exercises that will help students work on them Scrivener (in Harmer, 2007). He suggests such teaching demands high skill and an ability to react appropriately minute by minute.

It is worth pointing out that in most educational contexts, a succession of jungle path lessons will suggest to the students a degree of carelessness-or even a negligence-on the part of unprepared teacher.

## 1.2.2 Learning Resources

To help students in learning, resources play an important role. Resources should be in line with the learning objectives. They also help teachers to put the English teaching in context.

Harmer (2007) divides learning resources into several parts such as technology, the students, objects, pictures and things, the course books, ways of showing (note pad, notice board, board game, and flip chart), ways of listening (listening to teacher, listening to each other, listening to visiting teacher, listening to any classroom guests), ways of finding out (dictionaries), internet, ways of composing and virtual learning.

## 1.2.3 Learning Methods

It is important to understand how theory has been realized in methodological practice within the general area of methodology; people talk about approaches and methods, all of which go into the practice of English teaching. These terms, though somewhat vague and are definable:

According to Hammer (2007), the term *approach* refers to theories about the nature of language and language learning, which the sources of the way things are done in the classroom and which provide the reasons for doing them. He also stated that an approach describes how language is used and how its constituent parts interlock-it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions, which will promote successful language training, while method is practical realization of an approach. The originators of a method have arrived at decisions

about types of activities, roles of teachers and learners, the kinds of material that will be helpful and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. However, if a method takes procedures and techniques from a wide range of sources, it is more difficult to continue describing it as a 'method'.

Popular methodology includes ideas at all the various level, and it is these methods, and approaches, which influence the current state of English language teaching.

According to Hammer (2007), there are several language teaching methods that have been world widely practiced, namely: GTM, Direct Method, Audiolingual Method, PPP, TPR, Silent Way, CLT, Cooperative Method, and other methods such as inquiry based learning, independent learning, and research based activities.

#### **1.2.4 Assessment**

There are various challenges to assess students' English progress; e.g., the need for unique types of assessment tools, modifications to standard forms of evaluation and difficulties reporting student learning to parents. When students arrive at school for learning English, information is gathered about English language proficiency, academic achievement and recent experiences that can affect schooling.

This information is used to place students in appropriate grades and determine the type of support provided. Classroom teachers, in consultation with English teachers, assess student

achievement and growth, provide feedback to students and parents, evaluate student achievement for report card purposes and determine when students require more or less programming support.

Pratt (in Alberta ESL guide to Implementation, Canada, 2007) states that there are some popular methods of assessments which have been widely implemented at schools in the world, namely (1) Formative assessment, (2) Summative assessment, and (3) Reporting which covers report card, and conferences.

According to him that Formative assessment is ongoing assessment that monitors student strengths, weaknesses, attitudes, interests and ability to work independently. It provides feedback to students and teachers about student growth and the next steps in learning. Summative evaluation encourages teacher reflection and program evaluation. It is used with formative assessment to determine students' achievement and forms part of the evaluation that is used for reporting. Summative evaluation takes place at the end of a period of time, unit or project.

He also classified reporting into two namely; report card, and conferencing. According to him that report card reflects the needs of students and parents and the requirements of school authorities. Formats for written report card vary and may be developed by individual teachers or as a school or authority-wide-project.

#### **1.3 Research Problems**

- 1) How do SBB English teachers develop curriculum?
- 2) How do SBB English teachers determine learning resources?

- 3) How do SBB English teachers deliver learning activities?
- 4) How do SBB English teachers assess students' English progress?

(3) Curriculum mapping, and (4) Scope and Sequence/ Syllabus.

#### **1.4 Research Objectives**

In accordance with the problems stated above, the objectives of the study are to investigate:

- 1) The way SBB English teachers develop curriculum.
- 2) The way SBB English teachers determine learning resources.
- 3) The way SBB English teachers deliver learning activities.
- 4) The way SBB English teachers assess students' English progress.

#### **(1) Curriculum Development Procedure**

The Curriculum Development Procedure aims at ensuring that the school curriculum development at SBB is compliant with the Diknas Standard of Content and the Standard of Graduate Competence, IB/PYP Curriculum Framework, and Cambridge Lower Secondary Program adjusted to SBB needs.

This procedure applies to curriculum development at school and covers the stages in team development and common understanding of curriculum development at SBB including inventory making, need analysis, drafting, verification, validation, finishing, approval, filing and archiving.

### **II. Research Methodology**

The design of the study was qualitative descriptive because it was based on the descriptions of the environment, of the participants, and of the practice of English language teaching and learning at Middle years of SBB. Qualitative data comprised a combination of documentary interpretation and qualitative analysis.

The subjects of the study were English teachers and students at Middle Years of SBB in the academic Year 2012/2013.

The obtained data were analyzed by using techniques suggested by Miles and Huberman (1984), which comprised three aspects: data display, data reduction, conclusion/ verification.

#### **(2) Curriculum Framework**

SBB employs two curriculum frameworks for English teaching in middle years, namely DIKNAS English curriculum framework (National Education Curriculum) and Cambridge English curriculum framework which was issued by University of Cambridge, United Kingdom.

### **III. Findings and Discussion**

#### **3.1 Findings**

##### **3.1.1 Curriculum Development**

English teachers at Middle Years of SBB develop curriculum which cover (1) Curriculum Development Procedure, (2) Curriculum framework,

#### **(3) Curriculum Mapping**

Curriculum mapping is the blend of the DIKNAS English Framework and Cambridge English Secondary 1 Framework. It contains the essential competencies taken from the two curriculum frameworks. This curriculum mapping is used as the input for syllabus/ scope and sequence development.

#### (4) Scope and Sequence

Scope and Sequence / Syllabus is the operational guidelines that are developed and implemented by SBB in the teaching and learning activities.

##### 3.1.2 Learning Resources

Harmer (2007) divides learning resources into several parts such as technology, the students, objects, pictures and things, the course books, ways of showing (note pad, notice board, board game, and flip chart), ways of listening (listening to teacher, listening to each other, listening to visiting teacher, listening to any classroom guests), ways of finding out (dictionaries), internet, ways of composing and virtual learning.

Based on that definition, the type of resources found in SBB can be explained in the table below.

Types of Learning Resources	
Technology	Language laboratories
	Videos
	Computers
	Power points
	Cassette recorders
	OHPs
	Photocopiers
	Whiteboards
	Books
	Paper and pens
The students themselves	
Objects, pictures and things	Realia
	Pictures
	Cards
	Cuisenaire rods
The course book	
Ways of showing	Note-pad
	Explanation aid
	Picture frame
	Public workbook
	Game board
	Notice board
	The flip chart
	Computer-based presentation technology

Ways of listening	Listening to teacher
	Listening to each other
	Listening to visiting teachers
	Listening to lecturers
	Listening to any classroom guests
Ways of finding out	Paper dictionaries
	CD-ROM dictionary
	Electronic pocket dictionaries
	Online dictionaries
	Concordancers
	Using encyclopedia
	Webquest
Internet and CD-ROM	
Ways of composing	Word processing and editing
	Mousepals, chat and blogging
	Authoring
	Designing websites
Virtual learning	

SBB English teacher usually chooses the resources based on the competency that must be achieved by the students. Besides that, the nature of the material taught and the techniques of teaching used are also the factors which must be considered in the selection of resources. SBB teachers, for instance, use pictures to control language work-as an alternative to bringing in object that would be difficult to have in classroom-as aids for speaking and writing activities, or as a focus for a description and discussion. For listening activities, the teachers in the school utilize audio and video, and for word games they use board either black or white board.

Characteristics of students taught are also very important to be taken into consideration, so the choice of resources not only lead students understood easier but also make them happy. For example, SBB teachers



have their students use internet and emailing for chatting to improve students' writing skills.

English teachers at Middle Years of SBB identify teaching learning resources based on teachers' planning to achieve teaching learning objectives, propose to school leaders, request the resources through administration staff, purchase the resources after the Purchase Order (PO) is approved by Finance and Admin Manager.

### 3.1.3 Learning Activities

Data description on Learning Activities covers (1) English Teaching methods at SBB, (2) The Way of teaching the four Language Skills.

#### (1) English Teaching Methods

If viewed from the type of methods, The SBB English teachers used many kinds of methods in their teaching learning activities. Types of methods used can be stated as follows.

N O.	Types of methods used	Yes			N o	Rema rks
		Freque ntly	Someti mes	Rar ely		
1.	GTM		✓			
2.	Direct Method	✓				
3.	Audio lingual method		✓			
4.	PPP	✓				
5.	Suggesto pedia			✓		
6.	TPR		✓			
7.	Silent Way			✓		
8.	CLT	✓				
9.	Cooperati ve Method	✓				
10	Other methods			✓		

Based on the table above, SBB English teachers use Direct method, PPP, CLT, and Cooperative method more frequently than other teaching methods. Sometimes the teachers

employ GTM, Audiolingual method, and TPR, whereas Suggestopedia and Silent way are rarely used.

Teachers at SBB choose the methods depending on context of learning, for example, SBB English teachers use audiolingual method when they need to engender good habits to their students as English language learners. PPP is chosen when they teach a focus-on-forms lesson. Silent way is used if they play miming game to reinforce vocabulary or grammar, sometimes they employ direct method to drill student's accuracy and fluency in English.

#### (2) Teaching Language Skills

The information of Learning Activities was acquired from the result of class observation and interview with SBB Middle Years English teachers.

English learning activities in Middle Years of SBB are conducted by considering the level of students. In every level, students were taught using various techniques based on the skills of the language.

English teachers at Middle Years SBB teach listening skills through CDs, dictation, listening to teacher and group discussion, for teaching speaking skills SBB English teachers uses discussion, presentation, and role-play while reading skills is taught through discussion, presentation, and role play at Middle Years.

#### 3.1.4 Assessment

The information of learning assessment was acquired from the result of interview. Data description on English learning assessment covers (1) formative assessment, (2) summative assessment, and, (3) reporting which includes (a) report card and (b) conferences.

### (1) Formative Assessment

The type of formative assessment implemented at Middle Years of SBB can be explained in the table below.

Types of formative assessment	Frequently	Sometimes	Rarely
Anecdotal records		✓	
Short answer questions	✓		
Interviews		✓	
True/false tests	✓		
Cloze procedures	✓		
Multiple-choice questions	✓		
Role-play	✓		
Projects	✓		

Taken from SBB assessment policy, 2011

Teachers at SBB usually choose the types of formative assessment based on the kinds of language skills to assess. For listening and speaking skills, they use true/false, multiple-choice, short answer questions, anecdotal record, and role-play. While for reading and writing, they employ short answer questions, interviews, true/false tests, cloze procedures, multiple-choice questions, role-play, projects as well as anecdotal record.

### (2) Summative Assessment

Summative evaluation encourages teacher reflection and program evaluation. It is used with formative assessment to determine students' achievement and forms part of the evaluation that is used for reporting. Summative evaluation takes place at the end of a period of time, unit or project.

If viewed from the type of assessment methods, The SBB English teachers used variety summative assessment methods. Types of methods used can be stated as follows.

Types of summative assessment	Frequently	sometimes	Rarely
Practical tests		✓	
Examinations	✓		
Projects	✓		

Taken from SBB Assessment Policy, (2011)

SBB teachers, for summative assessment, employ practical tests, examinations, and projects. The most frequently used assessment is examination as it is an integrated assessment which covers all four skills, such as listening, speaking, reading and writing. Projects and practical test are used as an additional assessment for certain kinds of language skills, such as writing skills and speaking skills.

### (3) Reporting

SBB used two main types of reporting to report students' progress, namely; report card and conferences

#### (a) Report Cards

Throughout the school year, teachers observe and record student learning and progress in relation to the outcomes in the programs of study. At certain times throughout the year, teachers evaluate and gather this information into reports that can be shared with parents. These reports reflect the needs of students and parents and the requirements of school authorities. Formats for written reports vary and may be developed by individual teachers or as a school- or authority-wide project. Whatever the reporting format, the main criteria is that parents are given information about what their children know and can do in relation to the programs of study and how their children are progressing.

It is important to give students some measure of their progress.

However, in the early stages of language learning, actual letter or number grades do not reflect the amount of learning that is happening. Students are learning the language and culture as well as content material. A lack of language skills may make it difficult to assess learning. Most schools accept comments, anecdotal records and student work samples as more accurate reflection of progress than marks.

The student report card in SBB contains the four language skills, namely: listening, reading, speaking, and writing. Each of the skill is reported quantitatively as well as qualitatively.

#### (4) Conferences

Conferences provide opportunities to exchange information about students while working to strengthen relationships between the home and school. Students' interests are always kept at the forefront of conferences. Conferences are traditionally held between teachers and parents. Involving students places the focus directly on student growth and learning needs.

There are several types of conference, namely: Parent-Teacher Conferences, Student-Parent-Teacher Conference, Student-led Conferences, Pratt (in Alberta ESL guide to implementation, Canada, 2007).

Based on the above definition, there are various types of conference found in SBB; it is presented in the following table.

No.	Types of conferences	Yes	No
1.	Parent-Teacher Conferences	✓	
2.	Student-Parent-Teacher Conference	✓	
3.	Student-led Conferences.	✓	

Taken from SBB assessment policy, 2011

Table above showed that SBB employs three kinds of conferences, namely Parent-Teacher Conferences, Student-Parent-Teacher Conferences, and Student-led Conference.

Parent-teacher Conference in SBB is carried out by inviting the parents to school and discuss about the progress of their students in all areas of study as well as their children's problems, and this conference are only attended by parents and teachers. This kind of conference is usually held after a term.

Student-Parent-Teacher Conference is also held after a term, this conference is attended by parents, student, and teachers. This conference aimed at reporting students' progress and discussing any issues or problems related to the students to find out the solutions of the students' problems. This event is in line with an SBB program called "The Triangle Collaboration" among parents, teachers, and students. Parents support, teachers educate, and students create. This is an opportunity to share with parents current teaching trends.

SBB also reports students' progress to the parents through "Student-led Conference. SBB invites the parents to come to school to see what their children have learned in a term, thus this conference is held after a term ends. It is called Student-led Conference since the conference is led by the students. The students show and demonstrate their ability and progress in all areas of their study such as math, English, Science, and so on. The students demonstrate whatever skills they have learned and mastered in a terms, the parents listen while their children is demonstrating their skills. For English, the students for example, do storytelling, acting out drama,

reading a poem, delivering speech, and so on.

### **3.2 Discussion**

#### **3.2.1 Curriculum Development**

For curriculum planning and development, SBB develops a procedure. The procedure is made to ensure that the school curriculum development at SBB is compliant with the Diknas Standard of Content and the Standard of Graduate competence, IB/PYP Curriculum Framework, and Cambridge Lower Secondary Program adjusted to SBB needs.

This procedure applies to curriculum development at school that covers the stages in team development and common understanding of curriculum development at SBB including inventory making, need analysis, drafting, verification, validation, finishing, approval, filing and archiving.

Curriculum Development Team (CDT) is a team established by SBB to be in charge of the curriculum development processes. The processes includes preparing the curriculum mapping based on Standard of Competence and PYP Scope and Sequence for PYP Classes; preparing the curriculum mapping based on Standard of Competence and Cambridge Scope and Sequence for Middle Years classes; and developing school curriculum framework referring to the school scope and sequence.

According to SBB CDT-SOP that the procedure in developing curriculum should undergo these steps, namely (1), Executive Principal establishes School Curriculum Development Team (CDT), (2) Executive Principal issues an official letter outlining the establishment of

CDT, (3) CDT prepares the curriculum mapping based on Standard of Competence and PYP Scope and Sequence for PYP Classes; finally, (5) CDT develops school curriculum framework referring to the school scope and sequence, and technical guidance of curriculum.

In middle years of SBB, there are two English frameworks used, namely (1) Diknas English curriculum framework and (2) Cambridge English curriculum framework.

SBB implements English Diknas curriculum framework which is competence-based is also known as The 2004 English curriculum. The curriculum is designed according to the government regulation in the sense that the curriculum has to be competence-based and that at

the end of the day learners are expected to be able to communicate in English as one of their life skills and that they are expected to be able to handle written texts not only for pursuing further studies, but also for learning independently in order to be independent members of community.

Cambridge English framework provides a comprehensive set of progressive learning objectives for English. The objectives detail what the learner should know or what they should be able to do in English in each year of lower secondary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

The Cambridge Secondary 1 English curriculum is used in the Middle Years of SBB. It promotes an enquiry based approach to learning to develop thinking skills and encourage intellectual engagement. The

curriculum is presented in five content areas. *Phonics, spelling and vocabulary* and *Grammar and punctuation* relate to use of English. *Grammar and punctuation* is further divided into *Reading* and *Writing* to reflect the different ways in which grammar and punctuation are applied in each of these skills. *Reading, Writing, and Speaking and listening* are about developing thinking skills and encouraging intellectual engagement. The learning objectives span knowledge and understanding and other qualities. This curriculum encourages learners who are confident, creative and intellectually engaged, capable of applying their skills to respond to a range of information, media and texts with enjoyment and understanding. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

Curriculum mapping is the result of analysis of Cambridge English Curriculum framework and DIKNAS English curriculum; the competences in DIKNAS English curriculum framework as well as those in Cambridge English curriculum framework are mapped out and analyzed.

The mapping was conducted by SBB English teachers and team. The process of the mapping are namely: first, the curriculum mapping team analyzed the DIKNAS English Curriculum Framework and the Cambridge English Curriculum Framework, second, they chose essential competencies from the two curriculum frameworks, and finally, the team listed the result of the mapping on the curriculum mapping form.

English Scope and sequence is the other term for syllabus. It is the integration of Diknas English curriculum framework and Cambridge English curriculum framework. English Scope and sequence covers competences, learner profile, learning method, assessment, resources, term/week, and remarks. English Scope and sequence is normative guideline that lead SBB English teachers in their teaching activities from planning to assessment

### 3.2.2 Learning Resources

SBB utilizes two types of learning resources, namely; primary and secondary resources. Primary resources are any contextual environments, and people with relevant expertise. Secondary resources are any resources other than human resources, such as technology, library, books, video, internets, and other of such kinds.

### 3.2.3 Learning Activities

In English learning activities, English teachers in middle years of SBB level the students based on year level, Year 6 is elementary, Year 7 is pre-intermediate, Year 8 is intermediate and Year 9 is upper intermediate. As Sekolah Buin Batu is a secondary school, not a language school, the school only considers age and curriculum.

- In teaching listening skills, English teachers in middle years of SBB use listening CDs, dictation, listening to teacher, and group discussion.
- English teachers in middle years of SBB teach speaking skills through discussions, presentations, and role- play.

- English teachers in middle years of SBB teach reading skills through reading text.
- English teachers in middle years of SBB teach writing skills through sentence, paragraph and essay writing.

In determining the English learning materials, the English teachers in middle years of SBB consider two points, namely: (1) the topics must be age appropriate and interesting for the student, (2) The materials must contain the four skills (listening, reading writing and speaking skills), with good Grammar and vocabulary support.

In selecting learning material, the English teachers in middle years of SBB base their criteria on the above consideration, namely, (1) the topics must be age appropriate and interesting for the student, (2) The materials must contain the four skills (listening, reading writing and speaking skills), with good Grammar and vocabulary support. English teachers in middle years of SBB use Books, listening CDs/DVDs, pictures, dictionaries as their learning materials. The teaching learning materials the English teachers in middle years of Buin Batu use listening CDs/DVDs, reading texts as listening and speaking materials.

### **3.2.4 Assessment**

Discussion on learning assessment covers (1) formative assessment, (2) Summative assessment, and (3) Reporting. They are presented as follows

#### **(1) Formative Assessment**

Formative assessment is ongoing assessment that monitors student strengths, weaknesses, attitudes, interests and ability to work independently. It provides feedback to students and teachers about student

growth and the next steps in learning. Students use feedback from formative assessment to improve their learning

Pratt (in Alberta ESL guide to implementation, Canada, 2007) states that formative assessment is the most practical form of evaluation to use when students are acquiring English language skills. The more limited the students' language skills, the more necessary it is to use a wide variety of assessment tools.

Formative assessment is also used to assess students' knowledge and understanding of the content of subjects they are studying.

SBB uses various method of formative assessment to asses students' English progress, namely; anecdotal record, short answer questions, true/false tests, multiple-choice question, role-play, and projects.

#### **(2) Summative Assessment**

Summative evaluation encourages teacher reflection and program evaluation. It is used with formative assessment to determine students' achievement and forms part of the evaluation that is used for reporting. Summative evaluation takes place at the end of a period of time, unit or project. Summative evaluation is one of the most difficult and challenging concerns of teachers. It is difficult to evaluate all areas of language development. It is even more difficult to evaluate students' comprehension and knowledge base when they have limited English.

SBB implemented several summative methods to assess students' English progress, namely; practical test, examinations, and projects.

#### **(3) Reporting**

SBB uses two kinds of reporting methods to report students'

English progress, namely; report card, and conferences. Teachers have the same requirements to report students' English progress to their parents as for all other students.

The report card contains subjects, namely: (1) Religion, (2) Civics, (3) Indonesian, (4) Science, (5) Social Studies, (6) English, (7) Physical Education, (8) Art and Music, (9) Information and Communication Technology. However, the above report card contains English subject only, while the original form can be seen in the appendices.

SBB employs three kinds of conferences, namely Parent-Teacher Conferences, Student-Parent-Teacher Conferences, and Student-led Conference.

Parent-teacher Conference in SBB is carried out by inviting the parents to school and discuss about the progress of their students in all areas of study as well as their children's problems, and this conference are only attended by parents and teachers. This kind of conference is usually held after a term. Student-Parent-Teacher Conference is also held after a term, this conference is attended by parents, student, and teachers. This conference aimed at reporting students' progress and discussing any issues or problems related to the students to find out the solutions of the students' problems. This event is in line with an SBB program called "The Triangle Collaboration" among parents, teachers, and students. Parents support, teachers educate, and students create. This is an opportunity to share with parents current teaching trends.

SBB also reports students' progress to the parents through "Student-led Conference. SBB invites the parents to come to school to see what their children have learned in a

term, thus this conference is held after a term ends. It is called Student-led Conference since the conference is led by the students. The students show their ability, progress in all areas of their study such as math, English, Science, and so on. The students demonstrate whatever skills they have learned and mastered in a terms, the parents listen while their children is demonstrating their skills. For English, the students for example, do storytelling, acting out drama, reading a poem, delivering speech, and so on.

#### **IV. Conclusion and Suggestion**

##### **4.1 Conclusion**

The result of this study can be concluded as follows:

1. The result of the practice of English teaching and learning at Sekolah Buin Batu was described in four aspects such as curriculum development, learning resources, learning activities, and assessment, they are:
  - a. SBB English teachers developed curriculum which includes curriculum development procedure, English frameworks, curriculum mapping, and scope and sequence/ syllabus.
  - b. SBB English teachers employed various types of learning resources consisted of the primary and secondary resources. Primary resources are any contextual environments, and people with relevant expertise, whereas Secondary resources are any resources other than human resources, such as technology, library, books, video, internets, and other of such kinds.  
English teachers at Middle Years of SBB identify teaching learning resources based on teachers' planning to achieve

teaching learning objectives, propose to school leaders, request the resources through administration staff, purchase the resources after the Purchase Order (PO) is approved by Finance and Admin Manager.

- c. SBB English teachers implemented various types of teaching methods, such as GTM, Communicative method, Direct method, collaborative method, silent way and many other ways like the so called 'Inquiry based method in their teaching learning activities.

SBB used many kinds of assessment methods to assess students' English progress. The assessment covers (1) Formative which includes anecdotal records, short answer questions, interview, true/false tests, cloze procedure, multiple-choice questions, role play, and projects, (2) Summative which consists of practical test, examinations, and projects, and (3) Reporting which encompasses report card, and conferences.

2. The practice of English language teaching and learning in Middle Years of SBB which covers Curriculum planning and development, learning resources, learning activities, and assessment has been well practiced.

#### 4.2 Suggestion

Some suggestions are offered in this study, they are:

1. The teaching learning activities should be more learner-centered and employ various types teaching methods and media to facilitate the learning process. The school board

should also control and supervise the teaching process implemented by its teachers, so that they will be more motivated to implement their best teaching for the best results.

2. It is also suggested to the decision makers to take some actions in relation with the improvement of the practice of English teaching and learning especially by considering the recommendations above.
3. Finally, it was expected to the further research to conduct a more elaborate and extended observation to the implementation of English teaching and learning, so that more facts or information can be gathered or explored.

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