

THE IMPLEMENTATION OF PROCESS STANDARD OF TEACHING ENGLISH AT SMK NEGERI 1 GIANYAR

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Abstract

The present study only focused on the implementation of process standard in teaching English in terms of planning, teaching process, assessment as planned in the lesson plan and the problems faced by the teacher in implementing the process standard of teaching English in SMK Negeri 1 Gianyar. The subjects of the study were the students, and the English Teachers in SMK Negeri 1 Gianyar. There were some instruments used by the researcher to help him in collecting data such as checklist, observation sheet, and interview guide. The data were described based on the planning, implementation of process standard in teaching and the assessment as planned in the lesson plan. The implementation of process standard in the lesson plan in SMK N 1 Gianyar can be categorized as good as indicated by overall mean score of relevance of 70.33% in term of the implementation and the expectation of the process standard in lesson. Meanwhile the implementation process standard in teaching and learning process was considered not relevant to the expectation of standard since it was only 32% components implemented the subjects. All the subjects did not apply the types of assessment as planned in the lesson plans. This research found there were three problems encountered by teachers in implementing the process standard such as classroom management, the difficulties in finding the proper source of material which make the lesson interesting, and efforts to choose appropriate strategies to execute these standards in teaching.

Keywords: Process standard, Lesson plan, Assessment, Language learning and language teaching

INTRODUCTION

It is unavoidable that curriculum is considered to play an important role in education. It means that a curriculum takes part as a guiding instruction.

Vocational schools (SMK) is one level of education to prepare students to become skillful and ready to use graduates in the workforce. This type of school has recently been given special attention by the government to reduce the number of white collar unemployment. Vocational school students are prepared to become experts who can compete in the international world, and for this purpose the ability to communicate in English is an absolute requirement.

The curriculum as a guidance to conduct its teaching and learning used in

every SMK (vocational high school) is not exactly the same from time to time. It has many changes along with the progress of science and technology. Dantes (2003) states that a curriculum should be continually developed or constructed in line with the world demand. It means that it is very important to establish a schedule for ongoing review every year to ensure the curriculum is kept current, relevant and age-appropriate. It is developed continuously since the practitioners need the better result in education.

The curriculum that is currently used in SMK (vocational high school) is school based curriculum or it is called *Kurikulum Tingkat satuan Pendidikan (KTSP)*. This curriculum is designed based on PP No. 19/2005 which states that school and

school committees, or madrasah and *komite madrasah* develop KTSP and the syllabus based on basic framework of curriculum and graduate competency standards under the supervision of district or city department which is responsible for education. In designing *KTSP*, there are eight national standards of education should be considered by every school. One of the standards that should be met is content standard in teaching English (BNSP, 2006, p. 10)

With regard to standard of content, especially concerning with the English teaching, there are four basic skills which should be developed, namely listening, speaking, reading and writing. The final goal of teaching and learning English in vocational high school as stated in the standard content is that the students can achieve communicative competence both in written and spoken and use four skills of communication within daily life at the end of their study (BNSP, 2006, p.12)

SMK Negeri 1 Gianyar is as educational unit which is one favorite school for junior high school students' graduate, then learning English has become one of the priorities in order to produce graduates who can compete in this global era. Therefore, the process of learning in the educational unit were held in an interactive, inspiring, fun and challenging way which motivate the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of participants learners. Moreover, in the process of learning provides exemplary educators. Any educational institution of learning process plans an implementation process of learning, assessment of learning outcomes and learning process for proper supervision. The learning process is expected running effectively and efficiently. Based on the above, one of the standards in the National Standards is applied to meet the need for standards in the evaluation of the process of learning English

However, up to now, communication skills in English most of the graduates of vocational high school (SMK) is still low, especially if they are dealing with a job that requires communicating with foreign

customer. Many students who have been studying English for three years in SMK (vocational high school) still find some problems in achieving communicative competence. Problem in speaking is only one instance out of many. These phenomena are in contradictory with the concept of teaching English based on the content standard, especially concerning with the English teaching.

On the basis of the phenomena which are stated previously, it is important to conduct a study on process of teaching English based on the process standard of the Minister of National Education of the Republic of Indonesia No. 41 in 2007. This process Standard has determined four guidelines that the teacher should consider when teaching English, including; planning, learning process, assessment and supervision.

However, the present study only focuses on the implementation of process standard in teaching English in terms of planning, learning process, assesment used in lesson plan and the problems faced by the teacher in implementing the process standard of teaching English in SMK Negeri 1 Gianyar. It aims at obtaining the information or data of the implementation of process standard of teaching English which had been already implemented and the problems faced by the teacher in implementing the process standard. The result of this research will be important not only to the improvement of teaching and learning English in SMK Negeri 1 Gianyar but also to the decision makers of education as well as to other educational stakeholders.

This study is concerned with giving description to the implementation of the process standard of teaching English including the planning, teaching process, learning assessment used in the lesson plan and the problems faced by the teachers in the implementation of process standard of teaching English in SMK Negeri 1 Gianyar.

Considering that the of process standard of teaching is not new, it is considered significant to conduct the present study this year, regarding the fact that the implementation of process standard of teaching English has been implemented

for several years, and therefore, it should be evaluated to provide empirical evidence of its implementation. The result of this will give some important insights to the teachers, decision makers in education, and to other educational stakeholders.

The teachers who are the subjects of the present study would get feedback about their teaching preparation,, implementation of process standard in teaching learning activity, implementation of process standard in assessment and also understand the problem they faced and try to solve them. Through this knowledge, the teachers would be able to improve their teaching quality. The result of this study would also be useful for other English teachers to broaden their knowledge, thus it would give contribution to the improvement of their teaching by using the process standard of teaching English.

The result of this study would become a source of information for the decision makers of education, especially the information related to the implementation of process standard of teaching English. Advanced policies concerning the implementation of process standard of teaching English, such as is implementation, improvement, termination, or revision can be made based on the result of this study.

From the information provided in the result of the study, SMKN 1 Gianyar would obtain considerable insights about the implementation of process standard of teaching English in their department. Therefore, decisions could be made in order to improve the program. This improvement would provide a better education for the students. Finally, it would yield better output to be contributed to the parents and society. The school itself would get prestige as the quality of the output is high.

National Education Standard

The Board of National Education Standard (BSNP) points to the eight National Education Standard. They are; output standard, content standard, teachers and officers standard, material standard, process standard, management standard, budgeting standard and assessment standard(Depdiknas,2007)

- Output standard is national standard of education which tells minimum ability of the students, involving cognitive, psychometric and affective ability which must be mastered by the learners. So that, they can be said passed from the school.
- Content standard is national standard of education, tells the wide and the merit of the material which is implemented is school- based curriculum and it involves standard of competence, basic competence, indicator, and those are widespread in syllabus and lesson plan in school-based curriculum in order to achieve the output standard which has been already précised.
- Standard process is national standard of education relates to teaching and learning process which also involves teaching standard method, teaching strategy, learning material, in order to achieve output standard which has précised.
- Teachers and officers standard is national standard of education tells minimum standard that must be completed by every person, under the institution.
- Material standard is national standard of education which relates to minimum criteria in terms of field, classroom, court, library, laboratory, workshop, playground, media, books, book reference, learning resources in order to achieve standard has already précised.
- Management standard is national standard of education tells us about planning, application, and supervising on school-based of education, in and effective management system of education.
- Budgeting standard is budget for education which is needed for education operational so that, educational program can meet its purpose.
- Assessment standard is national standard relates to procedure, and assessment instrument in evaluating the students achievement in learning.

Process Standard

In order to reform the national education system has set the vision, mission and

strategy of development of national education. National education vision is the realization of the educational system as a social institution is strong and authoritative to empower all citizens of Indonesia develops into a quality human being so as to proactively respond to the challenges and ever-changing times. Related to the vision established a set of principles to serve as the foundation of education in the implementation of education reform. One such principle is held education as a process of acculturation and the empowerment of learners that last a lifetime. In the process required teachers who provide exemplary, build willpower, and develop the potential and creativity of learners. The implication of this principle is a paradigm shift in the educational process, example from the teaching paradigm to a learning paradigm. Learning is a process of interaction with teachers and learners learning resources in a learning environment (Permendiknas No.41 Tahun 2007) The learning process needs to be planned, implemented, assessed, and monitored in order to run effectively and efficiently. Given the cultural diversity, the diversity of backgrounds and characteristics of learners, as well as demands to produce quality graduates, the learning process for each subject should be flexible, varied, and meets the standards. Learning process at every elementary and secondary education unit should be interactive, inspiring, fun, challenging, and motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of the learners. In accordance with the mandate of the Government Regulation Number 19 of 2005 on National Education Standards one standard that should be developed is the standard process (Permendiknas No.41 Tahun 2007). Process standards are national standards relating to the implementation of learning in the educational unit to achieve competency. Process standard contains minimum criteria learning process in primary and secondary education unit in the entire territory of the Republic of Indonesia. The standard covers the process of planning the learning process, the

implementation of the learning process, learning outcomes assessment, and supervision of the learning process for the implementation of the learning process effective and efficient.

Steps in Teaching and Learning Activities According to Standard Process

Permendiknas no. 41 year 2007 states that implementation of the learning is an implementation of the lesson plan. It includes pre-activity, whilst activities and post activity.

Pre- activity

In a pre- activity, the teacher should:

- a. Prepare students psychologically and physically to follow the process learning.
- b. Ask questions that relate knowledge before the material will be studied
- c. Explain the learning objectives or basic competences that will achieved
- d. Convey the range of material and explanations fit the description of activities syllabus

Whilst activity

Whilst activity is conducted to motivate learners to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests and physical and psychological development of participants learners.

The teacher should use methods which are appropriate with characteristics of the learners. In the whilst activity, it includes process of exploration, elaboration and confirmation.

a. Exploration

In exploration activities, the teacher:

- Involves students seeking a broad and deep information about topic/ theme of the material to be studied;
- Uses a variety of learning approaches, instructional media, and other learning resources;
- Facilitates interaction between students with other students, teachers, environmental, and other learning resources;
- Involves learners actively in all activities learning; and
- Facilitates learners to experiment in the laboratory, studio, or field.

b. Elaboration

In the elaboration of activities, teacher should:

- Familiarize students read and write the diverse through certain tasks are meaningful;
- Facilitate learners through the provision of tasks, discussing to bring new ideas both orally and in writing;
- Provide an opportunity to think, analyze, resolve problems, and act without fear;
- Facilitate learners in cooperative learning and collaborative;
- Facilitate learners to compete in a healthy improving learning achievement;
- Facilitate learner make a report conducted exploration both orally and in writing, individually or in groups;
- Facilitate the learners to present the results of individual work and groups;
- Facilitate the learners to do exhibitions, tournaments, festivals, and products produced;
- Facilitate the learners engage in activities that foster pride and confidence of learners.

c. Confirmation

In confirmation of activity, the teacher should:

- Give positive feedback and reinforcement in verbal form, writing, gesture, or a gift to the success of learners;
- Confirm the results of exploration and elaboration of participants students through a variety of sources,
- Facilitate learner to reflect on to obtain learning experience that has been done;
- Facilitate learners to gain experience significant in achieving the basic competencies.

Post Activity

In post activity, the teacher should:

- a. Together with learners and/ or own making summary / conclusion lessons;
- b. Have assessment and/ or reflection of the activities that have been implemented consistently and programmed;
- c. Provide feedback on process and learning outcomes
- d. Plan as follow-up activities in the form of remedial learning, enrichment programs, counseling service and/ or providing good task individual and group tasks according to the learning outcomes of students;

- e. Submit lesson plans at the next meeting.

RESEARCH METHODOLOGY

The model of data analysis in this study was based on Miles and Huberman (1994). The analysis consisted of data collection, data reduction, data display, and conclusion drawing verification.

In exposing finding and discussion, the researcher used the term to address the subject of the study. The terms used are: Subject 1, Subject 2 and Subject 3.

The model of data analysis in this study is based on Miles and Huberman (1994). The analysis consisted of data collection, data reduction, data display, and conclusion drawing/verification.

a. Data collection

Data analysis in this study started with data collection. The rough data in the form of transcription sheet were collected through the interview notes on observed events and the relevant documents collected were reconstructed and summarized for the main issues.

b. Data reduction

Sugiyono (2010 :338) states that data reduction is summarizing, choosing the main information, focusing on the important things, searching theme and pattern, and throwing unnecessary things. Data reduction also refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In the activity of data reduction, it included making synopsis, producing analytical notes, developing vignettes and producing temporary reports based on the design of conceptual framework and the research questions.

c. Data display

After data reduction, the next step was data display. The forms of data display for qualitative study data could be in the forms narrative text, graph, matrix, network, and chart. Looking at displays helped the researcher to understand what was happening and to do some things-further analysis or caution on that understanding. Data display in this study

started with cross-checking tentative findings, synthesizing, and writing case report.

d. Conclusion Drawing/Verification

The last step in qualitative data analysis was drawing conclusion and verification. Conclusions from the explanatory display were drawn and verified, and revised from feedback. A format for within-case report based on study questions and the interim reports was built. Drawing first conclusions was done by noting patterns and themes making contrast, comparing, and clustering. Explanation to the conclusion was put in a text and made explicit. This process led to reformulation, added clarity and ideas for further analysis. Confirmation and verification was carried out through triangulation by data source and by method (observation, interview, document collection).

FINDING

Based on the study that was conducted by the researcher, the subject of a study was a source where information about an object was obtained. Since the present study is about the implementation of process standard of teaching English, the subjects were determined purposively, which were resulted in those who could give information about what is being investigated. Thus, in this case, the subjects were the students, and the English Teachers in SMK Negeri 1 Gianyar. The observation in this study was conducted to gain information to answer all the research questions about how the process standard of teaching English implemented in SMK Negeri 1 Gianyar. It is a non-participant observation. The researcher was present at the scene of action but did not interact or participate. The finding of the study can be seen in the following table below:

Subject	Lesson Plan		Implementation		Assessment
	Relevant	Irrelevant	Relevant	Irrelevant	
Subject	71%	29%	38%	62%	Exercises in

Subject 1					the LKS
Subject 2	71%	29%	35%	65%	Exercises in the LKS
Subject 3	67%	33%	23%	77%	Exercises in the LKS

Discussions

The Discussions of this research were divided in terms of planning, implementation, and assessment as planned in the lesson plan. It was found that the components of the lesson plans prepared by subject 1 were categorized 71 % relevant and it was 29% from those components which were not considered relevant. The components of lesson plan which were prepared by the subject 2 were considered 71 % relevant and it was 29 % of those components were not considered relevant. The components of lesson plan prepared by the subject 1 were considered 67% relevant and it was about 33 % of those components were not considered relevant.

In terms of implementation of process standard in teaching English in SMK 1 Gianyar, it was found that The components of the implementation process standard in teaching and learning process was only applied 38% by the subject. On the other hand, about 62% from those components were not applied by the subject 1 in the process of teaching and learning process. The components of the implementation process standard in teaching and learning process were only applied 35% by the subject 2. On the other hand, about 65% from those components were not applied by the subject in the process of teaching and learning process. the subject 3 only applied 23% of the components of the implementation process standard in teaching and learning process. On the other hand, about 77% from those components were not applied by the subject in the process of teaching and learning process.

It was also found that all the subjects did not apply the types of assessment as planned in the lesson plans of the subjects in their lesson plan. It was found that the types of assessment as planned by the subjects in their lesson plan are spoken and written test. However, most of them did not apply the assessment as planned in their lesson plan. They prefer to evaluate the students using the exercises in the LKS.

The impeding factors in the implementation of process standard of teaching English in SMK Negeri 1 Gianyar.

The findings of this study indicated that the English teachers at SMK N 1 Gianyar still could not apply some of the components that should be fulfilled in the lesson plan. Some of them even did not use the steps and method that they have written in their lesson plan. It means that the process of teaching and learning could not be done optimally to achieve its target. Based on the interview conducted with the subjects, there were some impeding factors in teaching English, namely:

1. Classroom management can be impeding factor in teaching English. Considering to the number of the students is too big. Based on this fact, it is really useful for the teacher to find the solution for the problem. As the ability of the teacher in controlling or managing his/her classroom will bring a good atmosphere for the students to accept the lesson given. It was difficult to apply the standard process of teaching English since there were too many students in one class. The Number of students in SMK Negeri 1 was generally 37 in which the number of students in class was suggested not more than 32. It will bring a positive atmosphere to the students to immerse the knowledge transferred by the teacher. Meanwhile, big class will create some difficulties for the teacher in classroom management. As what stated previously, classroom management is a skill in crating and maintaining optimal learning conditions and return it if there is disruption in the learning process (Depdiknas, 2008). It can be said as a process of ensuring that classroom lessons run smoothly despite disruptive behavior by students.

The term also implies the prevention of disruptive behavior. As a result, it helps the teacher to be able to achieve the students competences more easily. Team teaching was considered as one of the solutions. One class should be handled by two teachers so the attention and control to each student could be maximized.

2. The difficulties in finding the proper source of material demanded in making the lesson interesting. The teacher needs to employ various learning materials from various sources to enrich the students' knowledge. Unfortunately, the availability of those things was limited in terms of number and type, so it was hard to find the proper and various learning materials and the sources to be implemented in the classroom. The solution the teacher should be creative in using the availability sources or searching for more outside of the school.

3. The teachers were lack of efforts to execute the process standards in teaching .

The results of this study provide vivid description of the real practice of EFL teaching in a vocational school. Theoretically, teachers are aware of the process standards and understand that the standards should be followed up in the classroom. However, in reality they do not have adequate efforts to execute these standards in their teaching. Therefore, these findings can be considered as an important input for, curriculum development. In professional development activity in vocational schools in Indonesia in general or Bali in particular.

Implication of the Findings of the Study

Based on the findings of the study stated above, a few implications are claimed to the result of the study as stated as follows:

1. The result of this study was a source of information for the decision makers of education, especially the information related to the implementation of process standard of teaching English. Advanced policies concerning standard process, such as seminar, workshops and its

implementation can also be made based on the result of this study.

2. The result of this study could be used as additional information dealing with the strengths and the weaknesses of the implementation of standard process in teaching English SMK N 1 Gianyar. Furthermore, by knowing the result of the study, the teachers may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching
3. From the description and explanation provided by the study, SMK N 1 Gianyar obtained considerable insights about the implementation of standard process in their institution. Therefore, evidence-based decisions can be made in order to improve the teaching learning process.
4. This research gave a clear description about the implementation of standard process and some problems encountered by the teachers in implementing standard process in teaching English, and it is expected the institution could find the solution.

Conclusion

Based on the findings and discussion the researcher concluded some points related to the implementation of process standard in teaching English in SMK Negeri 1 Gianyar. The result of this study can be concluded as follows :

- 1) The implementation of process standard insertion in lesson plan in SMK N 1 Gianyar can be categorized as good as indicated by overall mean score of relevance of the implementation and the expectation of the process standard in lesson 70,33%.
- 2) In terms of the implementation process standard in teaching and learning process was considered not relevant to the expectation of standard since it was only 32% component applied by all subjects.
- 3) All the subjects did not apply the types of assessment as planned in the lesson plans of the subjects in their lesson plan.
- 4) This research found there were three factors, such as classroom

management, the difficulties in finding the proper source of material which make the lesson interesting, and efforts to execute these standards in teaching.

Recommendation

It is on the basis of the result of the study, there are some recommendations offered in this study, namely :

1. The schools are recommended to hold more seminars or workshops providing more sources about standard process to improve teachers' knowledge so that they would be able to implement it properly.
2. The teaching learning activities should be more learner-centered and employ more variation of teaching methods and media to facilitate the learning process. The schools should also control and supervise the process standard implemented by its teachers, so that they will be more motivated to implement their best teaching for the best results. Moreover, it was recommended to the schools to complete the learning facilities such as providing more learning media and learning sources (cassettes, books, etc), to support the teaching learning process and for the optimal learning outcome.
3. It is also suggested to the decision maker to take some actions in relation with the improvement of process standard implementation especially by considering the recommendation mentioned above.
4. Finally, it was expected to the further research to conduct a more elaborate observation to the implementation of process standard, so that more facts or information can be gathered or explored.

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