

CHAPTER II

THEORETICAL REVIEW

This chapter presents the explanation of literature review, review of related studies and conceptual framework in which the existing of relevant literature and related studies are presented and discussed. The first section, literature review, defines some theories based on various experts related to the topic of the research which is followed by some sub sections presenting the importance of every topic. The review of related studies contains of several studies which are relevant to this research that aims to give a review of the conducted research. The researcher presents the concept of the overall idea of this study in a brief conceptual framework at the end of this chapter as an analytical framework summarizing relevant theories and perspectives of the present research.

A. Literature Review

This section provides beneficial theories which are used to examine, analyze and help the research going. This section helps the researcher to see the background literature and its relationship toward the research topic. The major theories related to this research are subsequently elaborated as follows.

1. English Language Teaching and Learning

The terms of teaching and learning cannot be separated from one to another. They work together and complete each other to reflect a specific purpose, for example to make a better life for someone. In contrast, if the terms are isolated, each definition of them will likely show that they extremely need to be combined to make a real and integral result. However, each of the

definitions is defined separately in common since it has its own characteristics. Some of experts define each term of teaching and learning which is elaborated in the following paragraph.

As stated by Brown (2000), teaching refers to the activities of helping somebody to learn, giving instruction, guiding someone to study, providing knowledge and affecting people to understand as well as to know. That is to say, teaching is an action intended to help the other people improve their ability to do something including getting knowledge and acquiring skills by doing learning.

Teaching is an activity used to provide particular activities including facilitating learning, setting conditions to learn and enabling learners to study (Brown, 2000). Thus, English teaching means providing students with series of actions which benefit their English learning process. Furthermore, (Tomlinson and Cheng, 2005) describes teaching as anything done by teachers to facilitate learning of a language. The mentioned activities may include an action of teachers in a classroom session such as opening lesson, giving instruction and explaining a material. From the given definitions, to define the teaching cannot be obviously separated from the definition of learning itself. It is because teaching is an action that results the others to do learning.

Being correlated to teaching, learning is generally defined as an acquiring process or getting knowledge or skills of a subject by studying, experiencing, or doing instruction (Brown, 2000). Those actions are supposed to create an experience which impacts on individual's change (Slavin, 2003:138). Thus,

learning refers to a relatively permanent change in behavioral tendency and it is the result of any reinforced practices from both conscious and unconscious processes. As stated by Hornby (2015), learning is referred to a process of gaining knowledge or skills by experiences being taught and awareness of something. Here are mentioned several definitions of learning proposed by Brown (2000: 55).

- a. Learning means getting or acquiring.
- b. Retaining information.
- c. Retention implies system, memory, and cognitive organization.
- d. Learning involves active, conscious focus on acting upon events outside the organism.
- e. Learning is quite permanent, but subject to fail to recall.
- f. Practicing something
- g. Learning is a change in behavior.

From the definitions above, it can be concluded that learning covers the activities in which one does not merely receive an information or knowledge, but it refers to more active and conscious practices and processes to get information. Learning English can be interpreted as a result of teaching comprising of a series of activities taken place both inside and outside a classroom performed by students to achieve particular language skills or knowledge (Nugraheni, 2015). Subsequently, learning English can be regarded as a conscious process of achieving knowledge using certain activities. Within those activities, students can get information, can be active

and consciously receive any information about English knowledge and practice English skills.

If the mentioned terms are unified, they can create a unity of term which consist of English teaching and learning process. This process becomes an interrelated cycle in which an interaction process involving two subjekts (teachers and students) occurs in an English language classroom. Such interaction is constructed by any processes of transferring knowledge, mastering skills or even forming behavior from the teacher to the students. The teacher is supposed to act teaching, to transfer knowledge and to form behavior. Meanwhile, the students are supposed to learn, to get knowledge and to practice skills obtained from the process delivered by the teacher.

In actualizing the English teaching and learning process, a teacher has considerable number of aspects to be considered. The teacher has to know those aspects and carefully includes them in the process of teaching. The aspects are closely related to teaching methods, techniques, strategies, materials, procedure or steps, allocation time, media and more about teaching practice and assessment. The aforementioned aspects are generally grouped into three broad areas in teaching process namely input, process, and output.

First, the initial major aspect is usually called as input. The input refers to teaching/learning materials that is going to be delivered. Based on Wiggins & McTighe (2006:6), input refers to a linguistic content of a course or elements of a language. It can be in the form of whatever materials used in the teaching and learning process. Once the content or material has been determined

through a process of needs analysis, issues concerning teaching methods and design of classroom activities can be addressed. Therefore, this first aspect plays a very important role in teaching process.

After addressing the input, teachers need to consider the second major aspect which deals with the way to deliver the teaching and learning. This aspect is called as teaching process. This process is correlated with teaching methods, techniques, strategies, procedure or steps along the allocation time and media. Thus, it is closely related to how the way the teachers implement teaching activities given to students for their learning. In other words, the implementation of teaching and learning process itself means how the teaching process is carried out and how it constitutes the domain of methodology in language teaching.

Lastly, the last aspect determining how effective the two earlier aspects are used which is called as output. The output refers to result of a teaching and learning process. It turns out as the third major aspect that should be included in an English teaching and learning process because it indicates learning outcomes. The output deals with what learners are finally achieved as the result of a period of instructions.

Besides considering all the major aspects, teachers need to know as well the characteristics of effective teaching and learning. As Brown (2000) proposed, there are three significant characteristics used to indicate whether a teaching and learning process is optimal, as follows.

- a. The existence of curriculum including learning objectives, indicators, materials, basic and standard of competences.
- b. The role of teachers having power to arrange teaching process as well as media and materials controlled with teaching methods and procedures, to run the process and then to evaluate the result.
- c. The students who receive any knowledge from learning materials and experience the learning process and instructions.

From the explanation above, it can be inferred that an optimal teaching and learning process can only exist when it is supported by the three key characteristics that includes the curriculum, the teachers, and the students. The curriculum covers broader statements containing instruments about what need to be taught such as objectives, materials, and methods. Meanwhile, the teachers are the subjects to organize the process of teaching through following the statements. The students, on the other hand, are those who will get the practice of learning through instructions given by the teachers.

Considering all the characteristics mentioned earlier, ones will be able to make a better process of teaching and learning. As Perry (2003) stated, utilizing good practice of teaching and learning process will result the most excellent product for a teaching and learning program. A good practice of the process can be performed by for example choosing the appropriate methods, techniques, strategies, tips, tasks and exercises.

In addition to considering some characteristics in the process of teaching and learning, there are other several stages need doing in designing the process

of teaching in an English classroom. Overall, the process is divided into three comprehensive stages namely planning a lesson (lesson planning), implementing a lesson (lesson delivery) and evaluating a lesson (the assessment). These three steps are very important to determine how the teaching and learning process will run. According to Pachler et al (2014: 163), planning the lesson and reflecting on practice along with the evaluation become the most integral and central aspect in the profession of teaching, especially teaching languages. While assessing students' knowledge and skills benefits to see the students' learning progress as well as marking their learning results (Brown, 2003). Thus, teachers need to consider the stages and think about what activities needs to be done in each stage.

2. English Language Teaching in Curriculum 2013

Teaching English now becomes a widespread phenomenon over the world. It is due to the use of English language in a large scale. In general, English language is used internationally. Accordingly, Indonesian people also use it as a foreign language. Moreover, Indonesia also becomes one of the countries which has involved the English language teaching within its curriculum for years. The country has included the English language teaching in the curriculum since the Independence Day.

Recently, Indonesia is applying a new curriculum in which new regulations about English language teaching is enforced as well. The new curriculum is applied within Curriculum 2013. Generally, the aim of Curriculum 2013 is to produce creative, productive, innovative, affective

individuals of Indonesian people through reinforcement of attitudes, skills, as well as knowledge that are all integrated (Syahmadi, 2013 and Mulyasa, 2014). Thus, to create such typical persons can be realized by strengthening the attitudes, skills, and knowledge which are combined through the process of teaching and learning. Hence, integration of the three main aspects should exist in that process to generate better of Indonesian individuals through the reforming education.

In addition, Curriculum 2013 is designed to reflect scientific and thematic approaches to help students experience learning better. According to Cultural and Educational regulation number 22/2016, Scientific Approach is used as the approach of teaching. Abidin (2014) stated that it turns out as a teaching-learning base approach which is concerned with any efforts to develop the student's capability to solve problems. This approach combines and uses integrated inquiry actions that demand to devour critical thinking and creativity to improve students' understanding. According to regulation of the Ministry of National Education Number 22/2016 about learning at higher and secondary level, there are five stages of Scientific Approach including observing, questioning, associating, gathering information, associating, communicating and producing and/or creating. All of these steps are arranged systematically to create a more beneficial and meaningful process of teaching and learning.

Besides Scientific Approach, other approaches are also recommended to be used to enhance English teaching and learning as well as character

education. It is commonly known that Curriculum 2013 is implemented to strengthen character education and process-based education. This notion is clearly reflected in the approaches used in the curriculum that not only include Scientific Approach, but also thematic approach, and integrated thematic (Ministry of Education and Culture, 2016). Thus, by involving process-based learning and real-life situation into the classroom, it is hoped which the process of teaching and learning in the classroom is so meaningful that can help the educators in building character education.

Particularly, the aim of Curriculum 2013 for English language teaching is more specified and purposeful. English language teaching in Curriculum 2013 is dedicated to encourage students in understanding themselves, as well as their culture and others' culture in learning the language. Similar to other subjects, there are components that are now included in the English teaching based on Curriculum 2013. According to Wachidah (2013), the teaching turns out as a reaction as well as a correction of the previous curriculum. Some new components appear due to the amendment of what has been happening as the impact of the prior curriculum implementation. Nur and Madkur (2014) mentioned, there are problems that are corrected by Curriculum 2013 in regard with the English language teaching covering the main components of teaching English. Some of the problems concern the focus of learning which is only emphasized in some certain factors while ignoring the other elements of a language. Besides, the characteristics of learning is beyond teacher-centered paradigm. By correcting such components, it is hoped that the English

language teaching will create a more beneficial process that can help students learn the language well. Besides, the aims of implementing the curriculum within the curriculum is obviously actualized.

In general, according to *Permendikbud* number 21/2016, English language teaching should encourage teachers to guide students to develop their knowledge and skills. That is to say, students are assigned to be able to communicate and express English in each of certain stages. However, each stage has its own specific aims based on different levels as explained in the following paragraph.

For the secondary level, English teaching and learning is hoped to reassure learners to obtain a functional stage. At this stage, students are hoped to communicate both in spoken as well as written form to accomplish their daily needs (*Permendikbud*, 2016). Within four skills of learning language including listening, speaking, reading, and writing, it is necessary for students to respond or create a discourse. Thus, English teaching and learning at secondary level is directed to develop skills which result in communicating or creating a discourse using English through particular stages.

a. The Aims of English Language Teaching in Curriculum 2013

As mentioned earlier, the aim of learning English is to help students communicate any kinds of expressions both orally or in writing. This function is aligned to the role of English as one of languages functioned as a means of communication. Curriculum 2013, however, expands this general purpose to the specific ones reflected in the educational ground in

Indonesia. As attached in the government regulation from Educational and Cultural Ministry number 21/2016, there are main purposes of the English language teaching at secondary level in this new curriculum drawn below.

Firstly, English subject is intended to develop students' ability to communicate both in spoken and written forms at the level of functional literacy. At this stage, English subject benefits a real function of learning a language that is to communicate both orally and in writing.

Secondly, English subject aims to create individuals who have awareness of learning English and the importance of English. This function should lead students to increase their competitiveness especially in a global community. Thus, it is necessary for students to know that learning English is important for them whether for their current or future life.

Thirdly, English subject intends to evolve the students' understanding in regard with the relations between languages and cultures. Thus, students are hoped to connect them through learning English. Students are expected to expand the understanding of English to their language or the other languages as well as the culture of English to their culture and the other cultures (Permendikbud, 2016).

b. English Language Teaching Principles in Curriculum 2013

Based on Nur and Madkur (2013), there are several principles of English language teaching and learning which are in line with Curriculum 2013. The principles are mentioned in the following.

1. 2013 English Curriculum now strengthens the factual goal of the English teaching, which are “meaningfulness and communicative functions”. Therefore, this curriculum also adopts CLT to realize the goal.
2. 2013 English Curriculum is likely to amplify the teaching method which is student-centered.
3. Students will learn social function, lexicon grammar, and text structure. The topic selections are adjusted to the students’ real-life context whether at school, their home or society.
4. Students learn English by doing particular procedures including observing; questioning; exploring; associating; communicating, and producing or creating. These series of procedures are used to stimulate students to have several beneficial competences such as critical, analytic, tentative, procedural as well as communicative.
5. The teachers’ role is as the model of a language user or language learner. Thus, the teachers exemplify good models in using the language.
6. Students custom both authentic and semi authentic texts. Texts are varied from spoken and written sources. They might include English textbooks.
7. Students are empowered for the accessibility of the texts. That is to say, the teachers should always provide texts as the medium of teaching and learning.

8. Students are anticipated to learn English in transactional, interpersonal, and functional communication. In other words, the students are encouraged to strengthen the ability to communicate using various types of communication.
9. Students must learn attitude, knowledge, and skills in integrated ways. Thus, teaching and learning process is designed in a unified system to combine those three aspects.
10. Students learn English by doing activities using real texts and the language. This means that the students are hoped to be active in learning through texts by utilizing the language.

c. The Contents and Scope of Literacy of English Language Teaching in Curriculum 2013

There are some scopes of literacy that are recommended to be used in Curriculum 2013 for English language teaching. According to Cultural and Educational Ministry, the scope of literacy of English language teaching covers four levels namely performative, functional, informational, and epistemic of discourse. There are different abilities that are hoped to be achieved by students in each of the levels.

At the level of performative discourse, students are hoped to be able to read, write, listen and speak by using any given symbols. At the level of functional discourse, students should finally be able to use the language to cater with the need of everyday life such as reading newspapers, manuals, and instructions. Meanwhile, at the level of informational discourse,

students are hoped to access knowledge and skills of a language. Finally, at the level of epistemic discourse students should be able to express knowledge into the target language (Wells, 1987). From the descriptions of each level, it can be concluded that the English language teaching aims to focus on discourse as it helps encourage students to use English to communicate and to express something using the language. By learning English through the four levels of discourse, students are hoped to finally know how to use the language which can be actualized in their life.

Furthermore, English language teaching at the secondary level is targeted to create students who are able to achieve the functional level that is to communicate orally and in writing of discourse. The ultimate level of mastering this skill is to solve problems in their everyday life. To achieve such a goal, there is a particular scope of contents to limit the aspects of English language teaching specified for secondary level, as follows:

1. Discourse competence, it means the ability to understand and/or to produce texts in written and/or oral form(s) which can be reflected in four skills of language, namely listening, speaking, reading, and writing in integrated ways to gain the level of functional discourse;
2. The ability to understand and produce various short functional texts, monologs as well as essays in the form of procedure, recount, narrative, and report. Different levels of content or content gradation is obviously reflected in different vocabulary use, grammatical features, and rhetorical steps;

3. Supporting competence, it refers to linguistic competence which is reflected in the use of grammar and vocabulary, pronunciation and writing pedagogy; sociocultural competence includes the use of expressions and language actions appropriately in different contexts of communication; strategic competence which is reflected in solving problems which appear during the process of communication through strategies; and discourse forming competence which is reflected through using devices to form a discourse (Permendikbud No. 20/2016).

3. Lesson Planning

As mentioned in the earlier section, there are three stages implemented in a teaching and learning process. The mentioned stages include the process of lesson planning, lesson delivery, and students' achievement assessment.

The first stage deals with the process of lesson planning. Lesson planning is a process in which teachers plan and organize a lesson plan that will be implemented in a teaching process. Lesson planning process is very crucial and it is a must-to-do activity when the teachers need to establish a teaching and learning process. As stated by Brown (2001), a classroom should have a set of classroom time units where steps along curriculum implementation are taken place. Thus, the process of lesson planning results in a form of a lesson plan. The lesson plan needs to be created firstly for establishing a more organized teaching and learning process. Lesson planning should be done by teachers before entering a class because it is important to plan the lesson before actualizing it. Since it is a

very early process of teaching and learning, they should be very mindful, careful and certain in this process. They should know what they are going to include in their lessons as well as what they are going to assess at the end of the lessons. Below are some numbers of aspects that need to be considered in lesson planning, as follows.

a. Definition of Lesson Plan

Before start creating a lesson plan, teachers should be aware of what is truly meant by a lesson plan. Lesson plan is defined as a unity of a set of activities covering a period of classroom time (Brown, 2001:149). Thus, teachers need to include an arrangement guide, resources, and historical document. A lesson plan as the document reflects teaching philosophy, student population, textbooks and most importantly, goals of the students (Murcia, 2001). This means that teachers' lesson plan should describe what is the purpose of the teaching (goal), what order of the teaching (procedure), what will be to teach (materials), how much time needed and how to assess the students' learning as the basic components of the planning.

Woodward (2001) adds deeper and wider actions to plan a lesson. In planning a lesson, teachers need to consider the students, to think of the content; materials; methods; and to think anything to help teachers to teach and to help students to learn much from the lesson. Harmer (1998) adds crucial factors to be considered such as students' language levels; students' educational and cultural background; students' levels of

motivation; students' different learning styles; and strategies that fit the students. Consequently, teachers should design a document in which components like goals, a set of procedures, materials, as well as characteristics of every party involved in their teaching and learning process.

b. The Elements of Lesson Plan

In addition to know the definition of a lesson plan, teachers should also be aware what are suitably involved in a lesson plan. According to Brown (2001), the elements of a lesson plan are as follows.

1) Goal (s)

Goal refers to what learners need to achieve through being involved in a lesson. Teachers should be able to identify an overall purpose or goal that the learners will attempt to accomplish by the end of learning.

2) Objectives

Objectives should cover what the teachers want the students to achieve from the lesson.

3) Materials and Equipment

These include several tools and stuff in classroom matters such as hand-outs, a tape recorder, a poster etc.

4) Procedure

It contains an opening statement or an activity as a warming up, a set of activities and techniques and a closure.

(5) Evaluation

It is used to determine whether the objectives have been accomplished.

Besides, about the form of a lesson plan it may be in a great variety of arrangements and formulation. There might be numbers of typical forms. However, most templates of the lesson plan share at least some certain characteristics. Harmer (1998) stated that some teachers create a type of formal lesson plan. He proposed four major elements that should be involved in a lesson plan, namely:

- (a) Class description and timetable fit: to describe who the students are and what could be expected from the students.
- (b) The lesson aim: to state teachers hope from the students.
- (c) The activities, procedures and timing: to include list of activities, procedure, time, aids and materials that are used in the lesson.
- (d) Problems and possibilities: a good plan should predict any potential pitfalls and suggested ways to deal with the students.

At this point, it can be concluded that all teachers might use whatever forms of a lesson plan at least similar aspects are included. On the other hand, teachers might create different forms of lesson plan. The main point is that teachers should be aware of the other factors probably influencing the way they design the lesson plan. Harmer (1998) said, the process to make a lesson plan depends on a regulation occurred. So, it is necessary for teachers to know the general terms and characteristics of a lesson plan as well as understand what need to be dealt in a particular situation and condition.

c. Guidelines for Lesson Planning

After knowing what criteria and principles of a lesson plan and what the components need to be included, it is important for teachers to know the guidelines how to begin a lesson planning process. According to Brown (2001: 152), there are beneficial numbers of sequences to be kept up when doing a process of lesson planning as follows:

- 1) Be familiar with the curriculum and the overall plan which are sometimes drawn in textbooks;
- 2) Refer to the whole curriculum and a perception of a language needs of the students;
- 3) Determine the purpose and the topic of the lesson and state them as the overall goal;
- 4) Always consider the curriculum and the students' needs;
- 5) Draft out terminal objectives explicitly for the lesson;
- 6) Decide what exercises to be involved by using preferred textbooks or other sources;
- 7) Decide to adopt/change/delete/add everything from any sources based on the needs;
- 8) Draft out the outline of what have planned;
- 9) Be careful to plan a step-by-step procedure to carry out all techniques included.

d. Lesson Planning in Curriculum 2013

Conversing about lesson planning process in Indonesia, it is important to refer to the new curriculum, Curriculum 2013. This curriculum truly has its own regulation for teachers in designing a lesson plan. The whole processes of lesson planning have already regulated in the government regulation No.22/2016 about standard of process. Thus, it is recommended for teachers to consider the regulation to plan a lesson.

In the regulation it is stated that a lesson plan has a given name as RPP. It is a plan of set of activities that can be used for one meeting or more. The lesson plan is designed and developed by a syllabus (provided by the government) to guide learning in achieving basic competences (KD). Therefore, teachers need to consider the syllabus and the basic competences as the key reference to design the lesson plan.

In addition, every teacher should design the lesson plan completely and systematically aimed to make a more interactive and inspiring learning process. That is to say, teachers need to deliberate the components in lesson planning to make the lesson more fun, challenging, and motivating. Besides, they should also try to give enough space for students to learn and create more creative and autonomous students through learning which is aligned to their interest, talent as well as physical and emotional development (*Permendikbud, 2016*).

According to Indonesian Cultural & Educational Ministry regulation number 22/2016 about standard process for Basic and Secondary level, there are principles that should be examined in designing a lesson plan which are stated in the following.

- a. A lesson plan should pay attention to the individual differences of each student such as basic competences, intellectual levels, aptitude, learning motivation, spiritual attitudes, knowledge, social attitudes, and skills.
- b. A lesson plan should acknowledge students' active participation.

- c. A lesson plan should be student-centered that is intended to encourage students' process in learning.
- d. A lesson plan supports development of reading and writing habit culture that is structured systematically to develop passion in reading, understanding variety of reading sources and expression in a wide variety of writing.
- e. Feedbacks and follow-up of a lesson plan should accommodate any plans or programs in providing positive program of follow-up, reinforcement, enrichment, and remedial.
- f. A lesson plan is context-based;
- g. A lesson plan completely emphasizes a connection as well as an orientation between basic competences (KD), learning materials, learning activities, indicators of learning, assessment, and sources of learning in an integral unity.
- h. A lesson plan should accommodate integrated and thematic learning, connection across subjects and learning aspects and variety of cultures.
- i. A lesson plan utilizes information along the use of ICT in integrated, systematic, and effective ways which is adjusted to the current situation and condition.

To conclude, designing a lesson a plan is one of teachers' responsibilities in establishing a good teaching and learning process. In Indonesia, in designing the lesson plan the teachers should refer to

Curriculum 2013 especially the regulation No.22/2016 concerning the standard of process. To design it, the teachers need to consider a syllabus from which the lesson plan can only be designed. Besides considering the syllabus and basic competences, teachers need to consider other aspects to create a lesson that is more suitable with the purpose of the curriculum.

In addition to considering the principles, a lesson plan should literally involve several components. The components aligned to *Permendikbud* number 22 year of 2016 are as in the following:

- (a) identity of school that is the name of school;
- (b) identity of subject, theme or sub-theme;
- (c) grade/credit
- (d) main learning materials;
- (e) time allocation which is set based on the need to achieve basic competences and learning burden with the load of time available for the subject;
- (f) learning objectives that are formulated from basic competences;
- (g) basic competences and indicators;
- (h) learning materials containing fact, concept, principles, and relevant procedures written in points based on the formulation of the indicators;
- (i) teaching method;
- (j) learning media, tools, references or learning sources;

(k) learning procedures that contain pre-activity, main activity, and closing; and

(l) Learning evaluation.

It can be concluded that there are many aspects to be included when teachers design a lesson plan for the classroom if referred to Curriculum 2013. Curriculum 2013 affects the teachers to emphasize more in the process of making lesson plan for this is the one that ensures what will be implemented in the classroom. Along with its process, the teachers are encouraged to create a more fun and interesting process of learning. In addition, teachers are demanded to be clear about what they plan and what kind of result they need to obtain. It is because everything that appears in the process of designing a lesson plan will benefit teachers and students in achieving the purpose of teaching and learning process according to Curriculum 2013.

4. Lesson Delivery

Lesson delivery refers to a process in which teachers deliver a lesson after planning it. During this process, the teachers concern mostly with a technical, pedagogical and mental management of themselves as well as their students. In addition, this process is used to reflect the lesson plan in which is actualized in a real implementation. Thus, lesson delivery is as of what has been planned in the document and it deals with how the teachers manage a classroom so that students do appropriate activities. In short, lesson delivery is when a process of delivering

the lesson is taken place. Besides, it is usually the departure process of what has been planned in the lesson plan.

In this process, the teachers must posit their existences as the best persons to understand the students. The teachers should know what the students' need for. Therefore, they should provide appropriate procedures to actualize what has been planned. Implementing or delivering the lesson can be much related to the matter of managing a classroom. Thus, it contains of many aspects like the roles of the teachers and the way they manage and control the class due to achieving the goals of learning. Each of the aspects which are necessary to be considered in lesson delivery is clearly explained in the following section.

a. Teachers' Roles

A different classroom might require different roles of teachers. According to Brown (2001), a teacher's role varies in wide-ranging possibilities such as becoming an authority figure, a knower, a facilitator, a leader, a manager, and a counselor. The roles are varied greatly and can be different depending on some factors including country regulations, institution of teaching, and type of the course as well as characteristics of students.

In addition, Harmer (2007) mentions some major roles of teachers. The roles are as a controller, a prompter, a participant, a resource, a performer, a teaching aid, a language model, a provider of comprehensible input, and a tutor. However, no matter what types of role the teachers are, they should necessarily provide the most effective roles. By giving the effective

roles, they will become the most inspiring persons for the students. The most inspirational teachers are they who are available when their students need them. Such typical teachers will become the ones who will guide the students to learn very well.

b. Teachers' Role in Curriculum 2013

The teachers' role in Curriculum 2013 is more particular. The role of teachers in this curriculum is adjusted to the aim of the curriculum itself. Indonesian teachers should be more familiar and attentive in providing roles dealing with Curriculum 2013 since the roles are more multifaceted. In the regulation it is clearly mentioned that the purpose of the curriculum is none other than teachers as the downright implementers in a classroom (Nur and Madkur, 2014). The curriculum turns out to be the planned program for which the teachers exist as the actors who will implement it. Therefore, it is important to know how the role of teachers in implementing Curriculum 2013 through a teaching and learning process.

According to Nur and Madkur (2014), there are at least four major roles that teachers must better have regarding Curriculum 2013, the four roles are stated below.

a) Learning Designer

Teachers should act as professionals who are able to design a learning/lesson plan to be conducted in their classrooms. Thus, they are hoped to be the best designers who can design the perfect lesson for the students.

b) Learning Motivator

To motivate means to maintain students' willingness in learning. It means the teachers are able to engage students in exploring as much learning materials served in the process of learning. Therefore, it can be the hardest task for the teachers to do.

c) Learning Mediator

The teachers should be available for students to serve what will be needed by them. It means the teachers must act as the intermediary between learning process and students. Based on Nur and Madkur (2014), the teachers should lay certain platforms for a teaching and learning process. In addition, they must interpose anything under the environment where they are interacting with the students.

d) Learning Inspiration

The teachers are hoped to posit as the main actors to inspire students especially in managing subject matters. Thus, they should be able to think and create strategy by which they will engage students in learning creatively and independently.

From the points above, it can be concluded that teachers are the main actors who will encourage students to be active and autonomous. The teachers are required to provide a good environment for students to learn by designing a lesson, providing media, motivating students to learn and inspire them to be engaged in learning. This is indicated by the roles of teachers within Curriculum

2013. As stated in the government regulation, the teachers should at least possess four major roles in teaching: learning designer, learning motivator, learning mediator, and learning inspiration.

c. Management of Lesson Delivery

Management of lesson delivery is referred to a classroom management. According to Brewster et al (2004), a classroom management deals with major areas including building and maintaining motivation, sustaining classroom control and discipline, and establishing learning activities. All agree that the classroom management is greatly affected by teachers' teaching style and the number of students in a classroom. Moreover, Brown (2001) widens the term of classroom management to cover more variables. He adds the role of how a physical environment such as the sight, sound, seating arrangements, and the equipment used may be under the umbrella of the classroom management. Based on Brown (2001), the teachers' voice and the body language also turns out to be the most fundamental basics for managing the classroom.

Furthermore, Harmer (2007); Brewster et al (1992); & Brown (2001) agree that the most important thing in managing classroom deals with how teachers organize the students as well as the learning activities. Within this process, they should consider various activities to be done by the students and the strategies on how to make students included, engaged and be ready in learning. Besides, the classroom management also covers how the teachers manage a running learning process, and what and how they utilize

feedback for the students' performance. The teacher should also consider what kind of activities that might be good for students. The teachers are recommended to select and decide to use whether a group, pair or an individual work that will give more values for students.

In addition, Harmer (2007) emphasizes that organizing classroom can be successful if a successful interaction between the teachers and the students happens. According to Harmer (2007), there are several key characteristics of an effective interaction. The characteristics include the ability of teachers to recognize, listen to and respect the students, and the availability of help given by teachers. In short, how the interaction is held between the teachers and the students become very crucial in determining how the learning process will run. The ability to listen and respond to students as well as to provide help for them in the teaching and learning process also determines the fruitful of teaching.

d. Management of Lesson Delivery in Curriculum 2013

Insisting on to encounter the learning process for Indonesia education, the learning process should be considerably referred to Curriculum 2013. The learning paradigm in Indonesia has shifted from the students are taught to the students are looking for knowledge by themselves. This statement reflects that the students are actively engaged in learning from different sources exceeding the teachers and the educational units or institutions (*Permendikbud*, 2013). Thus, Curriculum 2013 seems to

encourage students to be more active. It is hoped that the students do not always depend on the teachers.

Regarding the change of subject or lesson and the time allocation, the essence of educational purpose is not too different. The difference relies upon the use of new approaches on the teaching and learning process. According to Cultural and Educational Ministry (2016), the government recommends teachers to use some approaches to the learning process including Scientific Approach, thematic-and-integrated learning and thematic learning. These approaches are then elaborated in several learning models including discovery/inquiry learning, project-based learning, and problem-based learning (Cultural and Educational Ministry, 2016).

Besides using the mentioned approaches, classroom management in Curriculum 2013 should meet standard criteria mandated by the government. As cited in Nugraheni (2015), the process of teaching and learning through Curriculum 2013 should be held in the interactive, fun, inspiring, and disobedient process which aims to engage students to participate actively. Therefore, teachers should provide a teaching process that is able to motivate students and offer plenty opportunities for students to be more initiative and creative.

Furthermore, the learning process must enhance students' independence established from their interest and talent along with physical and psychological aspects. Thus, it can be concluded that the roles and the

tasks of teachers in managing classroom are complicated. It is because they must create not just a good and suitable environment for the students but also be familiar with each detail of the students.

According to Educational and Cultural Ministry regulation number 22/2016 about standard of process, there are several things that should be considered dealing with the management of a classroom process.

1. Teachers should become a good model for students in living and carrying out religion teaching for which they embrace.
2. Teachers are obliged to be models for students in living and practicing good behavior including honesty, responsibility, caring, tolerant, and so on.
3. Teachers should tailor the seating setting and the other resources based on the purpose and the characteristics of the learning process.
4. Teachers need to adjust the volume and intonation in order to make students can rightly listen to them.
5. Teachers must use well-mannered, straightforward and understandable words in explaining the lesson or giving instructions in teaching process.
6. Teachers should adjust the rate of learning materials with the learning rapidity and the ability of the students.

7. Teachers should give reinforcement and feedback as the response and the result of students' learning during the process of teaching and learning.
8. Teachers have to motivate as well as respect students to deliver questions and state opinions.
9. Teachers explain the syllabus of the subject each time in the very first meeting.
10. Teachers should start and end the teaching and learning process based on the schedule.

All in all, the teachers should be aware that they become the main actors who handle and manage the classroom. Therefore, they need to realize what kind of roles they will act during the teaching and learning process and how they organize the process. Furthermore, in Curriculum 2013, teachers should be more familiar with everything that is in accordance with the regulation about teaching process. In the regulation, it is stated the ways the teachers can manage the classroom which will result in a good learning process.

Last but not definitely least, another concern in classroom management can be specified into a procedure of a teaching process. According to Cultural and Educational Ministry regulation number 22/2016, the process of teaching and learning should be done in three major categories including pre-activity (opening), main activity and closing. Each of the activities has its own characteristics and purposes so that teachers should

know what to do in order to achieve the goal of learning. Below, it will be mentioned and explained briefly the descriptions of each phase based on *Permendikbud* number 22/2016.

1. Pre-Activity (Opening)

Opening session is sometimes called as the introduction in which the teachers should formerly prepare students both physically and psychologically. The aim of the activities in this phase is to engage students to learning. The teachers need to support students and motivate them in a contextual way as well. It means the teachers must be able to help students relate their learning with their daily life. In addition, the teachers have to deliver questions in regard to learn the topic that relates to the previous one. The teachers are also charged to explain the objectives of learning and basic competences that need to be achieved. Lastly, the teachers describe all the possible materials and explain the activities which are based on the syllabus.

2. Main Activity

Main activity occurs when teachers utilize a learning model, a learning method, learning media, tools and learning sources that will be in line with the characteristics of the students and the subject itself. As it has been stated before, the teachers can freely choose which model of learning is appropriate to the competence and the grade of the students. The main activity covers three domains of characteristics

including attitude, knowledge, and skills. Each of the characteristics has its own activity to be involved in a teaching and learning process.

3. Closing

Closing refers to a process that aims to evaluate the progression of teaching and learning. According to Cultural and Educational Ministry regulation number 22/2016, teachers are required to collaborate with students in making a reflection. This reflection can be done whether in groups or individuals in order to evaluate the learning. All sequence of learning activities along with the results of the study must produce benefits both directly or indirectly. Teachers as well as students should give feedback upon the process and the results of learning. Teachers need to do a follow-up of the teaching in the form of tasks or assignments both for individual and group works. At the end, teachers must inform about the next meeting plan to the students.

Accordingly, in the matter of implementing the idea stated by the government regarding the purpose of curriculum, the teachers need to do several things in managing the classroom. It is necessary for the teachers to plan an affective and meaningful lesson, organize the lesson and choose the appropriate approach in learning, design effective lesson plan and competency building, and also establish the criteria of successful learning (Mulyasa, 2014). These mentioned criteria can ensure whether the teachers can actualize the most suitable implementation of Curriculum 2013.

To implement the learning competency along with the character building, the teachers have various activities and strategies to do. As has been mentioned before, the activity in the teaching process takes place within three major phases. Below is the example of the implementation of the activities adapted from Ilma and Pratama (2015).

1. Pre-Activity (Opening)

In opening activity, it is a must for teachers to introduce the lesson for the students. This can be done by introducing oneself, greeting or even telling experiences. Besides, teachers can use media such as video, pictures, songs, and other kinds of interesting media to make students familiar with the lesson.

After that, the teacher can give a pre-test for students. This pre-test benefits to prepare them in starting the learning process. Also, teachers should determine the level of students and know from where they should begin learning.

2. Main Activity

According to the different levels of competence, there are some important things to do in this activity. The teachers should explain minimum competencies which should be achieved. They should tell standard material clearly, reasonably, and systematically to the students. Doing such activities are done to let the students to probe and understand the material.

Further, the teachers give learning resources for the students. Resources can be in the form of hand outs and worksheets. Students follow the learning process through the resources. Teachers should monitor and form students' work. Besides, they are obliged to give some help when it is desirable. After checking the work, it is necessary for teachers to describe and explain each answer of the students' work. All the incorrect or mistaken answer should be corrected. Lastly, teachers should provide opportunity for the students to explore and ask.

3. Closing

In the closing activity, teachers are free to give a summary, a post-test or even exercises or homework. In this activity, every task becomes the follow-up activity of the lesson or course. The activity is done to identify which objectives and competences that can or cannot be accomplished by the students. In addition, this activity can also help students be familiar with their own progress of learning. For teachers, such an activity can help them to consider whether it is necessary to embrace remedial teaching.

4. Students' Achievement Assessment

At the end of a learning unit, after delivering the lesson, the teachers need to go forward to the last part of the teaching process which is called as an evaluation. The evaluation process can become a whole process to evaluate the overall aspects of a lesson. Meanwhile, it can be specified to only a particular chore which aims to assess students' achievement. For this specific domain, the purpose of the evaluation is to measure whether students already meet the objectives of the

lesson from looking at the product actualized by the students. This process is done by assessing the learning achievement.

Thus, an assessment refers to a process in which teachers assess students to get some of specific purposes. According to Harris and McCann (1994), assessment is a process to measure the performance of students and the progress they make. This means that the assessment is the most valuable series of actions to find out any information about students' learning process and products. Throughout the assessment, the teachers will know at what level their students are.

There are many types of assessment that can be administered in a classroom. Brown (2001) mentions that in pedagogical way there are three pair of constructs for assessment, namely the informal-formal, formative-summative, and process-product assessments. The informal assessment is the one that relates to all types of incidental and unplanned assessments that aim to elicit students' performance without judging their competence. The formal assessment, on the other hand, is greatly used to gather any data regarding students' skills and knowledge which is done through a systematic and planned process of assessment.

Meanwhile, as its name suggested, formative assessment aims to assess students' performance to form their skills and competencies. According to Harmer (2007), a formative assessment deals with any types of feedback that teachers deliver to the students as an indication of progress that also helps them improve their performance. This assessment is commonly used to help students continue their process. The summative, as its name suggest, is a type of measurement

which takes place to round things off or create a one-off measurement. This test may include the-end-of-year tests which students take (Harmer, 2007). Thus, the summative assessment refers to all sorts of tasks that occur at the end of a certain lesson or course or unit.

Similar to the earlier ones, process-product assessments are the other type of assessment that focus on students' performance. The process assessment is to see the process of learning which is done while the process is running. Yet, the product assessment can be seen from the final product or performance made by the students. This assessment is always held at the end of a unit or lesson.

Another type of assessment can be administered by organizing a performance-based testing instead of doing a standard test such as a paper-and-pencil or single answer of test. Brown (2001) proposes numbers of performance-based testing involving tasks like open-ended problems, hands-on projects, student portfolios, experiments, essay writing, and pair or group projects.

All the mentioned types of assessments are beneficial to help the teachers measure and examine their students' ability as well as performance. However, the teachers should be aware when they use a certain type of assessment. It means that they must adjust the need of doing the assessment with many factors that might greatly influence. By knowing all the types of assessments and their purposes as well as benefits, the teachers can better decide which one is more suitable for them and for their teaching process.

5. The Assessment in Curriculum 2013

To assess students' achievement, teachers should also consider the curriculum which is being implemented. In Indonesia, the curriculum that is being applied is Curriculum 2013. Therefore, all Indonesian teachers should use this curriculum as the guideline in doing the teaching process including the process of assessing students' achievement.

According to Ministry of Education and Culture regulation No 23/2016 about the standard of evaluation, assessment is described as a process of collecting and proceeding any information to evaluate as well as assess the students' learning achievement. There are four methods that are used to evaluate the learning process. The form of the assessment is varied based on the needs of learning such as quizzes, observations, assignments, and many others. The methods should generate an activity which is authentic. Besides, the teachers should also provide a kind of alternatives in assessment including questionnaire, observation, anecdotal records, and reflection.

The teachers can deliver the assessment at the end of learning process by using some of the mentioned methods like an oral or written test (Cultural and Educational Ministry, 2016). Besides, the assessment process in Curriculum 2013 can be also established during or in the middle of a learning process. It means that both the learning and the assessment process happen at the same time.

Furthermore, based on Cultural and Educational Ministry regulation number 22/2016, the result of the assessment will be used as a reference to enlighten and enhance the future learning process. The assessment result benefits for further

programs including remedial, enrichment or counseling programs. Accordingly, it is hoped that the acquiring process of learning can give an instructional effect for the cognitive aspect and nurturing effect for the aspects of attitude, knowledge, and skills for the students.

According to Cultural and Educational Ministry regulation number 23/2016, the teachers should consider principles in designing the assessment. The principles are as follows:

1. Valid means the assessment is based on the data.
2. Objective means that the assessment is based on clear criteria and procedure and not subjective.
3. Fair is that the assessment should not benefit or disserve a certain number of students.
4. Integrated means that the assessment should be one of the components that cannot be separated from the other processes.
5. Open which means that all the processes of deciding and designing the type of assessment should be known by any parties who concern on it.
6. Comprehensive and continuous, the process covers all aspects of competences by using the most appropriate method.
7. Systematic, the assessment is done systematically following the prevailing procedure.
8. Criterion-referred, it means that the assessment should be based on standard that has been regulated.

9. **Accountable**, this means it can be accounted from any aspects of assessment.

In conclusion, it can be seen from the explanation above that the process of assessment is not an easy thing to do. Teachers should know any kinds of assessment including the authentic assessment and alternative assessment as well as the purpose of designing such assessments for the students. Moreover, the teachers are free to assess students whether during the teaching and learning process or at the end of a learning unit. They can design various types of assessment as long as they follow the principles of the regulation that is being implemented. Besides, the teachers should not neglect what principles that should be seized in the assessment. Thus, they must consider all the characteristics in designing the assessment aside from the consideration of the type of learning and the characteristics of the students.

6. Several Important Components for English Teaching Process

There are several important aspects that should be considered by teachers to establish a good and well-prepared process of teaching and learning. The aspects are closely related to the selection of components that will be included in a lesson plan from which lesson delivery and students' achievement assessment are executed. Some of the components are as follows.

a. English Teaching Materials

Many believe that good materials will result in a good learning achievement. Therefore, the understanding about teaching materials should

be acquired by teachers. According to Richards and Renandya (2002), teaching materials become a vital component in most language curricula. To assist students to really learn in the classroom process, teachers are recommended to present the materials signifying the outside world (Nunan, 1989). Thus, various types of materials designed by teachers should reflect student's everyday life can help them be more activated in learning.

Contradictorily, the teachers generally make use of a textbook as the primary learning materials although they truly realize that the textbook itself is not enough to fulfill the needs of teaching. It is better if they use the other materials than only a textbook. According to Tomlinson (1998), materials can be anything that facilitate students in learning. Thus, materials cannot be only in the form of a textbook. Materials can be in the forms of dictionaries, cd-rooms, cassettes, newspapers, and many other forms. Generally, the types of materials are divided into two major divisions, the obligatory and additional materials (Chayanuvat, 1996).

- 1) Obligatory materials

Obligatory materials refer to materials required by a particular course or curriculum. The example of the obligatory materials is textbooks.

- 2) Additional materials

Additional materials refer to materials that function as supplementary materials which are taken from various sources.

b. English Teaching Media

In general, media is currently used by people to express thoughts, feeling, or other kinds of expressions. For education, media is more specifically used to assist the process of teaching and learning as it can be used to explain the content of teaching. Based on Arsyad (2000), media for teaching refers to any tools that are used to display the content of learning materials. Teaching media is reflected in the form of books, cassettes, tape recorders, cameras, slides, video, audio, pictures, computers, or even gadgets. To conclude, there are a lot of media that can be used by teachers to help perform the process of teaching and learning in a classroom.

c. English Teaching Approaches and Methods

The term of approaches is defined as an assembly of assumptions having an affair with the nature of language, teaching as well as learning (Brown, 2000:14). In contrast, methods can be specified as a general set of specifications to accomplish some of linguistic objectives of a language classroom (Brown, 2001:16). Thus, methods are derived from a selected approach to structure a whole plan for a systematic presentation of a language.

A method differs from an approach in its covering. It is assumed that the approach is wider than method. As Harmer (2007:62) explained, the term approach is referred to particular theories describing the nature of

language teaching and learning in a language classroom. Therefore, it is a belief of language learning as well as the applicability of pedagogical settings (Brown, 2001:16). To conclude, an approach is regarded as a set of correlative assumptions dealing with the nature of language teaching and learning.

Some of aspects that determine a successful English teaching are the involvement of methods. These aspects should be considered in teachers' lesson plans. A method is rather procedural deriving from an approach that is more axiomatic. Thus, teaching approach is incorporated of an abstract and a concept while teaching method is the real implementation of the approach in a form a plan.

In English language teaching archive, there are several popular methods in which teaching procedure and approaches influencing the current state of English language teaching. Harmer (2007:63) specifies the popular models of teaching into several parts. Not all the models are described in this section, only those that are regarded as still used and popular in the context of Indonesia teaching. The models of approaches and methods are described in brief in the following which include PPP or Presentation, Practice, and Production; Community Language Learning; Total Physical Response; and Communicative Language Teaching (Brown, 2001).

1. Presentation, Practice and Production (PPP)

According to Harmer (2007), PPP grew out from structural-situational teaching to Audiolingualism which intends to place the language in clear

situational contexts. Within this procedure, teachers can start a process by introducing the situation that contextualize a taught language and then present it. The procedure may be followed by students practicing the language by using accurate reproduction techniques such as repetitions or response drills with a simple substitution drill. After that, students should use the language and make the product of the language they have learned (Harmer, 2007).

2. Community Language Learning

The Community Language Learning is known as a classic example of an affectively based method (Brown, 2001). Within this method, students learn to declare a language by translating, suggesting and amending the other students' utterances (Harmer, 2007). Teachers' may then record the utterances of the students and let them analyze the utterances. Thus, this method contributes to make students work with the others due to the creation of harmony and cooperation between students. Harmer (2007) also suggested that there would be help from the teachers to the students regarding the reflection of learning. Therefore, the teachers should be available to help students in reflecting how they feel about the activities.

3. Total Physical Response

TPR (Total Physical Response) is more associated with learning a language through physical activity (Brown, 2001). Thus, it considers the use of physical responses such as grabbing, reaching, looking, moving, and so forth as the important factors to help students learn. According to

Brown (2007), TPR also provides great emphasis on the right-brain learning. Therefore, this stress-free method is required to lower the anxiety of students in language learning process.

Besides, TPR deals greatly with the use of instructions in a teaching and learning process implemented much in the process of listening as well as acting. The crucial thing in this method is that TPR students do not have to give instructions themselves until they are ready (Harmer, 2007:68).

4. Communicative Language Teaching

Community Language Learning or CLT is one the approaches used as a suitable concept to teach a language. It is mostly known as to have a concept of language use. According to Harmer (2007), the concern of this approach is in both spoken and written grammar. It clearly restructures language classrooms with authenticity, real world simulation and meaningful tasks (Brown, 2001). There are six main characteristics of CLT proposed by Brown (2001) namely: the focus of classroom goals for all components of language; abundant techniques of learning included to engage for meaningful purposes; complementary principles of both fluency and accuracy; language use as the first requirement; reflect learning styles to learning process and the teacher's role as the facilitator and guide.

From the principles above, it can be concluded that Communicative Language Teaching is believed to involve students in meaningful

learning process. Besides, plentiful exposure of language use will help students develop their knowledge and skills.

Furthermore, Brown (2001) mentioned some other methods that would be the same in principles with the CLT such as the Learner-Centered Instruction, Cooperative and Collaborative Learning, Interactive Learning, Whole Language Education, Content Based Instruction and Task-Based Instruction. These methods seem to clearly adopt the essential components under the term of CLT.

According to Brown (2001), Learner-Centered Instruction focuses its technique on learners' necessities, style and goals. Thus, learner success becomes the main goal of learning. Learners are the main parameter for all the aspects that would be included in the process of teaching and learning. However, the techniques will give a control to the students. It means that learners are controlled and still given the opportunity to be creative and innovative. The techniques used will also enhance and manipulate the students' competence and self-worthiness.

The Cooperative and Collaborative Learning is not different from the learner centered, it is encouraging for students to work together to achieve learning goals and objectives (Brown, 2001). However, cooperative learning is more structured and prescriptive in regard with the classroom techniques than collaborative learning. In cooperative learning, group of learning is much dependent on social structured exchange among learners. Meanwhile, the collaborative learning engages

students to work with more capable of others such as teachers or advanced peers.

The next method is Interactive Learning. Here, there is a significant number of pair and group works along with authentic input from real world language contexts (Brown, 2001). The main purpose of this method is to make students produce language for unpretentious and meaningful communication. The performance for classroom tasks should be through giving and taking spontaneity of a real-life communication. Practicing oral communication for actual conversations and writing for real audiences would be the most essential output of this classroom type.

Another kind of CLT method would be applied in the Whole Language Education which is now becoming the most popular term that has been widely used for educational background. According to Brown (2001), whole language is used to describe several principles of learning including cooperative and participatory learning, students-centered learning, community-focused learning, authentic use or natural language, meaning centered language, testing by using holistic assessment techniques and the integration of the four skills of language. Thus, the whole language education incorporates all the aspects that have been rooted in CLT. The most important thing is that the whole language involves interrelationship of language four skills (listening, speaking, reading and writing). Besides, the whole language also encourages

students to construct meaning and to understand it in regard to apply in their real life.

Another CLT type is focused on an integration of learning content along language aims which is called as Content-Based Instruction (Brown, 2001). This method refers to a study of language as well as subject matter by using sequences and forms of language that are subsequently presented by content materials. Thus, this method is beneficial to create a classroom that encourages students' intrinsic motivation and empowerment by guiding them to focus on subject matter which is vital for them.

Last but not least, there is another method beyond the spirit of CLT. This can be represented in a form of study incorporating tasks as the essential aspects which deal with Task-Based Instruction. This method forces teachers to consider all the techniques they use in a classroom. According to Brown (2001), the task-based method notices learning process as a collection of communicative tasks which are correlated to the aims and goals of learning the language. Therefore, a number of tasks are designed to encourage students to achieve the goals of the language classroom.

In addition to the types of method under the concept of CLT, there are some of principles of CLT. Below it is mentioned the most important principles that are recommended to be applied in teaching.

- a) Meaning is principal;
- b) Dialogues are allowed to be used but not memorized;

- c) The basic premise of CLT is contextualization;
- d) Learning language is learning to communicate;
- e) Drilling and translation maybe used;
- f) Learning through process;
- g) The desired goal is communicative competence (Brown, 2000:45).

From the notions above, it can be concluded that the most important principle of teaching language under CLT is that it should be meaningful and the result of it is to enable students to acquire communicative competence. According to Brown (2000:68), communicative competence is used to capture a variety of meanings. However, this notion can be reflected in phrases containing of components displayed below.

- a) Organizational competence including grammatical and discourse.
- b) Pragmatic competence including functional and sociolinguistic.
- c) Strategic competence.
- d) Psychomotor skills.

Thus, communicative competence is the ultimate goal of English language classroom. In providing communicative teaching teachers should consider the components of the other competences mentioned before. Therefore, they should provide instructions covering all the components of grammatical components even to psychomotor skills. Based on Brown (2000:69), the best way to achieve communicative goals is emphasizing on language use not only language usage. In addition, the teachers also need to focus more on fluency, not just accuracy. Lastly, the teachers are also required to give more focus on authentic language as well as context.

Based on the explanation above, teachers have lots of numbers of approaches and methods that can be used to help students learn English. Each of the approaches and the methods has its own different characteristics to be applied in different classroom situation having different aims and objectives. Therefore, in a single English classroom it may include more than one approach or method used. An approach and method used by the teachers in their classrooms are some of the keys of success. The selection of the approach and method determines all teaching methodology in the classroom. Therefore, the teachers have a power to profess on some components to their own approach and method or enlighten their teaching practices by collaborating some methods. The most importantly, teachers should be aware about the weightiness of communicative competence. It is better for teachers to establish a more meaningful teaching. They are also recommended to focus on enhancing students to communicate by bringing communicative principles into their teaching.

d. Teaching Approaches and Methods in Curriculum 2013

Discussing about Indonesian educational program, it is necessary to explore more on the approaches and methods used within the curriculum. Based on Ministry Education Number 103/2014 and number 22/2016, it is implemented Scientific Approach as the main foundation of methods and models of learning. Thus, teaching and learning process should be under the principles of Scientific Approach. In addition, Cultural and

Educational Ministry within the regulation No. 65/2015 also recommends teachers to use scientific method in the process of language learning (Permendikbud, 2015).

1) Scientific Approach

As cited in Musfiqon and Nurdyansyah (2015), Mc Collum (2009) mentioned several crucial components about Scientific Approach, as follows:

- 1) Learning must encourage the ability to observe (observation);
- 2) Learning needs to encourage to analyze; and
- 3) Learning should foster students to communicate (learning requires students to communicate).

Based on Abidin (2014), Scientific Approach is described as teaching and learning based on scientific procedure that is oriented to explore and expand student's ability to deal with problems by utilizing integrated inquiry of activities. This approach demands students to have critical thinking and creativity as well as to improve their understanding. It means that this approach is used to create a more autonomous, critical and creative student in learning.

Furthermore, as it is commonly known that the ministry of Indonesia commends scientific method be applied in the teaching and learning process in order to attain the aim of Curriculum 2013 (Minister of Education and Culture Regulation No.65/2013). The implementation of this regulation is reflected in the use of several steps to conduct the

teaching and learning process within scientific method. According to Priyana (2014), in applying scientific method, learning should take place through several steps including observing (texts), questioning, experimenting (collecting data/information), associating (analyzing data/information), communicating (answers/conclusion), and creating (texts). The elaboration of the steps is as follows:

1) Observing (texts)

Within this initial step, students are assigned to observe texts through reading or listening to texts. The activities of reading and/or listening benefit students to list important items in order to comprehend/produce/communicate ideas. The end of this step is initiated by students listing important items regarding the social function of the text, grammar, text structure, and vocabulary.

2) Questioning (asking questions)

In this step, students are required to formulate several questions related to items that they have identified in the previous step. The questions formulated by students should at least cover all learning indicators. In the step of questioning, students are also hoped to propose several temporary answers based on what they already know. Thus, the output of questioning step is a list of questions as well as some of answers of the questions.

3) Experimenting (collecting data/information)

Further, students are required to collect data or information that benefit

students to answer the formulated questions. This activity takes place in the step of experimenting. Students can use a particular technique such as observation, interview or reading to gather data relevant to the questions. Hopefully, at the end of this step students are equipped with adequate data to answer the questions that have been formulated.

4) Associating (analyzing data/information)

The next step is associating in which students are encouraged to analyze the data or information to answer the questions as well as draw a conclusion. In analyzing data and drawing conclusion, it is possible that students may do the activities with or without the teachers' support or guidance.

5) Communicating (answers/conclusion)

After the formulated questions have already been answered, students are assigned to communicate the answers or conclusions to other students in the class orally or in writing. Accordingly, the answers should represent knowledge they already construct through the earlier steps.

6) Creating (texts)

As mentioned before, learning language should foster students to communicate which means that students should finally comprehend and create a text. Therefore, within the final step of scientific method students are given lots of opportunities to use the language to communicate. Any new knowledge obtained by students should be

communicated to other people both in writing and orally (Priyana, 2014).

In addition, the implementation of some methods instead of scientific method may also occur in the classroom. In accordance to the purpose of designing the new curriculum, several methods besides scientific are also allowed to be used. It is hoped that this will help teachers actualize in forming students' scientific and social behavior as well as develop their curiosity on learning. Based on *Permendikbud* number 104/2014 about model of learning for Curriculum 2013, there are three models under the umbrella of scientific approach including Problem-Based Learning, Project-Based Learning, and Discovery/Inquiry Learning. Besides those three, another model is involved to enhance students in the level of Vocational schools named Production Based Education (PBE). Meanwhile, the new regulation number 22 year of 2016 regulates the models of learning to be divided into three types, discovery/inquiry learning, problem-based learning, and project-based learning. Each of the model is explained in the following.

2) Discovery Learning

Discovery learning model focuses on the process of understanding concept, meaning and relationship through intuition that ends on a conclusion (Budiningsih, 2005). Discovery learning is regarded as one of the methods beyond constructivist approach where students should

learn efficiently by building their own knowledge (Bruner, 1960). Therefore, students are demanded to be critical in learning and also be creative to construct knowledge. Bruner (1960) also stated that learning can only happen in a process of discovering that greatly prioritizes the reflection, experimenting, thinking, as well as exploring.

According to Matson (2006) as cited in Balim (2009), inquiry and discovery learning is a process of probing the nature and structure of the universe. It means the process of learning is really close to nature and it is based on what exist in the environment. Thus, Discovery learning is the method which enhances students to come at a conclusion set upon their activities as well as observations.

According to government document, Discovery learning emphasizes on the finding concept which has not yet been found before. This method can foster students to find out a particular concept and it focuses on a process, not a result. By applying this method, students are hoped to organize learning by themselves.

This model of learning includes several activities including observing, classifying, measuring, predicting and determining inferences. Those activities are regarded as a cognitive process since they involve mental activities in learning. The Discovery Learning model having several models of learning as the sequences of activities including giving stimuli (stimulation); delivering a statement or identifying problems (problem statement); collecting data (data collection);

verifying on something (verification), and making a conclusion/generalizing (generalization).

On the other hand, Inquiry Learning is another model of learning that is formed to guide students in analyzing something through the process of investigating (doing an inquiry) and explaining things in short period (Joice & Wells, 2003). Thus, the model is used to involve all the ability of the students to find out and investigate problems systematically, logically and critically.

In line with Musfiqon and Nurdyansyah (2015), Inquiry Learning is defined as learning activities involving the entire of students' ability to look for and inquire something through a systematic, critical, logic and analytical way. Therefore, this model stresses on the process of looking for and finding out. By using this method, the students are hoped to formulate and find out knowledge by their own. Steps in doing the inquiry model are actualized through the activity of orientating problems, collecting and verifying data, collecting data through experiment, and analyzing inquiry process.

3) Problem-Based Learning (PBL)

Another model of learning recommended to be used within Curriculum 2013 is called Problem-Based Learning or PBL. This method is used to present problems for which students can get useful knowledge (Musfiqon and Nurdyansyah, 2015). It means that students

should learn from problems and find out whether there is important knowledge behind the problems.

The model utilizes students' individual and social/mental as well as cognitive knowledge along with the environment to surpass any problems that make learning more meaningful, relevant and contextual (Tan OnnSeng, 2000). The aim of PBL is to increase students' ability to learn through contextual problems that have been served in learning (Musfiqon and Nurdyansyah, 2015). PBL applies concepts of any new problems, integrates the concept of high order thinking skills (HOTS), strengthens students' willingness to study, and guides students to learn by themselves and to be competent.

Curriculum 2013 adopts several strategies to apply this model of learning, they are (1) problems as the source of learning; (2) problems as the exploration of knowledge; (3) problems as the example; (4) problems as the inseparable part of learning; and (5) problems as the stimulus of authentic activities (Musfiqon and Nurdyansyah, 2015). It can be seen that problems become the most important aspect in learning. Problems are the only source from which students can learn and get new knowledge.

Therefore, all activities used in PBL model of learning should encourage students' ability both in cognitive and social domain because the students should be able to work not only with themselves but also with the others. By doing the activities step by step, the students will

find the learning more meaningful. After all, they will come to the actual purpose of learning and get benefits from learning through problems.

4) Project-Based Learning (PBL)

Project-Based Learning is derived from an assumption to use an actual project in doing the process of learning. The project is underlaid from the actual life situation through high motivation, challenging questions, tasks or problems that form competency mastery which is done by cooperation in the effort of solving the problems (Barel, 2000) and (Baron 2011) cited in Bender (2012). In other words, applying this method is done by providing tasks that are full of competence which is related to everyday life situation.

The purpose of this learning model is to raise students' motivation in learning, team work and creativity to collaborate in achieving high level of academic capability as well as creativity that is required for 21-century skills (Cole and Wasburn-Moses, 2010). Several steps in designing project-based learning includes the following paces:

- a. determining problems with essential questions;
- b. designing a project planning;
- c. creating a schedule;
- d. monitoring students along their project development and its progress;
- e. verifying and assessing the outcome, and
- f. evaluating experiences.

According to the explanation above, there are many models that should be considered by teachers in designing a process of teaching and learning based on Curriculum 2013. However, teachers, especially

language teachers are given the authority to plan and devise their own English classroom which is based on their students' needs and the learning objectives. Therefore, teachers are free to select and combine the methods and models without neglecting the procedure that has been suggested by the curriculum.

5) Types of Teaching Techniques

A technique can be regarded as a way of performing something, especially a performance that needs special skills (Bull, 2011). A technique shows a specific action to do something which comes from specific skills and knowledge as well. Furthermore, techniques are defined as specific activities manifested in a classroom which are dependable with a method as an overall plan for systematic and organized management of a language. A technique can be established on a selected approach presented toward the language classroom. Therefore, a consistent match between a technique and a method as well as a harmony with an approach becomes a must (Richard and Theodore, 2003).

Techniques are pieces of actions which are implemented in a classroom. This means techniques are how teachers take a certain method and implement a procedure based on the method. For example, when a teacher uses a communication tools in a language laboratory, then it is called a technique (Azhar, 2012). Thus, a technique is as a control of an organization to be used in classrooms by which the

classrooms objectives could be achieved. It is clear that a technique of teaching language includes a wide variety of activities, exercises, or even tasks used in language classroom to achieve the lesson objectives. In addition, a technique can be also defined as the real process of teaching and learning in the classroom.

There is a huge number of techniques that can be implemented in language classrooms. Several experts have already invented some techniques such as role play, jigsaw, dictation, question answer, brainstorming, games, and many others. As proposed by Brown (2001), a comprehensive taxonomy of common techniques for language teaching and learning can be alienated into three general categories namely controlled, semi controlled, and free techniques.

1) Controlled Techniques

This kind of technique includes several criteria that are suggested by Brown (2001). There are warming up, setting, organizational, drilling, and other activities that aim to gain students' involvement to start a lesson. Warming up can be done by stimulating, making students motivated, engaged and be ready for involving themselves in the lesson with no deep involvement of a target language yet. The activities can be delivered by dancing, singing songs, miming, joking, and playing games. Another way can be done by involving direct attention toward the topic via both verbal and non-verbal elicitation. The activities can be like questioning or miming or offering pictures. Other activities are

the alternatives for doing controlled techniques including role play, dialogues, reading, translation, copying and reviewing or even testing. In this technique, the teachers are the only actors who have an authority to design the activities.

2) Semi Controlled Techniques

This kind of activity incorporates both the teachers and students. The activities are structured by several techniques including brainstorming, storytelling, question answer, dialogue, informative transfer, and information exchange. In brainstorming, teachers can use free and undirected assistances from both students and teachers on a particular topic. For storytelling, teachers or students can present a story to sustain attention or as prolonged practice. The question-answer activity incorporates an act that involves prompting of reply by means of questions. All the activities in the semi-controlled techniques are used to encourage both the teachers and students to do the action to start or process the learning.

3) Free Techniques

Brown (2001) proposed several criteria for using free techniques such as role play, games, report, drama, problem solving, simulation, discussion, and interview. In doing free techniques, the teacher provides spaces and choices for students to do the activity. It means students are given an opportunity to freely act out a specific action. In the other activity such games, it can be very enjoyable since this activity gives

students the chance to practice action of a target language in interesting and fun way (Brewster, 2004). The essential principle in designing free techniques for the classroom is that the teacher gives students authority to be free to do a task or an activity.

Another additional kind of techniques is proposed by the National Strategies (2009) cited in Cockburn and Handscomb (2014), as follows:

- 1) Modelling, the teachers demonstrate the process and internal dialogue that students may learn.
- 2) Direct instruction, the teachers explain and demonstrate how to carry out a process by giving instructions to inform the next steps of learning.
- 3) Dialogue and discussion, the teachers use planned opportunities to develop students' understanding on process and ideas.
- 4) Apprenticeship, the teachers provide planned opportunities to learn alongside another more expert learners, for example peer.
- 5) Practicing and rehearsing, the teachers use repeating learned facts or skills in developing students' automatic recall and internalizing the learning process.

Besides techniques that have already mentioned above, it is possible to use other activities like questioning, self-directed learning, inductive learning/enquiry, tutoring, and scaffolding. The main point is that whichever technique decided to be used by the teachers in their classroom, it should be based on what type of learning they want to deal with and what the most suitable technique for their classrooms. The preferred technique should become also a bridge for teachers and the students to achieve particular objectives.

6) Types of Assessment

As mentioned before, an assessment refers to a smaller process of evaluation in which teachers are supposed to measure students'

performance and look at any progress students make (Harris and McCann, 1994). Therefore, this process is commonly done by teachers for the students to find out information about their progress. Meanwhile, an evaluation is referred to a broader scope involving factors that influence a teaching and learning process. According to Harris and McCann (1994), factors like objectives of syllabus, a course design, materials, and methodology are some of which that exist in the evaluation. Furthermore, Brown (2004) defined assessment as an ongoing process encompassing various activities in teaching and learning. This means that an assessment can be varied in many kinds of activities to measure students' performance. Accordingly, there are many types of assessment. In general, an assessment is divided into three broad divisions namely informal assessment, formal assessment and self-assessment.

a) Informal Assessment

Based on Harris and McCann (1994), an informal assessment is defined as a way to collect information about the students' performance which is done in a normal classroom environment. Thus, informal assessment is done during and within the process of teaching and learning. There is no tendency to establish any test in the informal assessment. However, an assessment is reflected in lots of number of forms from incidental or unplanned comments or responses. Assessment can also be carried out through coaching or other impromptu feedback

(Brown, 2004). That is to say, it can be concluded that an assessment is rather a continuous process done over a period of a subject unit.

The most important thing is that informal assessment is done by teachers (Harris and McCann, 1994). The classroom becomes the most suitable place to conduct this assessment. The reason behind this is that the classroom is where the data needed by teachers are available. Therefore, students should spend so much time in classroom that teachers can easily monitor the students' performances covered in four majors' skills, namely listening, speaking, reading, and writing. Besides doing the assessment inside the classroom, teachers can assess students outside. For example, they can assess students' work such as using workbooks and vocabulary books.

b) Formal Assessment

A formal assessment is another type of assessment which is commonly called as testing. The formal assessment or testing tends to provide teachers additional information about students' knowledge and performance (Harris and McCann, 2004). Thus, teachers can make use of testing as other sources to know the progress of students' learning. It is sometimes seen as a complement to the other assessment forms.

Brown (2004) defined the formal assessment as any exercises or procedures which are designed specifically to knock down students' skills and knowledge. Different from Harris and McCann, Brown (2004) does not generalize a formal assessment into testing. According to

Brown, all tests can be regarded as formal assessment, while formal assessment itself cannot be only represented by a test. The other techniques like student's journal or a kind of portfolio can be some of the samples of formal assessment as well. The most significant characteristic of a formal assessment is placed in a more systematic procedure. A formal assessment should be more systematic and it is regarded as a planned sampling technique created to provide both teachers and students a review of students' achievement.

However, in practice, it is found that the most common used of formal assessment is labeled as a test. A test is considered as a general method used to measure someone's ability, knowledge as well as performance in a specified domain (Brown, 2004). According to Harris and McCann (1994), a test results in providing positive influence especially when it has authentic and real-life examples performed by the students. A test is a typical instrument for teachers to see how much achievement of students. This instrument is useful to monitor even to judge how far a person's (a student's) capability of learning something.

There are various types of test depending on its objectives. A test is varied from language aptitude tests to proficiency tests, placement tests, diagnostic and achievement tests. All of these kinds of tests are very commonly used in English classrooms. However, the achievement test is regarded as the most familiar way to be used to measure students' performance in a certain lesson or unit (Brown, 2004).

1. Diagnostic Test

As the name suggests, a diagnostic test is conducted to find out students' problem areas. Based on Harris and McCann (1994), a diagnostic test should be derived from failure. Meanwhile, Brown (2004) specified the diagnostic test as a test that benefits to analyze particular aspects of a language. Thus, a result of a diagnostic test should elicit information on part in which students need to work more in future. This test benefits teachers to know where areas of students' learning that still matter. To provide a good diagnostic test, teachers should use it as a technique that elicits errors rather than correct forms of a language.

2. Achievement Test

Brown (2004) stated that an achievement test is the one that is closely related to a classroom lesson, unit, even a full range of curriculum. It is because the achievement test is very limited to a particular type of material addressed by curriculum to a certain learning process. The aim of the achievement test is to analyze whether students have acquired certain language features that have been already taught.

Brown (2004) said that the achievement test should be based on the objectives of a lesson. It means that an achievement test should be also related to a relative importance that is assigned to the objectives

in detail and should have relations to what have been done in classroom tasks.

3. Summative Test

A summative test is administered at the end of a subject unit which aims to find out whether students have achieved the objectives stated in the lesson plan (Harris and McCann, 1994). Thus, teachers can benefit such a test to make a decision about the students' achievement. This test is useful to help teachers decide whether the students can move on to the next level.

Unfortunately, the result of a summative test is sometimes wasted. It is because teachers do not use it to provide a feedback into a learning process. However, this summative test is still helpful and can provide contribution for teachers at secondary level of students (Harris and McCann, 1994).

c) Formative Assessment

According to Brown (2004), formative assessment refers to a process of evaluation to assess students within the process of forming competences as well as skills which aims to help students continue the process. From this statement, it can be inferred that formative assessment is done during the process of learning by which students will be helped in learning to continue their progress.

Therefore, it is possible if teachers mostly administer this kind of assessment inside their classroom. As Brown (2004) stated, most of

any classroom assessments are regarded as formative. He also mentioned that the informal assessment is practically formative due to the focus which is on ongoing development about students' language. Feedback serves as the most important value provided by this formative assessment (Brown, 2004). It means the formative assessment should benefit students to get feedback to improve their language ability.

d) Summative Assessment

Different from the formative, a summative assessment is used to measure as well as assess students' achievement in order to summarize what has typically occurred in students' learning (Brown, 2004). As its name suggests, summative assessment is administered at the end of a subject unit. Such an assessment provides benefits for teachers to find out about the students' attainment and how well students accomplish the objectives of a lesson. The examples of the summative assessment can be seen in the form of final exams or the other proficiency exams.

e) Alternatives in Assessment

The term of alternatives in assessment ultimately appeared in 1990s as the results of culture rebellion of the standard and traditional tests. This kind of assessment becomes an alternative to any standardized tests with all of problems following such testing procedures. Thus, the emergence of the alternatives in assessment is as

the new instrument to make an assessment less complicated that can lessen a dreadful effect of any common standardized tests. Many have defined this kind of assessment in various definitions. However, all have similar characteristics to label and differentiate it from usual traditional assessments.

Brown (2004:252) listed several characteristics to identify the alternatives in assessment as follows:

- a. An alternative assessment requires students to create, perform, and produce a specific language form.
- b. It utilizes real-world contexts or simulations
- c. It is nonintrusive which extends the day-to-day classroom activities
- d. Alternative assessment assesses students in normal classroom.
- e. It sometimes uses tasks to represent meaningful activities
- f. The assessment focuses on both process and products
- g. It provides information of the strengths and weaknesses of students
- h. The scoring procedure is done by people not machines
- i. It encourages teachers in performing instructional role.

The alternatives assessment includes a performance-based assessment, portfolios, journals, conferences and interviews, observations, and self-and peer-assessments.

f) Assessment Methods

Assessment methods are defined as strategies or techniques/tools/instruments to collect information in determining the extent to which students demonstrate learning achievement (Surgenor, 2010). Thus, assessment methods reflect any apparatus including techniques and equipment used to assess students that help teachers get information about students' learning outcomes. There are several methods that can be adopted to assess students' learning achievement. In general, there are

two major divisions of assessment methods which are distinguished in the aim of assessment. According to Surgenor (2010), there are direct and indirect methods of assessment.

Direct method is a technique of assessment that is beneficial to require students demonstrating learning. Meanwhile, indirect method is sometimes used to assign students to reflect learning (Surgenor, 2010). Thus, a direct method can give benefits for teachers to get information about students' learning achievement. Meanwhile, indirect method can provide teachers with students' learning reflection in which how students apply their learning can be obviously observed. The examples of direct method can be seen in the form of presentations, tests, essays, and so on. The indirect methods include interviews and surveys. Each type of direct and indirect method is described in brief.

a) Orals

Orals assessment is commonly used to find out the understanding of students basic practice. This kind of assessment is served to introduce a particular element of performance in an assessment.

b) Presentations

This assessment method is used to assign students to demonstrate particular works undertaken collectively or individually. This assessment can be also a kind of reporting back of a practical activity. Presentations can be very useful since they are related to peer assessment.

c) Group Work

Group work enhance students in communicating ideas. Such assessment method can also benefits students because it encourages independence, collaboration, and cooperation. In addition, this assessment provides an opportunity for strengthening authentic skill development.

d) Essays and Assignments

These kinds of assessment methods can be very valuable to provide students opportunity to develop extended arguments. Students can obtain the depth rather than the breadth of learning. In addition, students can take benefits to develop their capacity in interpreting, translating, applying, giving criticism and evaluating. Another value to conduct essays and assignments is to provide students an opportunity to do problem posing and explore learning.

e) Final Exam

The final exam is used to assure students whether they have achieved learning. Thus, this method benefits teachers to know if the students have already attained knowledge, skills, as well as experienced dispositions of leaning.

f) Performance-Based Assessment

A performance-based assessment or performance assessment is the assessment that requires actions or samples that would be systematically evaluated via a direct observation by teachers. Such an

assessment implies both productive and observable skills along the integration of language skills that are generated into a single project work (Brown, 2004). Thus, a performance-based assessment encourages students to perform tasks consistently aligning to the course goals as well as curriculum. O'Malley and Valdez Pierce in Brown (2004) remarked some essentials of a performance assessment. The features are as follow:

- a. Students create a constructed response.
- b. The assessment engages higher order thinking using open-ended tasks.
- c. The tasks are engaging, meaningful and authentic.
- d. Tasks are signals for an integration of the skills.
- e. It assesses both process and product.
- f. It emphasizes depth and breadth of students' mastery.

g) Portfolio

A portfolio is another example of method beyond the alternatives in assessment. Based on Brown (2004), a portfolio is a well-known assessment under the framework of CLT. This is defined as a decisive collection of students' works demonstrating efforts, progress as well as achievement in a given area (Genese and Upshur, 1996 as cited in Brown, 2004). Thus, this method is used to represent students' description in regard with learning outcomes. The learning outcomes can be represented within portfolio in the forms of essays, reports, projects, artworks, test, and test scores.

h) Journal

According to Brown (2004), a journal is defined as a log or account of students' thoughts, reactions, feelings, ideas, assessment or progress of goals which is usually written with little or no attention to grammatical structure. A journal is a media in which students can articulate their feelings or thoughts without any threats. A journal can be reflected in various forms. Generally, it is used in the forms of language-learning logs, grammar journals, responses to readings, diaries, and acculturation logs.

i) Conference and Interview

A conference is usually related to written works like portfolios and journals. However, it is sometimes used to assess oral production which can be reflected in the form of interviews. The most importantly, both conference and interview are useful for students because they provide self-reflection and improvement.

j) Observation

Observation may be regarded as the most common technique used by teachers in a classroom session. In fact, teachers mostly do an observation to find out and gather information about students. Teachers virtually observe every response, question, or even nonverbal behavior of the students. According to Brown (2004), the value of observation is to provide tangible corroboration of the conclusion. The observation can be done in varied ways including presentation or other prearranged performances.

k) Self-and-Peer-Assessment

Based on Brown (2004), self-assessment is derived from the principle of autonomy as one factor that ensures successful learning. Within the self-assessment, students are given an opportunity to monitor their own performance and utilize the data to make a judge or a correction upon themselves. On the other hand, peer-assessment implies similar principles which generate cooperative learning. Peer assessment is believed to be able to provide benefits like direct involvement, encouragement of autonomy, and motivation generator. The types of self-and-peer assessment can be seen in the forms of direct assessment, indirect assessment, metacognitive assessment, and socio-affective factors of assessment.

g. Types of Assessment Used in Curriculum 2013

In regard with Curriculum 2013, it is clearly mentioned in the regulation about the type of assessment which is recommended to be used. Based on Indonesian Educational and Cultural Ministry number 22/2016 about standard of process of education for elementary and secondary level, the curriculum recommends teachers use an authentic assessment.

The authentic assessment is used to measure the process as well as the result of learning. Gulikers et al (2004) explained that an authentic assessment is as the assessment which enhances students to use the aspects of knowledge, skills and behavior to be well applied in their daily life situation. Thus, students should be able to solve their own problems in the

future professional life. Therefore, the level of authenticity of the assessment will much depend on the task's similarity to a certain situation that might be faced by students in their real world.

The authentic assessment is used to completely measure students' readiness within the process and the result of learning. According to the regulation, the result of the assessment is merely used to plan a remedial program, to organize the learning enrichment and to program a counseling service (*Kemendikbud*, 2016). Thus, teachers should be able to utilize an assessment which is as authentic as possible to get a better view of the students' phase of learning.

There are several types of authentic assessment used in Curriculum 2013. Based on Educational and Cultural Ministry regulation number 22/2016, the authentic assessment includes observation sheets, peer questionnaires, recording, anecdotal records and reflection. The assessment can be done both during and at the end of learning process by using both oral and written types of the assessment.

B. Review of Related Studies

This present study deals with the nature of English language teaching which focuses on teaching and learning process according to Curriculum 2013. The objective of this study is to investigate the process of lesson planning, lesson delivery, and students' achievement assessment based on Curriculum 2013 done in SMP N 4 Pakem. Some previous studies which are relevant to the topic and almost have similarity to this study are mentioned in the following.

1. Irma Nur Khasanah (2015). She conducted research focusing on the implementation of 2013 curriculum by the English teacher and its barriers on the dimensions of teaching learning planning, process, and learning evaluation. The findings showed that there were three barriers experienced by teachers: it was about planning of teaching and learning, finding the right method and the right instrument of authentic assessment. It can be concluded that there are still many schools and teachers in Indonesia that have problems with the new curriculum implementation. Therefore, studies concerning the implementation of 2013 Curriculum are beneficial to help give more views about it.
2. Nurul Hamida (2012). She conducted a research study which put its focus on finding out method and techniques used in language teaching for Accounting study program. The study found that there were various methods used to hold the English classroom like a combination of presentation, practice and production (PPP), Task-based Language Teaching Method, and Communicative Language Teaching. According to this result, it can be said that the use of traditional methods still occurs while the concept of tasks and communicative teaching are very essential in language teaching.
3. Dimas Suryo Endarto (2013). He adopted descriptive research to conduct a research study describing how the process of English language teaching and learning was established by teachers in SMAN 1 Minggir. The results of this study showed numbers of evidence about how the teacher

performed lesson preparation, teaching and learning process, and learning evaluation. In preparing the lesson plan, the teacher referred to the curriculum. The teacher used task-book *Tuntas* as the learning source. In teaching, the teacher utilized power point but the process of teaching was monotonous due to the lack of communicative media. Lastly, the teacher evaluated the students very well. The findings indicate that although the teacher truly followed the curriculum very well and used enhanced media like PPT in doing teaching process, still he/she cannot establish a more interactive learning process. Therefore, there might be the other factors that are still needs more consideration so that a more fun, challenging and communicative teaching can be actualized.

C. Conceptual Framework

English teaching and learning achievement can be greatly influenced by teaching process. It is because the process of teaching can really determine how the result of teaching itself. Every aspect included in the procedure of the teaching process will significantly affect how the outcome of learning. For Indonesian context, the teaching procedure should refer to regulations of the curriculum that is being applied today. The main reference for conducting teaching and learning process is Curriculum 2013.

As commonly known, the result of students' achievement in learning a particular subject is various. It depends on the strategy in implementing the curriculum toward the procedure of teaching process. Furthermore, the regulation will give an impact on how the process of teaching done in a certain school. It

gives an influence for the researcher to focus the aim of this study which is to describe how the process of teaching according to Curriculum 2013 is held at SMP N 4 Pakem. As it has been already mentioned in the background of the study, this school is chosen because it has successfully generated students who are successful in learning English. Besides, the school also succeeds in running the English teaching based on Curriculum 2013. To understand more about this study, each aspect that will be in line with teaching process aspects investigated in this study is explained in a concise explanation below.

English language teaching and learning is a multifaceted term to describe the purpose as well as the process of each term. English language teaching is defined as all activities done by teachers to facilitate a learning of English language. Meanwhile, English language learning is generally described as the process of getting and acquiring knowledge and skills of English subject which is done by studying, experiencing and doing instructions given by teachers. Therefore, teaching and learning is a reciprocal activity that continues and influences each other.

Discussing English language teaching and learning in Indonesia, it is worth it to relate to its curriculum implementation. Today, Indonesia is applying Curriculum 2013 which still involves English subject as one of the subjects to be learned. The philosophical rationale of the curriculum is rooted from the Indonesian culture which supports a new paradigm to create a character and competency-based curriculum. The goal of Curriculum 2013 is to generate beings

who will be productive, innovative, creative, and affective, through the process of a reinforcement of attitudes, skills and knowledge in integration.

In order to achieve the goal of this new curriculum, there are some characteristics that should be included. Curriculum 2013 puts the integration of three aspects which are attitudes, knowledge and skills in order to create a curriculum that is based on character and competence as the main characteristic. To do a process of teaching and learning based on Curriculum 2013, teachers should refer to several regulations in which a set of procedure and numbers of requirements regulated. The government regulations that should be used include the Educational and Cultural Ministry regulation no 20/2016 about standard of graduate competence, no 21/2016 about standard of content, no 22/2016 about standard of process, and no 23/2016 about standard of evaluation. By truly following the mentioned regulations, teachers in Indonesia can create a classroom teaching process that is in accordance to Curriculum 2013.

It is commonly known that there are three main areas of teaching process held in a classroom. The areas include the process of lesson planning, lesson delivery, and students' achievement assessment. Accordingly, the process is started by planning a lesson in which a document called a lesson plan is designed. This process is then followed by delivering a lesson where classroom management and other aspects that occur in classroom process will greatly influence. The last area refers to the process of evaluating a lesson. Evaluating process is a process in which teachers evaluate the aspects that have been done in the previous processes. However, the evaluation has both the general and specific terms. The evaluation

concerns with the broader aspect of the lesson while another term is generally called as the assessment to deal with the strategy to assess the students' achievement. Hence, this study is focused on the second one, meaning that the assessment process which aims to assess students' achievement.

First of all, the process of teaching and learning is initiated with the process of lesson planning. Lesson planning means the process of how teachers generate a unity of a set of activities to start a lesson. A process of lesson planning involves everything done by teachers before performing a teaching and learning process. It may include the activity of how teachers describe the purpose of a lesson, arrange the teaching procedures, select and put materials, media, methods, techniques, and other similar activities before a classroom process. Besides, teachers should also consider aspects derived from the curriculum. Indonesian teachers for example, they should combine characteristics to create a lesson plan and adjust them to the regulations of Curriculum 2013. There are some basic principles of a lesson plan to which the teachers can refer. However, they are given an opportunity to explore and adapt what they should do with what they have in the classroom. For example, the students.

The next activity to be done in the teaching and learning process is implementing what has been planned commonly called as delivering the lesson. Delivering the lesson covers a set of activities what teachers should do and generate in their own classroom. This process deals with the technical, pedagogical and mental management of the teachers. The lesson delivery also deals with the way to implement what has been planned in the document (lesson

plan) and how the teachers manage the procedure of teaching so that the classroom activity will run well. Such an activity is determined by several aspects including teachers' role and other aspects of classroom management. This subsequent process is another main factor that will greatly impact the achievement of learning. If specified to Curriculum 2013, the way to do the lesson delivery has already regulated in government regulation number 22/2016 about the standard of process.

The last activity to figure out the process of teaching and learning is evaluating the lesson. Evaluating the lesson results in general meaning in which many interpretations can be made. However, this study specifies the term into a narrower aspect which only focuses on the way of how the teachers assess the achievement of the students. It means that not all the procedure of teaching is evaluated. Only those that concern with the methods of assessment and strategy to assess the students' achievement will be described. Within the process, it will be exposed numbers of useful information regarding how the students have achieved learning. Teachers are on the cuff to find out what kinds of achievement be best used by utilizing various assessments toward this process. The type of the assessment depends on what information teachers need to know from the students. Especially for Indonesian teachers, the process of assessing students should be referred to the government regulation number 23/2016 about the standard of assessment in which a set of regulations about the assessment has been set out.

As has been already mentioned earlier, the learning process should be based on curriculum. All teachers need to include themselves in the process of teaching

and learning following what has been stated in the curriculum. Therefore, Indonesian teachers should be aware of this concern. Teachers should know what to do to deal with curriculum 2013. Overall aspects including designing the lesson, delivering the lesson, and assessing the students' achievement should be based on what has been regulated. Not to speak of, teachers are also given a space to explore their capability in articulating the whole process adjusted to their situation and condition. It means that teachers should also consider the aspects of the students which become the main concern of teaching and learning.

By keeping the previous knowledge in mind, the researcher found several aspects regarding the English teaching process based on Curriculum 2013 at SMP N 4 Pakem. The researcher conducted three types of techniques of data collection including interviews, observation, and documents to collect data regarding the chosen topic. The data were then analyzed through procedures of data analysis including data condensation, data display, conclusion drawing, and verification.

The data of this study is a description of teaching process in English classroom which is elaborated in three sections including lesson planning, lesson delivery, and students' achievement assessment. In lesson planning section, it is elaborated how the English teachers at SMP N 4 Pakem plan the lesson. In the section it is described what strategies they do in the process of lesson planning. In lesson delivery section, it is presented the way English teachers at SMP N 4 Pakem deliver the lesson. In the students' achievement assessment, it is displayed how English teachers at SMP N 4 Pakem assess their students' achievement. Lastly, a brief and clear view about the conceptual framework is drawn below in Figure 1.

Conceptual Framework

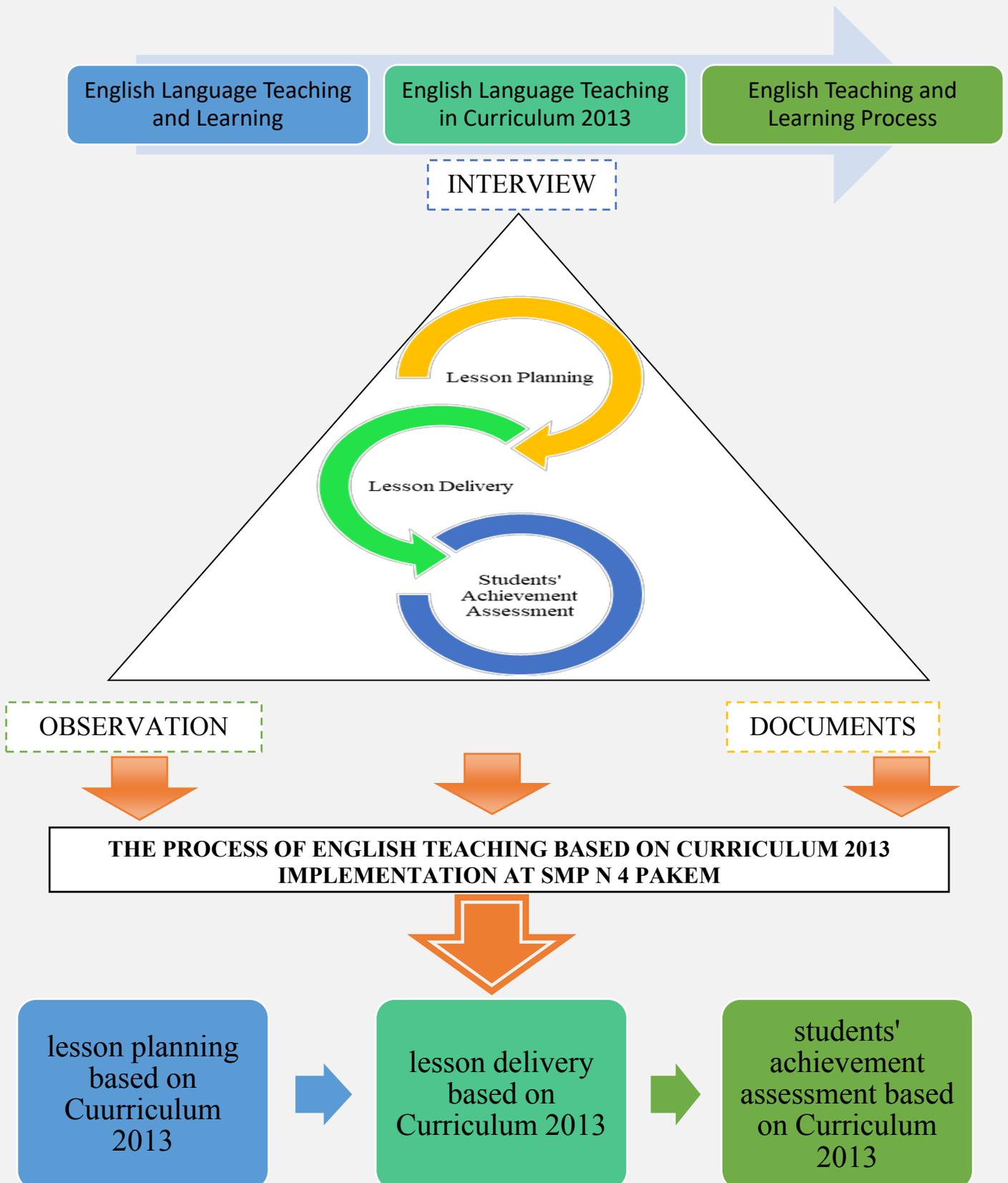


Figure 1. Conceptual Framework

D. Research Questions

1. How do the English teachers at SMP N 4 Pakem prepare the lesson plan according to the Curriculum 2013?
2. How do the English teachers at SMP N 4 Pakem deliver the lesson according to the Curriculum 2013?
3. How do the English teachers at SMP N 4 Pakem assess the students' achievement learning according to the Curriculum 2013?