



Curriculum Approaches in English Language Teaching in Indonesia

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Abstrak

This study used library research research methods to investigate curriculum approaches in English language teaching in Indonesia. The purpose of this study is to identify curriculum approaches commonly used in English language teaching in Indonesia and to understand how these approaches shape teaching methods and strategies applied in language classrooms. In this study, the author conducted a comprehensive literature review of relevant literature, including textbooks, research journals, articles, and education policies related to English language teaching in Indonesia. The data collected were analyzed qualitatively to identify curriculum approaches commonly used in the context of English language teaching in Indonesia. The results of this study show that some curriculum approaches commonly used in English teaching in Indonesia include content-based approaches, communicative approaches, task-based approaches, and grammar-based approaches. The selection of this curriculum approach is based on the goals and objectives of the program, as well as the needs and interests of learners. In conclusion, in Indonesia, English teaching is influenced by various curriculum approaches, which shape the methods and strategies applied in language classes. The choice of curriculum approach in English language teaching depends on the goals and objectives of the program, as well as the needs and interests of learners. Different approaches can be used in combination to create a comprehensive and effective language learning experience so that language learners can easily master the language in a formal setting.

Kata Kunci : Curriculum, English, Teaching

INTRODUCTION

Curriculum is a system of plans and arrangements regarding learning materials that can be used as guidelines in teaching and learning activities. The curriculum is also a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used in the learning process prepared by an educational institution (Sinambela, 2017). Then, there is a curriculum approach where we can interpret it as a perspective, mindset, or theory used in the design, development, and implementation of curriculum in an educational institution.

In language teaching, there are several curriculum approaches that can be applied. Some of these approaches include: Content-Based Approach, Communicative Approach, Task-Based Approach, and Grammar-Based Approach.

The curriculum approach in language teaching has a significant impact on student learning and the results achieved. In choosing and implementing this approach, it is important to carry out continuous evaluation and development. In the context of teaching English in Indonesia, there are several innovations or notes that can be made. For example, the integration of the English curriculum with other subjects, such as mathematics or science, can enrich student learning. By applying a content-based approach, students can understand and develop English contextually, as well as deepen their understanding of other subject matter.

In addition, the use of technology in language learning also has great potential (Johnson, 2019). In today's digital era, technologies such as language learning software and e-learning platforms can facilitate interactive and fun teaching for students (Garcia, 2021).

Indeed, it is crucial to acknowledge that different approaches in language teaching, such as the theme-based CBI and other methodologies, can be complementary and integrated based on the specific needs of students and desired learning outcomes. The effectiveness of an approach depends on various factors, including the teaching context, student characteristics, and instructional strategies employed by the teacher. Flexibility in selecting and adapting teaching approaches is essential to cater to the diverse needs and preferences of learners and to optimize their language learning experiences.

While progress has been made in the curriculum approach for English language teaching in Indonesia, there are still persistent challenges. These challenges encompass a shortage of facilities and resources, insufficient teacher teaching





skills, and inadequate assessment practices. Nevertheless, ongoing efforts are being undertaken to enhance English teaching in Indonesia by focusing on curriculum improvements and teacher skill development.

This article will accumulate and filter from a variety of reliable sources, including books, scientific journals, and related research. Through this research, it is expected to provide a better understanding of the most effective curriculum approach in helping Indonesian students master English comprehensively. In addition, how the curriculum approach in language learning, especially English in Indonesia, affects the extent to which this approach is optimal in mastering English.

METHOD

This research uses the method library research which the collection of data or materials needed to complete the research comes from the library, including books, encyclopedias, dictionaries, journals, documents, magazines and so on (Walker, 2005). Library research is a data collection method that involves studying and analyzing information from books, theories, and documents that are directly relevant to the research problem at hand. In this method, primary data is gathered, which refers to original and firsthand information obtained directly from the source material within the library setting (George, 2008).

RESULTS AND DISCUSSION

A. Curriculum

Etymologically, the word "curriculum" originates from Greek, specifically "curir," which refers to a runner, and "curare," which means a place for a race. Therefore, the term "curriculum" has its roots in the sports context of ancient Rome and Greece, signifying the distance that runners need to cover from the starting line to the finish line (Hasan, 2004). Furthermore, the curriculum can be defined as organized and guided learning that takes place within and outside the school environment, whether in groups or individually (Kelly, n.d.). The term curriculum often refers specifically to a teaching plan, or a view of student experience in relation to the teaching goals of the educator or school. Curriculum may combine planned student interaction with instructional content, materials, resources, and processes to evaluate achievement of educational goals (Adams, 2003).

A curriculum is a sequence of standards-based planned experiences in which students practice and achieve proficiency in applied learning content and skills. The curriculum is the ultimate guide for all educators on what is important for teaching and learning, so every student has access to a rigorous academic experience. Then, the term curriculum refers to academic subjects and content taught in schools or in specific courses or programs. Depending on how broadly educators define or use the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes learning standards or learning objectives they are expected to meet.

J. Galen Saylor and William M. Alexander in his book *Curriculum Planning for Better Teaching and Learning* says that curriculum is all the school's efforts to influence children's learning, both in class, on the school grounds and outside of school including the curriculum (Coffman, 1981).

B. Content-Based Instruction

Content-based teaching (CBI) is a communicative approach to language teaching that is growing in popularity in government and academic foreign language institutions. The authors define CBI as a curriculum that is, it is based on subject matter, utilizes authentic material, promotes the learning of new information, and considers the specific needs of students (Leaver & Stryker, 1989). CBI is considered an empowering approach that encourages learners to learn a language by using it as a real communication tool from day one in class (Stryker, 1997). In CBI, thematic content provides material that underlies listening, speaking, reading, and writing activities.

Davies stated that English as a Foreign Language (EFL) teachers and content specialists could work together on teaching based on a theme-centered Language of Content (CBI) approach. In this case, the learning content is not as limited or specific as it is in an English as a Second Language (ESL) class. Instead, teachers can design a syllabus that covers a wide and varied range of topics to interest students. They can also provide additional material from the Internet, newspapers, and other reading materials organized around that topic. This teaching model teaches not only content, but also language skills. As CBI EFL teachers, they have to pay attention to assessment just like their ESL counterparts. Ongoing assessment is important in CBI, and methods such as "daily quizzes, journals, and direct spoken feedback" can be used to do this (Davies, 2003). Their teaching philosophy is centered around the belief that learners' motivation can be greatly enhanced by engaging and interesting topics and content, and that enjoyment in learning is essential. As a result, they advocate for the use of theme-based Content-Based Instruction (CBI) as the most effective teaching approach for integrating language learning and content learning (Davies, 2003).



Then, how can the definition of possible CBI be applied in the context of learning a second or foreign language? According to Crandall & Tucker, curriculum is an approach to language teaching that integrates the presentation of topics or assignments from a class of subjects (e.g., mathematics, social studies, etc.) in the context of teaching a second language or foreign language (Crandall & Richard Tucker, n.d.). This is the same as conveyed by Wesche & Skehan, curriculum as integration in schools or academics with the aim of teaching language (Sidek, 2012). Then, from the aspect of CBI implementation in Indonesia. In one of the studies conducted at the Mataram Tourism College (Lalu Mahsar, 2022) revealed that teaching using CBI (Content Based Instruction) is effective in two aspects. First, in improving students' speaking skills: students' speaking level increases, students can answer teachers' questions, students can communicate fluently with their peers using correct grammar and proper vocabulary with good pronunciation, reduction in the use of mother tongue. Second, improve the classroom situation i.e. the atmosphere in the whole class becomes lively, students are happy with speaking activities, many opportunities for students to practice their speaking skills, students have great motivation to learn to speak, speaking becomes easy and fun for students.

C. Communicative Approach

Since the early 1970s, the communicative approach has been widely regarded as the most effective theoretical model in English language instruction. At its core, this approach recognizes that language serves both functional and social purposes. Therefore, it emphasizes not only the study of linguistic forms but also the understanding of their potential for communication and social implications. In simpler terms, learners must be able to connect linguistic forms with their non-linguistic knowledge and accurately interpret the intended functional meanings conveyed by the speaker. A notable characteristic of communicative language teaching is its systematic focus on both the functional and structural aspects of language. It integrates these aspects into a more comprehensive and communicative framework (Littlewood, 1981).

The communicative approach is a language teaching methodology that places significant emphasis on the importance of authentic communication for ongoing learning. It is founded on the belief that successful language acquisition occurs through meaningful communication (Andreia Zakime, 2018). In this approach, learners actively engage in real-life interactions, utilizing their natural language acquisition strategies, which enables them to develop practical language skills. The communicative approach highlights interaction as both a means and an ultimate objective of language study. Furthermore, it encourages learners to incorporate their personal experiences into the language learning environment and to focus on the learning process itself, in addition to mastering the target language (Nunan, 1991).

Some of the main characteristics of the communicative approach include communicative goals, student-student interaction, and maximizing student opportunities to speak (Andreia Zakime, 2018). This approach is used in different classrooms around the world and is easier to apply in well-run language programs with up to 15 students. The communicative approach is a widely used and effective language teaching method that emphasizes the importance of real communication and interaction in language learning.

Then, looking at the implementation of this approach in Indonesia, there are some that are still in the adjustment stage. In a study conducted (Sugeng Susilo Adi, 2011) research has shown that there are some barriers to the implementation of this approach in some Asian countries, especially Indonesia, so the idea arises that the curriculum approach should be modified to suit the local context. In addition, In a study conducted (Syarifuddin, 2017) Where this research uses alternatives with several principles. These principles are individuality, learner-centeredness, communicative competence, and authentic material. Teachers can still apply the curriculum approach in their classes by paying attention to the Indonesian context.

D. Task-Based Approach

The task-based approach to language teaching is one that emphasizes practical tasks that learners must perform in the context of real language use. This approach places a focus on solving tasks or problems relevant to everyday communication needs. In addition, the task-based approach is a planned environment in which students are in the classroom, where lessons are based on completing key tasks and presenting them (Sanako, 2020).

A task can be anything that requires communication or interaction, such as solving a problem, making a decision, designing, organizing, or getting someone to do something. Then, task-based learning includes 21st century Communication, Collaboration, Creativity, and Critical Thinking (4C) skills (Sheila Corwin, 22 C.E).

Applying a task-based approach to language teaching involves designing assignments that are meaningful and relevant to students' needs and interests. Here are some examples of how task-based learning has been implemented in language teaching. First, a study aims to improve the writing skills of French language education students at a university in Indonesia through the use of task-based learning. The results found that the application of task-based learning improved students' writing skills. Second, in English language teaching, task-based learning has been applied by giving tasks in the form of communicating activities using the target language. This approach has proven effective in improving students' language skills (Sutiayatno, 2014). Third, another study found that the application of task-based learning in the teaching of simple sentence writing improved students' skills in spelling, sorting, distinguishing, and producing simple sentences (Fajriah et al., 2014).

Using CBI in English language learning to prepare students to acquire a language while using the context of the subject matter so that students learn the language more effectively (Heritayanti, 2013). CBI can be used to increase vocabulary in a particular field of study, particularly in science, technology, engineering, and mathematics (STEM), and to communicate it appropriately (Bryce S., 2021). CBI can be used to integrate language and content, so that students learn language through interesting and useful subject matter (Jack C. Richards and Theodore S. Rodgers, 2010).

In addition, there are several benefits of task-based learning such as, helping learners interact spontaneously, leading automation, giving language learners the opportunity to learn vocabulary, providing the necessary conditions for language learning, maximizing the scope of communication, and providing learning experiences. There are also many problems in the implementation of task-based learning in the EFL Indonesia context, such as teachers with limited language skills, inadequate teacher training in the traditional task-based learning methodology of exam-based syllabus, inappropriate resources, linguistic deficiencies, and diverse classes, large class sizes, and classroom conditions. Task-based learning will be more feasible and effective if it can be modified into teaching methods that are sensitive to context, teacher interests, values, and experiences more in harmony with the concept of task-based learning (Sholeh, 2020).

E. Grammar-Based Approach

The grammar-based English teaching approach is an approach that focuses on learning and teaching grammar (grammar) as the main component in learning English. This approach emphasizes the importance of understanding and mastering grammatical structures in communicating effectively. In this approach, students learn grammar through rules, patterns, and solutions relating to sentence structure, word use, tenses, verbs, particles, phrases, clauses, and other grammatical elements. Teachers will present grammatical concepts through explanations, examples, exercises, and activities that focus on applying grammar in a variety of contexts.

A grammar-based approach is a teaching and learning method that uses grammar as a foundation for the development of all language skills, including speaking, listening, writing, and reading (Azar & Com, 2007). This approach does not directly teach grammar but encourages learners to learn the language through and with grammar using different methods. In a grammar-based approach, students are encouraged to find grammatical patterns for themselves and given explicit information about grammar. Grammar-based teaching uses grammar as the foundation and foundation for the development of all language skills such as, speaking, listening, writing, and reading (Azar & Com, 2007).

The implementation of grammar-based approaches in Indonesia has been explored in various studies. The 2013 curriculum requires the integration of grammar teaching with a genre-based approach in high school (Zulyetti, 2014). Another study revealed that a focus on context is used in teaching English grammar in junior high schools in Indonesia (Andriani et al., 2021). Grammar-based teaching has been widely used in Indonesia, and is considered an effective and evolving pedagogical practice.

Critics contend that an excessive focus on grammar rules and structures within the grammar-based approach can hinder students' ability to use the language effectively in real-life situations (Liu & Shi, 2007). The grammar-based approach frequently faces criticism for its perceived lack of emphasis on communication and practical language usage in real-life situations (Boroujeni, 2012). Critics argue that the grammar-based approach can potentially result in students having a restricted vocabulary, as they may not be adequately exposed to authentic language usage (Liu & Shi, 2007). The grammar-based approach is often criticized for being dull and uninteresting, which can lead to students feeling disengaged and lacking motivation (Alqahtani, 2022). That the grammar-based approach is not an effective method for language acquisition, because it does not provide sufficient opportunities for students to practice using language in context (Alqahtani, 2022).

CONCLUSION

In conclusion, in Indonesia, English teaching is influenced by various curriculum approaches, which shape the methods and strategies applied in language classes. Here are some curriculum approaches commonly used in teaching English in Indonesia. Such as, content-based approach, communicative approach, task-based approach, and grammar-based approach. The choice of curriculum approach in English language teaching depends on the goals and objectives of the program, as well as the needs and interests of learners. Different approaches can be used in combination to create a comprehensive and effective language learning experience so that Language learners can easily master the Language in a formal setting.

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