

# ENGLISH SPEAKING LEARNING MANAGEMENT CONDUCTED BY NON-NATIVE JUNIOR HIGH SCHOOL STUDENTS WITH INTERNATIONAL CURRICULUM IN SEMARANG REGENCY

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## Abstract

The objectives of the study are describing in detail of English speaking learning international school plan, the process of English speaking in international classroom and the outcomes of English speaking international students' capability. This study was done at the pilot project of International school in Semarang Regency, SMP N 1 Ungaran Semarang Regency. This school's curriculum targeted students competence both in oral and written to resolve daily communicative problems. It is relevant to Cahyono and Widiati (2011: 121) that English used in various aspects of life such trade, entertainment, education, governmental diplomacy, science and technology. Therefore, English as the world language will be a significant medium of communication. Using descriptive qualitative approach, this study made an observation, in depth interview and written documents in data collecting. The final findings showed that integrating language skills by combining national and international curriculum creates students' English broaden speaking expression materials to speak English with longer time learning period. Good learning preparation process in a real world theme affects familiarity and enthusiasm in students' speaking capability. Consequently, the outcomes related to capability also look better in English speaking.

**Keywords:** English speaking, Non-Native Students, International Curriculum

## Introduction

People's daily activity in communication as we called language is useful to speak, to write and to deliver information. The easiest way of delivering it is language. The communication is the goal of language (Edge, 1999). Besides the main object of the language, it is also the media of transferring information. Although different countries have different languages, they can communicate and cooperate each other in English as the world language. Hence, English is learned by many people in the world as the second language or foreign language. This is related to Fauziati (2009) that the foreign language is learned to comprehend the reading text but on the other hand it is also studied by human who need it in communicating orally.

In Indonesia, English is learned as foreign language. All levels of education in this country now use English as a local subject or compulsory subject in their learning curriculum. As written by Asmani (2011) today Indonesia is in the year of 21st century, and the characteristic of this century, inhabitants are their life full of knowledge and technology advance. It happens in junior high school's students who study in learning environment insisting them to learn fast. Sisdiknas Law No. 20 year

2003 in Wahyuni (2012) writes that Indonesia government has put English as a compulsory subject on the level of junior high school students up.

In line with Permendiknas (2006) the curriculum is supported by the government in KTSP curriculum. The functional target of this curriculum is communicating both oral and written to finish daily problems. In achieving the target written on KTSP curriculum, this faces many obstacles from the teachers' learning application in the classroom. As stated by Fauziati (2009), understanding English is not only understanding about knowledge of language but also the ability of how to use it in communication. So, achieving the language learning target needs some supporting factors in its process.

One of familiar models in English learning is Contextual Teaching and Learning (CTL) but one approach in language learning to communicate which is well-known too is CLT (Communicative Language Teaching). Actually, there aren't any best methods or approaches in learning English but teachers must master English to make any variation of teaching it.

In the year 2010, KTSP curriculum was ended and changed into International curriculum. When it was changed, this curriculum is not done in all schools but some of them as the pilot project schools. In this curriculum the English subject is broaden in time allotment but the target is still the same. Target in oral English in junior high school students with International curriculum is not easily to be reached. This is related to the President of English teachers group (MGMP) in Semarang regency, said there are some difficulties of reaching the target on oral skill in Indonesia through junior high school students. Some aspects which make it challenging are inhibition, nothing to say, low or uneven participation, and the use of mother tongue.

While the International curriculum was going on, the government just made a policy of only five schools in Semarang residence as the pilot projects. One of them is SMP N 1 Ungaran. The researcher found different condition of students' competence in English speaking skill while this school applied the International curriculum. Public information around Semarang regency informed that most students graduated from elementary school have hopes to continue their study in SMP N 1 Ungaran. The other information said that this school is a favorite school in Semarang residence. The junior high school students studying here also said that some students have won many English speaking competitions.

What happened in SMP N 1 Ungaran is significantly different from the outside condition. Consequently, from the above condition, the researcher's objectives here are finding and describing of how a model of English speaking teaching process was done here for all students, how the learning management of English speaking process was hold and what outcomes' competence of English speaking in this school looked like.

This research needs to give effective contribution theoretically for academic purposes in English speaking teaching and learning. It contributes too in concept and model of learning management process of English speaking competence. It gives the SMP N 1 Ungaran principal's new learning management in managing the school to reach the target of International curriculum on the Students' English speaking competence. Besides that, this research gives benefit for English teachers to improve their innovation in creating English speaking classroom's lesson plan and English speaking education environment. For students who study here, this study will offer them inspiring knowledge of English speaking and creative motivation in learning it. As well as the next researchers, this research could be one of references for future research.

## Findings and Discussion

### *International Curriculum Policy*

English speaking learning process management in this International school begins from the learning organization program from the principal and the teacher's forum. There are three steps learning organization had been done here. They are programming the school's curriculum, preparing learning process administration, then the target outcomes from English subject especially on speaking English skill. This is a model of curriculum that the researcher gets from this school which is guided from Permendiknas 2006 and (Presiden RI, Peraturan Pemerintah, 2010).

Curriculum structure made by Wisnugroho, Agus, Education Department, 2010.

Table. 1  
Curriculum Structure of SMP N 1 UNGARAN

No	Component	Time Allotment		
		VII	VIII	IX
<b>A</b> Subjects				
1	Religion	2	2	2
2	Citizenship Education	2	2	2
3	Indonesian	5	5	5
4	<i>English</i>	6	6	6
5	Mathematics	6	6	6
6	Science	6	6	6
7	Social Science	5	5	5
8	Fine Arts	2	2	2
9	Sports	2	2	2
10	ICT	2	2	2
<b>B</b> Local Content				
1	Javanese Language	2	2	2
2	Dress Making	2	2	2
Subjects Total Allotment		42	42	42
<b>C</b> Additional Personal Development				

1	English Conversation	2*	2*	2*
Subjects Total Allotment		44	44	44

The Curriculum structure above is relevant to Wisnugroho(2012)said that the applicable curriculum in related to the content curriculum standard, SMP N 1 Ungaran adds time allotment on learning English in six hours in the classroom and two hours in English laboratory as a student's additional development. The vice principal of curriculum (Widiyanti, 2012) also informs English lesson time allotment about eight hours a week. It is taught by five English teachers who have different classes to be handled. The vice principal is supported by Sutanto (2012) as an English teacher laboratory that all English teachers are divided into 30 classes with 6 hours in classroom and 2 hours in laboratory in a week. One of the students, Laila (2012), expresses that students study in the classroom for 6 times a week and two times in laboratory.

All utterances above are relevant to Kelch (2009) in his model of curriculum; he exclaimed that expanding horizons by e-mail project and preparing an enhanced curriculum with technology will create students' confident. This is also similar to Khamkien (2010) in his study's result that teaching and learning English is thus crucial for communicative purposes to meet demands of global economic and to cope with the growing local, national and international demands for English skills.

Enhancing time allotment in this International schools' curriculum is related to Al-Mohana and Dhawi (2011) that writes about EFL students need to be given the opportunity to try spoken language out. Being limited with classroom time does not permit such exploration to happen; therefore an oral hour should be included within students' weekly time table. Aljumah (2011) also summarized that achieving the goal, certain condition should be met including skills integration of four English basic skills and evaluating. Students will modify their skills in single time learning and creativities to make broaden time of English communication.

According to the above findings, the researcher can say that combining national and international curriculum with modern used of technology which increases the time allotment of English learning will build students' creativity and chance to convey their ideas and feelings in English words.

#### *Human resources of International School*

This school had been supported by 44 teachers but only 22 teachers could say and write English and 5 of them are the original English teachers. This school's projected all teachers can speak English and transfer knowledge in a classroom in about 50% English words. As Wisnugroho (2012) said that the school has a program to improve the teachers' capability in curriculum. They are instructed to join on special training of International Curriculum document and implementation. This also said by Sutanto (2012) as an English teacher that he had ever been sent to the government training program of International curriculum. Then after finished, he should meet other English teacher to share the experiences and prepare the lesson plan.

The above ideas is relevant to Kelch (2009) that CLT may be interpreted in multiple fashions that can be seen from the following characters, one of the characters is written about utilizing the language teacher as a facilitator and guide in student-centered classroom than as an all knowing controller as a teacher-dominated environment(Brown, 2007). As the conclusion, the facilitators of this International

school had good capabilities in spoken English, so the students could have good partners in spoken English because of more than 20 teachers had good competence in English.

*Teacher's Preparation on Administration of Teaching English Speaking*

There is some teacher's preparation on their documents before they start to teach in a classroom. Below is the standard syllabus of International school used for reaching the goal of the subject of English outcomes.

Table . 2  
The Basic Competence Standard of English Learning

Standard Competence	Basic Competence
Expressing the meaning in the simple conversation aimed to transactional and interpersonal, interactive and non interactive in formal and non formal situation to communicate with surrounding and/or in academic context	Expressing the meaning through short spoken accurately, fluently and acceptably in the transactional and interpersonal, interactive and non interactive in formal and no formal situation to communicate with surrounding and/or in academic contexts of asking for, giving and refusing information.
	Expressing the meaning in the simple spoken language accurately, fluently and acceptably in the transactional and interpersonal, interactive and non-interactive in formal and non formal situation to communicate with surrounding and/or in academic contexts of asking for, giving and refusing information.

The above syllabus is relevant to Zhou and Zhu (2012) in their study result that proper use of facial expression and gestures can produce an optimistic and active atmosphere which is very beneficial for the good relationship between English teachers and language students. The syllabus will be generated on teacher's lesson plan. SMP N 1 Ungaran model of lesson plan as created by Sutanto (2012) the lesson plan had been prepared while students' semester holiday in about two weeks. Teachers had longer time to prepare their teaching plan for classroom process. A week before starting the teaching and learning process, all teachers prepared the lesson plan for one semester. It is also said by Wisnugroho (2012) that workshop and training of teacher's administration annually based on Prota (Annual program) and Promes (Semester Program) had been done to help teachers deliver their creativities and ideas to post on their lesson plan like this.

Table. 3.  
Learning Enforcement Planning

School	: SMPN 1 Ungaran
Subject	: English
Grade/Semester	: VIII/1st semester
Language Skill	: Speaking
Time Allotment	: 2 x 40 minutes 2 meetings
A. Standard Competence	
3. Expressing the meaning in the simple conversation aimed to transactional and interpersonal, interactive and non interactive in formal and non formal situation to communicate with surrounding and/or in academic context	
B. Basic Competence	
3.1/2 . Expressing the meaning in the simple spoken language accurately, fluently and acceptably in the transactional and interpersonal, interactive and non-interactive in formal and non formal situation to communicate with surrounding and/or in academic contexts of asking for, giving and refusing information.	
C. Indicators	
The students are able to express the meaning and communicative of asking for, giving and refusing information	
D. Characters to Develop	
Thinking logically, creatively and innovatively	
Having Entrepreneurial spirit / entrepreneur	
E. Learning Objectives	
At the end of learning, the students are able to express the meaning and communicative in asking for, giving and refusing information	
F. Learning Materials	
Spelling, punctuation and the exercise	
Gambit related to asking for, giving and refusing information	
Communicative purposes	
Model Dialog	
Grammar	

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Gambits materials

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. Where are you from?               | 1. I am from Ungaran              |
| 2. What do you do?                   | 2. I am a student                 |
| 3. Where do you study?               | 3. I study in SMP 1 Ungaran       |
| 4. What subject do you like best?    | 4. I like English best            |
| 5. What part do you like in English? | 5. I like Narrative               |
| 6. What happened with you?           | 6. Emmm....I've just been tricked |
| 7. Do you have siblings?             | 7. Yes, I have a brother          |
| 8. What does he do?                  | 8. He is a student                |

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G. Learning Methods (integrated with ICT)

1. Role Play
2. Modelling Dialogue
3. Listening to the teacher or friends is talking

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H. Teaching and Learning Activities(Spoken Cycles)

1. Opening Activities
2. Main Activities (Exploration, Elaboration, and Confirmation)
3. Closing Activities

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I. Learning Resources and Media

1. Relevant text book
2. Script of conversation

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J. Assessment(Instrument and Assessment Section)

Final Score = (maximum score of Fluency, Pronunciation, Intonation, Performance and Grammar) x 4 = 100

Each aspect in brackets will get 5 poin

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The lesson plan above is applicable to based on Zhou and Zhu (2012), research findings that the special English teaching period is very important for teachers to do a lot of preparation to make teaching materials rich and interesting. This is stated too in Fraga (2010) English teachers identify specific areas that were supported by teachers' preparation program. It is fundamental for teachers to get ready pre-service and in-service foreign language teaching documents. This is also supported by Allison and Rehm (2011)that designing lessons that incorporate the customs and traditions of English Language Learners can help teachers and classmates learn about one another. So, from the discussion above, the preparation before teaching is really beneficial for each teacher. Enriching the English expression in documents and combining custom and tradition on students' learning to speak English could cultivate the students' interest in speaking English. The teacher here also could be more confident, proactive and responsible for students' attention for language skill influences.

*Learning Facilities in International School*

The facilities are also some other aspects increasing students' competence in English speaking. This school provides two complete language laboratories with some facilities below:

Table. 4  
Learning Media

No	Medias	Size	Condition	
			Good	Bad
1	Students Control			
	a. Speaker	Shike	45	
	b. Amplifier	Elchi	44	
	c. Tape recorder	Elchi	44	
	d. Cassettes	Elchi	44	
2	Display Student			
	a. Display color monitor	Polytron	1	
	b. LCD Projector	NEC	1	
	c. Layar Display	2x2,5M	1	
3	Learning Materials			
	a. English Conversation	CD	1	
	b. Multimedia CD	CD	2	
	c. Practical EC	VCD	3	

Allison and Rehm (2011) explained, demonstrations, laboratories, and field trips which used extensively help students experience content using multiple senses and in a concrete modality. Areti (2011) also described materials found on the Web deal with real-world concerns will allow activities to mirror real life tasks, which can lead to authentic integration of skills and student-centered teaching.

The above findings proved that this school chose and used appropriate learning sources and media as activities to improve the students' competence in English speaking. Motion pictures like power point slides will build students' enthusiasm in expressing the language and mobilizing students to open their mouth.

#### *Additional English Speaking Learning as Students' Development Program*

There are six additional programs which supported the students' competence in speaking. Interview, Bridging Course, English Conversation, Native Speakers, Students' Exchange and Graduation Speaking Test. *Interview* test had been done on the first coming students in this school. The students who want to enter this school should join on this interview. Yoga (2012) stated that the interview test is not too difficult. The topics are about personal identity, family and hobbies. By interview, the school could find some students who had high motivation in learning English and



personality types. The learning strategy included significant relationship on students' personality types (Mei-Ling Chen, Li-Mei Hung, 2012).

The second program is *Bridging Course* also described by Yoga (2012) that this activity is just asking and answering questions in English. It is like practicing pre-English materials like pronunciation practice before the class began. This program model is stated too in Khamkien (2010) in his research that teachers have to raise learners' awareness and the importance of pronunciation both in word and sentence level in order to avoid communication breaks down or misunderstanding as a result of mispronunciation.

*English conversation* is an additional program of speaking activities which is done in language laboratory in about 90 minutes. Okka (2012) said that an English teacher in laboratory gave them tasks of discussion. The topic of discussion is given by teacher refer to the students' order. This model is relevant to Allison and Rehm (2011) who describe pairing English Language Learners with class buddy and partner provide a sense of security and include non-English speaking students in all classroom activities are important to help each student's feel included.

The *native speaker* is one program to support students' English speaking capability. This activity tries to make students familiar with English in longer time period. Widiyanto (2012) said that the school programmed the native speakers in relationship to sister school program. This program will be more focus on students' exchange program. Yoga (2012) also told that the native speaker here make us brave to speak. They were not afraid because the native encourage students with creative actions. This action is related to Zhou and Zhu (2012) that body language can be a tool for teachers to deliver friendship and trust to students, establishing a more harmonious and relaxing atmosphere for speaking English.

The *students' exchange* had been done as an annual program for the International school. Some students will be tested too in joining this program. The lucky students who can join this activity will have so many experiences abroad. Malaysia, Singapore becomes the sister school of SMP N 1 Ungaran. This program is appropriate to Al-Mohana and Dhawi (2011) research result which said about enhancing the learning and producing the spoken language, English foreign language learners should become more familiar with the language and can take more opportunities in producing the language.

The final program of this school is *individual spoken test* as the final graduation test. The spoken test here includes Retelling Story, English Speech and News reporting. They can choose the topic and prepare it well. This is related to Yaming (2012) which describes some typical activities in improving English Communicative Competence. Free Talk Activities are giving teachers inspiration to help students' interest and experience without definite answer although this is a kind of test.

Hence, from all above self-development on students' activities could create high motivation on learning English, build familiarities and awareness of words pronunciation, practice asking and answering, inspire tasks of discussion and establish a harmonious and relaxing situation on English speaking.

### *Students' English Speaking Outcomes*

The whole process management in learning to speak English which had been done in International school like SMP N 1 Ungaran make students' capability in English speaking well. There are so many championship of speaking which the winner is coming from this school. ESA WEEK competition for example, this is an annual

competition from UNNES. Speaking English Competition like retelling story, speech and also debate competition developed students' self-confident better. This event is mostly taken part by students of this International school. They proved that they can be the winner from one of those competitions every year.

Table. 5  
Students' Achievements List

No	Champion category	Students' Name	Competition's Name	Champion Level
1	Story Retelling	DeanitaNurkhalisa	FLS2N	I
2	Speech	WildanAhyar	DinasPendidikan	I
3	English Presentation	Nuhayah Salina	MKKS	I

### Conclusions

The description of the learning process management of students' English speaking ability will be more applicable by extending meeting in time allotment. The curriculum will be more practicable too make good relationship between teachers and students. The learning climate will be created in this model of curriculum.

Functional syllabus and lesson plan with full of expressions materials are useful in creating students' and teachers' partnership. The teachers' proficiency at the International school is significantly developing because of learning English speaking on much training they had done. The trainings activities have successful created proactive teachers with rich teaching skills to cultivate students' interest in English speaking teaching.

Additional program of self-developing competence of each student in this school creates students' awareness and give more opportunities in communicating without any depression or anxiousness. Creating condition with full of supporting environment to speak English proved students' familiarities to be free discussing, free flowing talk and speak English. Hence one model of learning to speak English is enhancing time allotment in speaking naturally in a real world theme environment without any compulsion and union will be more comfortable for students to learn English well although they have lack of vocabularies. Supporting teachers and facilities will be needed too in supporting the model. So, the researcher hopes that the international curriculum should not be eliminated but supports it by suggestions and new models of good learning and teaching.

Finally, as a researcher I suggests the government to continue the obligation on International Standard School in Indonesia. The policy is always done with some obstacles. But obstacles here as a challenge to reach a better future Although there were some weaknesses in International school process, but as the government must hide the weakness and push the strength on reaching the goal. Speaking English on Non-native students of junior high school will be reached because of good learning management on its implementation.

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