Mapping The Readiness Of Students In Learning English Phase F Of The Independent Curriculum

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ABSTRACT
The Independent Curriculum gives teachers the freedom to choose material but focuses on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of texts. The minimum learning outcomes for these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent to level B1. The material for giving sympathy and appreciation is one of the materials given in class 11 semester 3. Even though the context of giving sympathy and appreciation is a common thing that happens in everyday contexts, for students to express it in English is quite a high difficulty. This case study occurred in learning English in class 11 Software Engineering 2. 30 participants involved in this study. Only 3 students were able to make sentences expressing sympathy after being given instructions by the teacher, the rest experienced quite high difficulties and needed intensive guidance to be able to complete the task. The main obstacles are lack of vocabulary, lack of grammatical knowledge and low motivation in learning English.

Keywords: giving sympathy; vocabulary, grammatical; motivation;

ABSTRAK

Kata Kunci: memberikan simpati, kosakata, tata bahasa, motivasi
PENDAHULUAN

English is one of the dominant languages used globally in education, business, commerce, science, law, tourism, international relations, health and technology. Studying English gives students the opportunity to communicate with citizens of the world from different cultural backgrounds. By mastering English, students will have greater opportunities to interact using various texts. From these interactions, they gain knowledge, learn various skills, and human behavior needed to be able to live in a diverse world culture.

The independent curriculum (Kurikulum Merdeka) officially is used in schools to replace the previous curriculum known as the thirteenth curriculum or Kurtilas.

English Learning Outcomes

A. Rational Subject of English

General English learning at the Elementary and Secondary Education levels (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Studying English gives students the ability to gain access to the outside world and understand different ways of thinking. Their understanding of this socio-cultural and intercultural knowledge can improve their critical thinking skills. By understanding other cultures and their interactions with Indonesian culture, they develop a deep understanding of Indonesian culture, strengthen their identity, and can appreciate differences.

Learning English is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of text. The minimum learning outcomes for these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent to level B1. Level B1 (CEFR) reflects the specifications that can be seen from the ability of students to:

- maintain interaction and convey something desired, in various contexts with clear articulation;
- express the main points to be conveyed in a comprehensive manner; And
- maintain communication even though sometimes there are still pauses.

Learning English at the elementary and secondary education level (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) is expected to help students succeed in achieving the ability to communicate in English as part of life skills. The approach used in general English learning is a genre-based approach, namely learning is focused on text, in various modes, whether spoken, written, visual, audio, or multimodal. This is in accordance with the statement said by Halliday and Mathiesen (2014: 3) that “When people speak or write, they produce text, and text is what listeners and readers engage with and interpret.” There are four stages in the text-based approach, and these four stages are carried out in discussion of the same topic.

1. Building Knowledge of the Field (BKOF): The teacher builds students’ knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught.

2. Modelling of the Text (MOT): The teacher provides a model/example of text as a reference for students in producing works, both orally and in writing.

3. Joint Construction of the Text (JCOT): The teacher guides students and they produce texts together.

4. Independent Construction of the Text (ICOT): students produce oral and written texts independently (Emilia, 2011).
Communication will occur at the text level, not just sentences. That is, meaning is not only conveyed by words, but must be supported by context. Each text has a purpose, such as describing, explaining, telling, etc (Agustien, 2020).

General English learning in the national curriculum helps students to prepare themselves to become lifelong learners, who have a Pancasila Student Profile such as having faith and noble character, being independent, critical thinking, creative, mutual cooperation, and global diversity. This profile can be developed in general English learning, because the learning is dynamic and fluid, that is, it provides opportunities for students to be involved in selecting texts or types of learning activities. Learning English has the opportunity to achieve the Pancasila Student Profile through written, visual, oral text materials, as well as activities developed in the teaching and learning process.

B. The Purpose of English Learning

English subjects aim to ensure students can do the following things.

1. Develop communicative competence in English with a variety of multimodal texts (oral, written, visual and audiovisual).
2. Develop intercultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices and products.
3. Develop self-confidence to express themselves as an independent and responsible individual.
4. Develop critical and creative reasoning skills.

C. Characteristics of English Subjects

1. There are various types of texts taught in general English, for example narratives, descriptions, expositions, procedures, arguments, discussions, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual and audio aspects), both authentic and texts made for teaching purposes, both single and multiple texts, which are produced on paper or screen. This is aimed at facilitating students to be skilled in using technology (technological literacy), so that they can improve their ability to navigate digital information.
2. The teacher can determine the type of text he wants to teach according to the conditions in the class. Learning can start from the type of text that contains topics that are already known by students to help them understand the contents of the text they read and then be able to produce text of that type in spoken and written form. Furthermore, the teacher can introduce students to new types of text that are known to students. Teachers can help them build an understanding of these new types of texts, so that students are able to produce works in these types of texts, both orally and in writing. The selection of the type of text can also be adapted to the conditions that are often experienced by students both in the school context and the context at home so that students have the opportunity to study and practice the text in real life.
3. The learning process focuses on learners (learner-centred) (Tyler, 1949, 1990), namely that the learning process must be focused on efforts to change the behavior of learners (which originates from being unable to be capable), in using English on the six language skills in various types of text.
4. General English learning is focused on students' language skills according to the stages of development of language skills. General English learning includes elements of receptive skills (listening, reading and viewing), as well as productive skills (speaking, writing and presenting).

The following are the elements of the subject and their descriptions

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<th>Element</th>
<th>Description</th>
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Listen The ability to understand information, give appreciation to the other person, and understand the information heard, so that they can convey responses in a relevant and contextual manner. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting the sounds of language, then understanding the meaning. Listening skill is also a non-verbal communication ability that includes how well a person captures the meaning (implied and explicit) of an oral presentation and understands the main and supporting ideas in the information content and the context underlying the exposure (Petri, 2017).

Read The ability to understand, use, and reflect on texts according to their goals and interests, to develop one’s knowledge and potential so that he can participate in society (OECD, 2000).

View Ability to understand, use, and reflect on visual texts according to their goals and interests.

Speak The ability to convey ideas, thoughts, and feelings orally in social interactions.

Write The ability to convey, communicate ideas, express creativity and create in various genres of written text, in an effective and understandable way, and is of interest to readers with the right organizational structure and linguistic elements.

Present Ability to present ideas fluently, accurately, accountably in a communicative manner through various media (visual, digital and audiovisual), and understandable to listeners. Delivery in speaking and presenting needs to be arranged and developed according to the needs or characteristics of the listeners.

In learning general English in Phases E and F (SMA/MA/Package C Program), learning English focuses on strengthening spoken and written language with a CEFR B1 target.

Phase F, Generally for Class XI and XII (SMA/MA/Package C Program)

At the end of Phase F, students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. Various types of texts such as narratives, descriptions, expositions, procedures, arguments, discussions, and authentic texts are the main references in learning English in this phase. Students use English to discuss and convey wishes/feelings. Students use English skills to explore various texts on various contextual topics. They read written texts to learn something/get information and for fun. Their understanding of written texts deepens. Implicit inference skills when understanding information, and the ability to evaluate various types of text in English are developed. They produce spoken and written texts as well as visuals in structured English with a more diverse vocabulary. Students produce a variety of written and visual texts, fiction and non-fiction with an awareness of the goals and target readers/viewers.

Element of Listening-Speaking

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.
Element of Reading - Listening

By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author’s purpose and make inference to comprehend implicit information in the text.

Element of Writing - Present

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Learning Achievements of Advanced English Subjects for Each Phase
Phase F, Generally for Class XI and XII (SMA/MA/Package C Program)

At the end of Phase F, students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. Various types of texts such as narratives, expositions, discussions, literary texts, authentic texts and multitexts are the main references in learning English in this phase. Students use English skills to explore narrative texts, expositions, and discussions on a variety of topics including social issues and cultural contexts. In this phase, it is not only the students’ language skills that are growing, but also the ability to think critically, creatively, communicatively, collaboratively, and confidently for the realization of the Pancasila Student Profile.

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<th>Element</th>
<th>Learning Outcome</th>
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<td>Listening</td>
<td>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject and to comprehend main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and current issue), including those specialised ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.</td>
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<tr>
<td>Reading</td>
<td>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialised ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition and Discussion.</td>
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**Element** | **Learning Outcome**
---|---
**Writing** | At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organisation on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of different choices or opinions.

**Speaking** | At the end of this Phase, students are expected to achieve the targeted competence in the compulsory English subject and can interact fluently and spontaneously, and can interact regularly with English native speakers and quite possibly without hindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion.

At SMKN 1 Kadipaten, the F phase of English learning in class XI teaches material about:
1. Sympathy and appreciation
2. Hope and plan
3. Analytical Expositions
4. Formal invitations and personal letters
5. Explanation

Sympathy and appreciation is the first material taught at the beginning of semester 3 in grade 11. This first material is used as a benchmark to map the extent to which students’ English skills have been achieved at the previous level of learning and also provides an overview of the challenges faced by the second English teacher in the future in carrying out Phase F of English learning.

**Statement of problem**
This study was conducted to answer the following problems:
1. How far the English skills possessed by students in class 11 RPL 2 as the result of learning at the previous level?
2. What challenges are faced by grade 11 students in learning English related to the achievement of learning English in the Independent Curriculum?
3. What are the efforts and solutions to the problems faced by grade 11 students to improve their abilities in learning English?

**METODE PENELITIAN**

This research is a case study on learning English in class 11 RPL 2 SMKN 1 Kadipaten at the first meeting on Giving Sympathy And Appreciation material.

The case study relies on many of the same techniques as a history, but it adds two sources of evidence not usually included in the historian's repertoire: direct observation of the events being studied and interviews of the person involved in the events. The case study’s unique strength is its ability to deal with a full variety of evidence-documents, artifacts, interviews, and observations. (Yin, Robert K, 2009).

The time for teaching English in class 11 RPL 2 is 4 hours of lessons per week and is divided into 2 meetings each week. So each meeting gets 2 hours of lessons. In the Giving Sympathy and Appreciation
material, which is the first material at the first meeting at the beginning of the semester, the teacher divides class time into two sessions. The first lesson time is used for introductions first, which includes introducing teachers and students as well as introducing material that will be taught during semesters 3 and 4. Then in the second session, the teacher directs the material on Giving Sympathy and Appreciation with a Project Based Learning approach.

After the first session was over, the teacher gave games to restore the concentration of students who seemed to be divided and unfocused. Some male students were seen chatting and joking with their friends. As for the female students, 2 of them were playing on their cellphones and eating, while the rest were still paying attention. At this stage the teacher makes notes about the characteristics of class 11 RPL 2 students and feels the need to give more emphasis on what should and should not be done during the learning process in class.

Ice breaking is given by giving instructions to students about what to do spontaneously and quickly. The concept is move, move and move. Sit, stand, hold something, etc.

Next, the teacher asks questions to students to measure the extent to which students understand the concept of Giving Sympathy and Appreciation. Of the 30 students, only four students answered by raising their hands, namely 3 male students and 1 female student. From this stage it can be seen that students in class 11 RPL 2 are passive dominant.

Prior to the main stage, the teacher asked students about examples of expressions of sympathy. Several students correctly answered. The rest are still dominantly passive.

At the core stage, the teacher gives instructions for doing pair work. Students are asked to ask questions and answers with their classmates about what things or experiences are considered bitter or unpleasant. Then the student gives a statement of sympathy for the incident that happened to his friend. Vice versa.

The teacher did not give limit time duration, only conveyed to students that anyone who had finished could be assessed immediately.

It can be seen that students were starting to be enthusiastic about getting grades. And they began to ask questions actively.

HASIL DAN PEMBAHASAN

1. English language skills possessed by students of class 11 RPL 2
   From the results of learning English at the first meeting in class 11 RPL 2 on the Giving Sympathy And Appreciation material, several things were obtained:
   1). Lack of vocabulary
      When asked to pair work to write down unpleasant or sad experiences, only three students were able to write directly in English with a fairly good level of vocabulary mastery and appropriate expressions of sympathy (2 students) and good (1 student). 15 students wrote it down in Indonesian before translating it into English. And the remaining 13 students still had difficulty writing down what was instructed even in Indonesian.
      Good writing examples:
      
      My friend, Anna, she had bad experience. She lost her wallet when she was playing a basketball. I helped her to looking for that. Unfortunately, we didn’t find it.
      I say to her: “I’m really sorry for that. Let me treat you in the canteen.”

      2). Lack of grammatical understanding
When interviewing his friends to write down unpleasant experiences and writing expressions of sympathy, there are many grammatical errors. To write about past experiences, there are still many students who do not use the past tense but use the simple present and some use the past perfect. Most students are still unfamiliar with the correct use of tenses.

Example of writing:

My friend, Chairul, he fall last week ago. Luckily, he don’t have serious injury.
I said to him: “How a pity. Don’t do that again.”

3. Lack of motivation

Class 11 RPL 2 students are dominantly male than female. Block sitting position. On the left side of the women and on the right side of the men. The description of students when starting learning activities tends to be out of focus. The men’s section looks noisy chatting and joking with a rowdy voice. While the women’s section is not as noisy as the men’s section, some are engrossed in playing with their cellphones, eating and chatting.

To get them to focus takes more time and effort. Even when the learning process had started, they were still joking around. And when given an assignment/project they are very difficult to start. They were just in a hurry to finish when the lesson time was almost up. From the results of observations during the learning process, it can be seen that their learning motivation tends to be less enthusiastic in learning English. When interviewed personally, only 7 (23.3%) students said they liked English. The rest said they were normal (46.7%) and 9 students (30%) said they didn’t like it.

**KESIMPULAN**

Dealing with English learning Phase F of the Independent Curriculum, teachers have many challenges including how to enable students to improve their vocabulary skills, increase their grammatical knowledge and also increase their learning motivation. Phase F emphasizes mastery of certain topics in depth reaching level B1. While the ability of students is still very lacking. So that extra effort is needed from English teachers to pursue the learning outcomes mandated by the Independent Curriculum while strengthening the basic knowledge of students in terms of vocabulary and grammar. Likewise, students’ learning motivation, which tends to be very lacking, must receive intense attention so that able to increase their interest and motivation in learning English.

**REFERENSI**


