



English Material Instruction in National Curriculum

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Abstract

This paper aims to analyze the scope of material instruction provided by the merdeka curriculum, and its compatibility to student needs. The research used qualitative descriptive method with interview and document analysis to collect the data. The research found that the material scope of English in merdeka curriculum never change significantly at least starting from 2004 curriculum. There are some added and taken away, but the essence of the material still remains the same. English material for junior and senior high school students can be divided into three major parts. The first is English expression such as introduction, gratitude, apology, ability and disability, like and dislike, agreement, possibility, warning and asking giving expression. The second is short functional text such as writing short message, announcement, advertisement, and greeting card. The last one is essay functional text such as narrative, descriptive, recount, report and procedural text. Meanwhile, the data also shows that the priority skills needed by schools and students are writing and speaking. Therefore, teachers in this case, with the authority they have, can develop the curriculum according to needs. What the school does is use a skills approach, where all material is taught with an orientation towards speaking and writing skills. so that even if the material provided by the curriculum does not directly suit the needs of students and schools, they can still adapt to their needs.

Key words: Material instruction, national, curriculum.

1. INTRODUCTION

It is indispensable necessary ways to take into account of conducting need analysis in developing material for English teaching. Need analysis as a procedure for collecting information about learners and takes an important part for designing material development (Nunam: 1988). Need analysis on materials development also takes a significant position in English language teaching (ELT). It is the process of analysing the needs of the learners related to the learners' necessities, lacks and wants (Hutchinton and Waters, 1978). The result of a need analysis provides general view of the students' characteristic and needs which is reliable information on their learners' variables in order to develop the best materials which is appropriate with the learners. It is normally done before learning teaching process and be implemented in a class and conducted at the very beginning of the school year.

Materials development is an ordinary activity done by teacher to support the learning instruction since it has an essential part in developing students' ability in learning. The materials will help students to enhance their knowledge through all activities provided. It can be reading, listening, writing, speaking practices or might be exercising. Good materials will give a good impact to the development of students' ability otherwise it will not occur. Teachers must pay

attention to the materials being used by their students. Teacher should analyze whether the material appropriate with the students or not (Tomlinson: 1997). In developing the materials, it is also needed to be considered the part of ideas, topics, contents and also the contextualizing of the materials (Richard: 2005). Hence, teacher must realize to the differences of students need in regard to the appropriateness of the materials.

One major issue being debatable among scholars and English educators today is that the existing materials either government made or private school appropriate to the students need. The publishers in fact, in creating text book as the material, put too much attention to the commercial goal rather than the necessities of education. It has been common issues in TEFL for more then last two decades referring to the requirement of English development (Cristal: 2003). That is why, teachers as the first person knowing the whole of students' necessities, need to be creative in designing, developing, providing, and also evaluating the existing material in order to success the ELT.

This paper aims to analyze the scope of material provided by the national curriculum, and its suitability to student needs. It is hoped that the results of this research can become a reference for English teachers in analyzing students' learning material needs in developing the English curriculum in their respective school units.

To understand the process of analyzing English language materials in the national curriculum, let's look at the term needs analysis. This concept was introduced starting from the phenomenon of a teacher who was asked to teach English to science students around the 1960s and 1970s. This stems from a problem when an English teacher wants to teach English to students, but the teacher only knows a little about "What" and "How" of the language of science and technology. Therefore, the teacher started collecting data and got help from linguistics and register analysis. Lastly, by creating a "communicative syllabus design.

Haque (2014) further stated that in the early 1970s, along with the development of the communicative approach, needs analysis became known in Jhon Mumby's work entitled "Communicative Syllabus Design" in 1978. Mumby presented a series of very detailed procedures for finding the needs of target situations. He called this procedural step the Communicative Needs Procedure (CNP). The CNP consists of questions about key communication variables (topic, participants, medium, etc.) that can be used to identify the target language needs of any group of learners. Proponents of the communicative approach argue that the selection of teaching materials should be based on a systematic analysis of the learner's needs for the target language.

Hasely in his work (2008) had stated that the development of need analysis, its centrality has been acknowledged by several scholars and authors from time to time such as Munby (1978), Richterich and Chancerel (1987), Hutchinson and Waters (1987), Berwick (1989), Brindley (1989), Tarone and Yule (1989), Robinson (1991), Johns (1991), West (1994), Allison *et al.* (1994), Seedhouse (1995), Jordan (1997), Dudley-Evans and St. John (1998), Iwai *et al.* (1999), Hamp-Lyons (2001), Finney (2002). Also, the importance of carrying out a needs analysis for developing EAP tests is emphasized by Fulcher (1999), McDonough (1984), and Carrol (1980), cited in Fulcher, (1999). Those study above is about need analysis have been conducted.

To further our understanding of needs analysis, let's check the main reference source for this topic, namely Hutchinson and Water (1986), they argue that needs means the ability to understand or produce linguistic features of the target situation, for example the ability to understand Tenses. Apart from that, Saieed in his research (2012) defines analysis as a confirmation of what works well in one situation and may not work in another situation. Based on this understanding of analysis, we can understand that the types of needs in analysis are a

detailed examination of the elements or structure of a thing. In simple terms, needs analysis can be interpreted as an activity of doing something (searching for, collecting or observing) the necessary data.

Needs analysis is also known as needs assessment. It plays an important role in the process of designing and implementing any language course, be it English for Specific Purposes (ESP) or a general English course, and its importance has been recognized by several scholars and authors (Hasely, 2007). In addition, Hutchinson and Waters (1987:8) argue that it is important to emphasize the importance of students and their attitudes towards learning. This is because students are seen as having different learning needs and interests (Rodgers 1962). This opinion is also in line with Kayi (2008:1) who states that Needs Analysis is important in relation to student involvement in every stage of the educational process. It is important to know the learner's goals, language attitudes, expectations from the course and study habits to design an efficient curriculum.

In simplest terms, a needs analysis includes all the activities used to collect information about the students' learning needs, wants, lack, wishes, desires, etc. A needs analysis can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews. Therefore, the first thing to do is to carry out a needs analysis (sometimes known as a skills audit (Day, 2011:9). In some ways it may be similar to the pre-course questionnaire commonly handed out to learners on General English courses. The difference is that a needs analysis of English for Spesific Purposes is normally more comprehensive, and includes many relevant details about the target learners and their needs and wants. In order to analyze the needs of student There are two steps that must be done. First we need to know what is the target situation of the learners. The second one what is the learning need.

Although the definition of need analysis is closely related to Teaching English as Specific Purposes, and its aims to figure out much information which can be used in developing and designing English program and curriculum, here in this part, we are going to discuss need analysis from the perspective of materials development.

Materials development in ELT courses is very crucial and it shows the effort and creativity of the course designers as well as the teachers. It refers to anything which is done by the writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson: 2010). It can be in many forms of resources. It can be cassettes, videos, CD-room, dictionaries. Newspaper, magazine grammar book and many more. In other word, it can be anything which is deliberately used to increase the learners' knowledge and experiences in learning the language.

In the process of developing materials, Richard (2005) argues that the developer is required to pay attention into two most important parts in learning language. Those are language use and language learning theories. Language use is talking about the science of the language itself. It is closely related to the linguistic items of the language, and also the way to use the language. On the other hand. the designer also need to know about language learning theory. It is talking on how to learn a language. This part will help developer to create the best way or methodology to be provided in the materials.

Another most important thing, still in the process of need analysis. Hutchinton and waters (1978) argued that need analysis is normally conducted at the very beginning of the program to create the appropriate material which suit with the students' need. This argument is supported by Tomlinson (2010) who said so. However, he continued his argument and claimed that since need analysis was regularly used in ESP program, it could be inferred that the need analysis in General English would be different. He argued that need analysis in

General English must be more difficult. It is because there is no specific target needs followed by students. To carry out this issues, Richard (2005) said that in analyzing the need of learning General English, teacher must always refer to the curriculum provided by the government. This process will guide teacher in implementing and evaluating the materials provided. It is also can give a brief description to the developer to create the new materials which is not only fit to the need of the students and institution, but also suit to the government goal of learning English.

Another most essential part, which is necessary to be highlighted by materials' developer, is about the three main characteristics or factors in analyzing the need of the students stated by Hutchinson and Waters (1987). The first is the criteria of modifying and implementing the materials. The second is the subjective criteria on what the students and teacher want from the materials. The last is the objective criteria which is what the materials really offers. Those all parts are very important to take into account since the only material developer would be able to produce a good set of materials which will make the learner and teachers easier throughout the whole process of ELT.

2. METHODOLOGY

The research uses qualitative approach, In order to explore deeply a case study happened into some issues (Creswell: 2009). The research was conducted at one private school in Bandung namely Tunas Unggul Global Interactive School. It is secondary school level. In order to gather the data, the writer used interview, observation and document analysis. Interview was done to the principal and two English teachers to know the institutional view toward ELT in the school. Observation was conducted also to know and crosscheck the result of interview and document analysis. The last is document analysis. It is used to reflect both of the result from students and teachers voices in line with the curriculum provided by the government. It is the process of valuing many documents including curriculum and syllabus, in order to make it clear and match to the needs of the institution and students. It is done referring to Richard (2005) that in analyzing the need of students in learning General English, the analyst always needs to refer to the curriculum provided by the government.

3. FINDINGS AND DISCUSSION

To carry out an analysis of the teaching material needs of junior high school students, researchers have collected data through interviews, observations and document analysis. Researchers try to analyze what skills are needed by students and how to develop them in the form of teaching materials.

3.1 Findings

a. What are the material scope in national curriculum

Focus on discussing the objectives of the national curriculum, then we can refer to Law Number 24 of 2016, concerning the objectives of the national curriculum. The goal of achieving the national curriculum includes four competencies, namely spiritual, social, knowledge and skills competencies. All competencies are achieved through intracurricular, co-curricular and extracurricular learning processes. The formulation of spiritual competence refers to an attitude of respecting and appreciating the teachings of the religion one adheres to. Social competence is showing honest behavior, discipline, responsibility, caring (tolerance and mutual cooperation), politeness, self-confidence, in interacting effectively with the social and natural environment within the reach of one's interactions and existence. These two competencies are obtained through indirect teaching, such as observing students' attitudes during learning or from living habits outside the

classroom. Meanwhile, competency knowledge and skills related to English language material can be seen directly from the teaching process.

For English subjects, the formulation of competency has long been known based on Martin's genre approach in Syaepul (2018). Starting in early 2004 in the competency-based curriculum (KBK). The aim of learning English is to form competence and carry out social functions by using a variety of linguistic texts properly and correctly and in accordance with communicative goals and context. This means that the competency achievement of learning English, in the end, is being able to use English as a means of communication. The approach used is a communicative and genre-based approach which is still used in the English curriculum today.

Another approach used in the latest national curriculum is the concept of a communicative and skills-based approach developed by Celce-Murcia et al. (1995), and the recent boom. These competencies consist of five dimensions, namely discourse, socio-cultural, action, linguistic and strategy. This communicative competence is in line with the goals of a genre-based approach which is a great combination for the purposes of using language learning in our curriculum. This is based on the understanding of genre and communicative approach. This means that the entire language learning process is carried out for students' ability to communicate both orally and in writing.

Therefore, all aspects of learning, including objectives, materials, teaching and learning processes, media, resources and assessment, strive to approach the use of English contextually. This effort is made so that students can easily access and develop their English communication skills. so that teachers do not teach students about English, but how teachers teach students to use English in everyday life. In this context, language elements such as grammar and vocabulary, including pronunciation and writing, are more appropriately viewed as tools, not as learning objectives. In this way, the objectives of learning English can be achieved well.

This is clearly in accordance with the objectives and content of the material carried by the national curriculum. That even though the name of the subject is 'English', in this subject students do not learn about English, but they learn to use English to do things that are useful for their lives and are contextual. The aim is to develop the potential of students to have communicative competence in interpersonal, transactional and functional discourse, by using various spoken and written English texts and by using accurate and acceptable linguistic elements, factual and procedural knowledge, and instilling noble character values nation, in the context of life at home, school and society.

Referring to Government Regulation Number 24 of 2016 concerning National Curriculum Policy, the scope of English language subjects for middle and high school students in Indonesia is determined by basic communicative aspects which are divided into eight aspects. These aspects are communicative competence, communication context, interpersonal. communicative competence, transactional communicative competence, functional communicative competence, strategic communication and action, socio-cultural competence and linguistic competence. These things need to be considered, which need to be used as guidelines in teaching English.

The eight communication basics above are references in developing English language material. However, from the eight aspects, we can simplify it into just three aspects. Namely communicative aspects, socio-cultural aspects, and linguistic aspects. The communicative aspect is the element of communication. So learning materials need to be designed to be as communicative as possible. Students are expected to be able to communicate in their social life through interpersonal and transactional interactions.

Sociocultural aspects are language elements that need to be included in the process of developing teaching materials. This element allows you to provide another insight into the language itself. that cultural, gender, social context and other aspects need to be included in the learning material. the last is the linguistic aspect. where this aspect talks about linguistic elements that must still be included in the process of developing teaching materials. These elements include grammar, pronunciation and vocabulary.

After analyzing the national curriculum documents, and supported by several opinions from interviews and field observations, it can be concluded that these elements have been included in all learning materials, which if we map it and in detail, it can be divided into three major divisions. Those are shown in table bellow

Table 1. Material Scope in English National Curriculum

Aspect	Material scope
English expression	introduction, gratitude, apolozy, ability and disability, like and dislike, agreement, possibility, warning and asking giving expression.
Short functional text	writing short message, announcement, advertisement, and greeting card.
Essay functional text	narrative, descriptive, recount, report and procedural text.

From the tabel we can see that Those are the materials which concist in English curriculum. In addition, information it has not changed since 2004 curriculum. These aknowlegments, are actually essential especially for an English teacher to know exacty on what kind of materials do the students need to comprehend in.

b. The compatibility between students need and material given by national curriculum

Based on the data of interview with the principal and two teachers, speaking and writing are the most needed English skills for students. It is to support school programs either both internal and external. the School has many relationships with other schools abroad. So that students' English skills are actively required to be used. Apart from that, this school also uses the IB (International Baccalaureate) curriculum so that the learning process also uses English as the language of instruction. In the end, like it or not, students must be able to adapt to this requirement.

Ideally, if the school needs are speaking and writing, then the learning material should aim to improve those two skills. However, it seems that the data resulting from document analysis does not support this. It was found that the materials used in learning are taken from national curriculum with some modification by the institution. To support the learning process, a textbook entitled *Can do* has been used. The materials provided in it, become the primary resources in learning. It was argued that the book can represent the material given by national curriculum. The book was published by Mentari group and it is considered as one of a good publisher in Indonesia. However, afreer analysing the content of the book, it was found that the book was not used effectively since the content does not match students' needs whihc are speaking and writing, yet it is more oriented towards reading. This situation was also confirmed by the teacher who said so.

Continuing the above discussion, Hutchinton and Waters (1987) had clearly argued that learners may have clear idea about the necessities of the target situation they pursue.

So, if the resources they use did not match to their interest or orientation. The effectiveness of learning will not be optimal. In this case, students consider speaking and writing to be the skills most frequently used during the teaching and learning process. This is in accordance with data gain from interviews with teachers who said similar things. Therefore, this data should be the main reference source in developing material.

In reality, the material scope given by government which has been discussed in the previous section had given us comprehensive view of English materials. The English material provided is actually sufficient to represent the general needs of students who are studying English especially in Indonesian context. If we examine and analyze more deeply, we will find that the material provided by the national curriculum is very comprehensive. However, if we look at the match between student needs and existing material, the relationship is not that significant.

In addition, one thing we also need to know is that teachers play a role in developing the existing curriculum. Teachers can curate, add or modify English language materials. as good teachers, we need to find the right approach in analyzing material. After the analysis is carried out, it will produce which materials are considered suitable and need to be maintained, and which materials need to be added. After that, the teacher just needs to synchronize it with their skill needs.

One solution that the school applies is by considering curriculum based skill. It is where all the material taught is oriented towards all language skills. By the end, the teacher will make his own proportions regarding which language skills will be used as priority skills in learning. From the data obtained, schools usually practice this approach. Teachers can carefully teach all the material through a skills approach. Hence, the writing and speaking skills expected by students and the school can be achieved well.

3.2 Discussion

From the findings above it is clear that English material scope in junior high school can be as describe bellow. The consist of three major part those are expression, short functional text and essay functional text. The material of expression such as how to do introduction, how to express greatfull, sympaty, feeling happiness or sad, and any other expression which is normaly done as human. On the other hand, the short functional text is just like writing short message, announcement, advertisement, and greeting card. The last one is essay. It is like descriptive text, narrative, recount, report and procedural text.

The most interesting part that we can find here. Is that the material scope for English is never change significantly starting from 2004 curriculum or even 1994 curriculum. It is clear that the material scope never change. However the most difference part of the curriculum changging for English is always in part of its strategy of methodology in teaching.

In line into the above findings. It is well known that in the objective of teaching English, whatever the material is used, the main goal is not to achieve the comprehensip understanding of the material itself. However the main goal is to use the material as a tools for learning in order to achieve the ability of using the English skill through the material. In a simple term. Even if the teacher want to change the material based on what they expect, as well as the student can acieve the main objective of learning English, everyting will be ok.

On the other hand, it is also very important to check the compatibility of the materials given, with the students need. if we refer to needs analysis theory (Hutchington and Waters, 1987; Barstrurkment; 2006, Syaepul Uyun, 2020), the material instruction need to be designed and developed based on students need. it becomes the main and fundamental concept when it comes to the process of instructional design. It is believed that students will be more motivated to learn when the teaching materials are in line with their needs. In this case, the scope of material described above is a very general. If we look at it, the material provided by the government is still in general scope, whether at the topic level, form or even genre of each material. If we look at this, it was deliberately designed that way, so that teachers can develop it more freely.

Therefore, as an English teacher. The most essential thing we need to know and understand is what the real purpose of learning English in Indonesia is. then if we have understood it comprehensively, that the main goal of teaching English is to help students to achieve language skills, namely listening, speaking, reading and writing. So the main priority is this goal. Meanwhile, how to achieve this goal can be developed by each teacher. As previously discussed, the material provided by the government is only a general reference that can be used as an example of the material. Remember, it is only used as an example of material as a tool or medium for students to learn English and to achieve good English language skills

4. CONCLUSION

The findings show that the This materials instuction in national curriculum is actually in line into previous material noticed in 2004, 2006, 2010 and 2013 curriculum, there is no significant difference in a budle of materials. Those materials cover; English expression such as introduction, gratitude, apolozy, ability and disability, like and dislike, agreement, posibility, warning and asking giving expression. Short functional text such as writing short message, announcement, advertisement, and greeting card. Essay funtional text such as narrative, descriptive, recount, report and procedural text. In addition, talking about its compatibility to the students need, we will get many different assessments because each school and student has its own needs. So that the relationship is not that significant. However, teachers in school take a significant role in developing the existing curriculum. Teachers can curate, add or modify English language materials. Teachers will find the right approach in analyzing material. After the analysis is carried out, it will produce which materials are considered suitable and need to be maintained, and which materials need to be added. After that, the teacher just needs to synchronize it with their students needs.

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