COMMUNICATIVE AND LITERACY APPROACHES TO ENGLISH CURRICULUM DEVELOPMENT FOR MADRASAH ALIYAH

A. APPROACHES TO ENGLISH CURRICULUM DEVELOPMENT
### Approaches to Language Curr. Development

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<th>Approaches</th>
<th>Ways of defining What the students need to learn</th>
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<td>Classical approach</td>
<td>*Humanism: Ss need to read classics</td>
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<td>Grammar-Trans Approach</td>
<td>*Ss need to learn with economy of time and effort</td>
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<td>Direct Approach</td>
<td>*Ss need to learn communication. So they should use only second lan-</td>
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<td>*Audiolingual Approach</td>
<td>*Ss need operant conditioning and behavioral modification to learn language</td>
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<td>*Communicative Approach</td>
<td>*Ss need to/must be able to express their intentions, that is, they must learn the meanings that are important for them</td>
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B. Audiolingual Curriculum
(1975 English Curriculum)

Ling. Theories
Structural

Lan. Learning Theories: Behaviorist

Audio Lingual Curr

Educational-cultural philosophy: Behaviorism

Goals

Objectives

Evaluation

Process

Content
A. Audilingual English Curriculum

Audilingual English curriculum characterized by the following features:

1. The goals/objectives of the Curriculum:
   - in a short term is to provide students with oral skills (listening and speaking as the main focus and reading and writing as secondary focus)
   - in a long term is to master the target language at the native speaker’s proficiency level
2. Content: a linguistic syllabus consisting of key items of phonology, morphology, and syntax on the target language arranged according to their order of presentation.

The language skills in the order of listening, speaking, reading, and writing. The focus is on oral language (listening and speaking in the early stage; reading and writing are given at the later stage)
3. Process (learning and teaching activities):

- Dialogues and drills are dominant in classroom practices. Dialogues serve as a means of contextualizing key structures and illustrate situation in which structures might be used as well as some cultural aspects of the target language. Correct pronunciation, stress, rhythm, and intonation are emphasized.

- After dialogues has been presented and memorized, specific grammatical patterns in the dialogue are practiced using e.g. substitution drills.
4. Evaluation: Focused on the mastery of listening and speaking skills with major emphasis is on grammatical accuracy (listening and speaking skills mastery as primary focus and reading and writing skills are secondary focus)
C. Communicative Curriculum (1994 - 2004 Eng Curr)
B. Communicative Curriculum

Communicative curriculum of English is characterized by the following features:

1. The goals/objectives: Provide students with communicative competence: the ability to communicate through both oral and written medium by considering social-situational factors (participants, setting, and topic involved in communication) (Richards et.al. 2001)
Communicative competence consists of: discourse competence (as major competence), linguistic competence, actional competence, sociocultural competence, and strategic competence (the last four competencies regarded as secondary/supporting competencies)
Other approach characterized this curriculum is literacy approach. This approach assumes that (naturally) the acquisition of language gradually develops from oracy (oral language through listening and speaking) through literacy (written language, reading and writing). The implication of this belief is that learning of the target language should begin with oral language in the beginning level and written language in the later level.

In this connection, Wells (1987) purposes four levels of Literacy-based teaching to be considered, namely:
1.1 Performative level: the ability to read, write and the ability to listen and speak using the given symbols.

1.2 Functional level: the ability to use language to fulfill daily needs (survival purposes). This level is assumed appropriate for MTs level.

1.3 Informational level: the ability to use language to get (to access) information. This level is assumed suitable for MA level.

1.4 Epistemic level, the ability to use language to express knowledge in the target language. This level is for university students.
2. Content: From the content side, our English curriculum adopt actional competencies refer to the ability to use the four language skills, namely listening, speaking, reading, and writing (as ‘standard competencies’) that can be seen in the mastery of both spoken texts (dialogues and monologues) and written texts (monologues).

- The standard competencies are formulated into basic competencies.

The two types of competencies are known as “content standard” (Standar Isi)
3. Process: types of learning and teaching activities suggested in this curriculum are:

3.1 Three cycles (stages), known as: Pre-activities, While-activities, and Post-activities.

3.2 Four cycles (stages), known as:
- Building knowledge of field
- Modeling of text
- Joint construction of text; and
- Independent construction of text
3.3 Other teaching steps of Text:

The most familiar sequence for teaching involves these steps (though be flexible):
(i) introduce and build a knowledge of the field;
(ii) introduce model(s) of the target genre;
(iii) ‘deconstruct’ the genre, discussing its elements & their functions;
(iv) write an instance of the genre & discuss;
(v) research & write other examples.
4. Evaluation: The assessment is focused on the mastery of a set of basic competencies which are formulated into indicators referring to the mastery of types of both spoken texts and written texts as indicated in the content standard.
E. The Relationship between Approaches (theories underlying English Curriculum) and School Level Curriculum (KTSP) Development

Communicative & Literacy Approaches

Goals & Objectives

Evaluation

Content Standard

Teaching & Learning Processes
F. TUJUAN MATA PELAJARAN BAHASA INGGRIS DALAM STANDAR ISI

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai literasi fungsional

2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global

3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya
G. Ruang lingkup mata pelajaran Bhs.Inggris di MA


2. Kemampuan memahami dan menciptakan berbagai teks fungsional pendek (misalnya, peasan pendek, pengumuman) dan monolog serta esei berbentuk: *procedure, descriptive, recount, narrative, report,* news item, analytical exposition, *spoof,* hortatory exposition, discussion, review, dan karya sastra populer dan otentik sederhana, serta naskah public speaking (*program bahasa*). Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika.
3. Kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana)
H. STANDAR KOMPETENSI BHS. INGGRIS MA (lihat Standar Isi)
Task # 1

1) In a group, identify competence standards, basic competencies, and basic competencies for MA, then formulate basic competencies into core materials and indicators

2) Use the given format below
Format: Formulasi Standar Kompetensi, Kompetensi Dasar ke dalam Indikator

<table>
<thead>
<tr>
<th>Standar Kompetensi (lihat Standar Isi)</th>
<th>Kompetensi Dasar (lihat Standar Isi)</th>
<th>Matari Pokok (lihat uraian KD)</th>
<th>Indikator (Kembangkan berdasarkan analisis teks/bhn ajar)</th>
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Task # 2: Text Analy

In a group, analyze the given text type (recount) in terms of grammatical elements and ideational Meanings (main ideas, supporting ideas, and details)
Dear Granpa and Grandma

Yesterday at my school we had International day. We had performances, food stalls, displays, raffle. Ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. It was about games. The performance I was in was called Labamba.
Straight after our performances we had our lunch.
There were food stalls. They came from Australia, 
Asian, Arabic, and Greece. There was also a Trash & 
Treasure stall where they sold toys. The school got 
these things by 
asking the children to bring them in.

After lunch we had a raffle ticket draw. I didn’t win 
anything but a lot of people did.

Everyone had a job. These people were from sixth 
grade.
I did my job after I had lunch. My job was to sell 
International Day Books.
We had displays in the hall.

These displays were good but I didn’t get to see them.

The displays came from a lot of countries.

Although I didn’t win anything, International Day was still fun.

Love
from Huy.
Task # 3: Text analysis: Dialogue

Do the following with your friends in a group of four or five

1. Find the prominent expressions used in the dialogue (eg. Introducing and parting)

2. Find transactional meanings in the dialogue as they are indicated in the expressions used.

3. Identify the prominent phonemes, intonation or stress in the dialogue.

4. Identify the cultural elements found in the dialogue, eg. explicitly attached to the expressions used.
Text 3: Dialogue
Situation: On the way to Edi’s house, Edi, Lina, and Toni are talking about Edis’s brother’s toy that could not be fixed.

Edi: Come in, guys
Lina: Thanks
Edi: Can I get you a drink?
Toni: I won’t say no. Where is your brother’s toy?
Edi: In the garbage bin. I couldn’t fix it.
Lina: Why’s that so, Edi?
Edi: My brother and I didn’t know why it couldn’t be fixed
Toni: Let’s find out what’s wrong. Ah, here it is.
Edi: Can you fix it?
Toni: I’ll try. First, remove the nuts, bolts, and wires. Wash the rest of the parts so that they are free of dirt and oil.
Edi: Ok, they are completely dry now. What next?
Toni: Put back the wires. Then join the parts using the nuts and bolts. Later, the buttons can be fitted like this.
Edi: Wow, it works. Thanks, Toni. You’re great!
Toni: No sweat.
Lina: I hate to interrupt, but I have to go.
Edi: Well, thanks for coming.
Lina: Bye, guys
Edi+Toni: Bye
Task 2: Do the following with your friends in a group of four or five

1. Find the prominent expressions used in the dialogue (e.g., Introducing and parting)

2. Find transactional meanings in the dialogue as they are indicated in the expressions used.

3. Identify the prominent phonemes, intonation or stress in the dialogue.

4. Identify the cultural elements found in the dialogue, e.g., explicitly attached to the expressions used.
Thank you for joining my session
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