

MAXIMIZING TEACHING AND LEARNING PROCESS THROUGH COMPETENCE-BASED TEACHING AS DEMANDED BY CURRICULUM 2013 AT JUNIOR AND SENIOR HIGH SCHOOLS

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Abstract

This paper is aimed at discussing how to maximize the teaching and learning process through competence-based teaching as demanded by Curriculum-13 at junior and senior high schools. The reason to choose this topic is based on the current phenomenon developing at schools today. Based on the writer's observation and experience there are still many teachers who cannot apply the competence-based teaching in the classroom. They are not aware whether in their teachings they have already obtained their teaching objectives or not. The real teaching objective demanded by Curriculum-13 is that the students get competence through the materials given to them at the end of the lesson. In fact, most of teachers just stop teaching and leave the classroom before the students get competence. The teachers just provide the students with knowledge not competence. This reality and facts emerge big problems in our education. The teachers fail to fulfill their duty and in turn this causes the lowering of education quality in this nation. Based on Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan that is already changed by Peraturan Pemerintah Nomor 32 Tahun 2013, it is said that a teacher should follow Standar Proses in his/her teaching. In Standar Proses the teacher should be able to obtain Indikator Pencapaian Kompetensi at the end of his/her teaching. The writer hopes that this paper will help the teachers in this country to solve their problems in teaching English in the coming time.

Keywords: Knowledge – Competence – Standar Proses - Teaching process

1. INTRODUCTION

Based on the Government Regulation Number 19 year 2005 on Educational Standard, a teacher should do the teaching and learning process according to the rules of Educational Minister Number 41 Year 2007 about standard of process under KTSP. In addition, based on the Government Regulation number 62 year 2013 on Educational Standard under Curriculum-13, the teachers should conduct the teaching and learning process according to rule of Minister of Education and Culture Number 65 about standard of process and the rules of Minister of Education a Number 103 2014 about the implementation of the teaching process at elementary, junior and senior high school. In both curriculums, the goal of teaching is providing the students with competencies. In fact, based on the writer experiences, it is found that most of the teachers in teaching process not consider whether the competencies are applied successfully or not to their students.

Moreover, the teachers in teaching only give their students material to learn in the class without pay attention to the competencies that the students should get after studying the material. Most of teachers just stop teaching and leave the classroom before the students get competence. The competencies can not be achieved by the students because the teachers do not give opportunity to the students to practice in classroom. Related to the competencies, the students can have them by practice actively in learning the material. However, the teachers usually give lecture about the material and expect their students understand by listening only.

The students' competencies in learning will be developed after they get chance to practice in forms of role playing, debate, game or simulation in the classroom. The teachers' failure to achieve the instructional objective can caused the students fail in their learning.

This condition has already caused students low ability in English. They tend to keep silent in the class and not brave enough to say something in English. Gradually, their motivation in English becomes lower and lower and this makes the English subject viewed as difficult one. Finally, they have problem in facing all kinds of examination in school. Besides, this condition will not appear if the teachers consider their way in teaching. The teachers should make the students achieve the

objective of learning and motivate them to study harder.. Because the teachers' role is important for the students achievement in teaching-learning process, the teachers' awareness toward the important of competence-based teaching should be increased.

2. COMPETENCY-BASED TEACHING

Law Number 20 Year 2003 on National Education System, Article 1 paragraph 1 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed by himself, society, nation and state. Process standard is a criterion regarding the implementation of learning in the educational unit to achieve graduates competency standards.

Standard of process is developed referring to the graduate competency standards and content standard which have been established in accordance with the provisions of Government Regulation No. 19 Year 2005 on Education National Standards as amended by Government Regulation No. 32 Year 2013 concerning the change on Government Regulation No. 19 Year 2005 on Education National Standards. The process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners. For that purpose, every school prepares planning, implementation of the learning process and learning assessment to improve the efficiency and effectiveness of the achievement of competencies of graduates.

In accordance with the Graduate Competency Standards and Content Standard learning principles are used:

1. From the students are being given towards finding out by themselves;
2. from the teacher as the only source of learning into various learning sources- based learning;
3. From a textual approach to the process as strengthening the use of a scientific approach;
4. from a content-based learning towards competency-based learning;
5. from the partial learning towards an integrated learning;
6. From learning that emphasizes the single answer to the truth of learning to answer multi-dimensional;
7. From verbal learning towards applicative skills;
8. increase and balance between physical skills (hard skills) and mental skills (soft skills);
9. The use of information and communication technologies to improve the efficiency and effectiveness of learning.

Characteristics of learning at any educational institution closely linked to the Graduate Competency Standards and Content Standards. Graduates Competency Standards provides the conceptual framework of learning objectives to be achieved. Content Standards provide the conceptual framework of learning activities and learning derived from the level of competence and scope of the material. In accordance with Standard of Competency, learning objectives include the development of the realm of attitudes, knowledge, and skills that are elaborated for each educational unit.

In general, the selected approach to learning based on the theory of the taxonomy of educational objectives in the past five decades is generally well known. Based on the theory of the taxonomy of learning outcomes can be grouped into three areas namely: cognitive, psychomotor and affective domains. Application of the theory of taxonomy in the purpose of education in various countries carried out adaptively in accordance with their respective needs. Law Number 20 Year 2003 on National Education System has adopted taxonomy in the form of the formulation of attitudes, knowledge, and skills. The learning process is fully directed to the development of the three realms as a whole / holistic, meaning that the development sphere can not be separated from the other realm. Thus the learning process as a whole bore the personal qualities that reflect the integrity of the mastery of attitudes, knowledge, and skills.

3. COMMUNICATIVE COMPETENCE

Fauziati (2013:17) says that one of the theoretical bases for foreign language teaching is that language as communication. Thus, the goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term to contrast a communicative view of language and Chomsky's theory of competence and performance. For Chomsky (1965: 3), competence is "the speaker-hearer's knowledge of his language." Speaker and hearer are defined as those ideal individuals in a completely homogeneous speech community. For Hymes (1970), the ideal speaker-hearer simply does not exist, because a completely homogeneous speech community is simply non-existent. The language used for communication in society is so full of varieties that competence must be coupled with performance. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language (Chomsky 1965: 3). Hymes held that such a view of linguistic theory was incomplete, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture.

Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In his view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to: (1) whether or not something is formally possible (grammaticality); (2) whether or not something is feasible (natural and immediately comprehensible); for example, *The cat that the dog chased died* is feasible, in the intended sense whereas *This is the man that hit the dog that chased the cat that died* is totally not feasible (Chomsky (1965: 10); (3) whether or not something is appropriate in relation to a context in which it is used; (4) whether or not something is in fact done and actually performed. (Hymes, 1972: 281; Brumfit and Johnson, 1989: 14) Hymes seems to have parameters with a wider coverage of communicative competence which encompasses not only the formally grammatical but also what is easily understood, appropriate to context, and actually done.

Based on Hymes's concepts, Michael Canale (1983: 43) proposed communicative competence which includes four domains of knowledge and skills as follows: (1) *Grammatical competence* or linguistic competence which refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teachers call this *accuracy* in language use. (2) *Sociolinguistic competence* which refers to the learner's ability to use language correctly in specific social situations – for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players.

How socially acceptable is the person's use of English in different settings? This competency is about suitability of using language. (3) *Discourse competence* which refers to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the students combine the language's elements to speak or write in English? Teachers often call this ability the student's *fluency*. (4) *Strategic competence* which refers to strategies for effective communication when the learners' vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative *efficacy*.

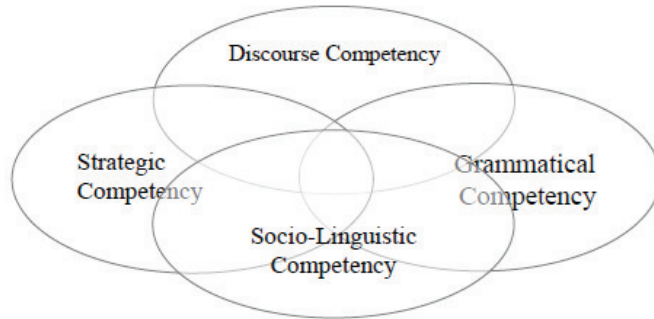


Figure 1: Canale's Communicative Competence

Current theory of communicative competence comes from Celce-Murcia et al. (1995: 10). They describe Communicative Competence as unified competence which comprises of (1) Linguistic competence, (2) sociocultural competence, (3) Actional competence, (4) Discourse competence, and (5) Strategic competence. Discourse competence concerns the selection, sequencing, and arrangement of words, structures and utterances to achieve a unified spoken or written text (i.e. cohesion, deixis, coherence, generic structure, and conversational structure). Linguistic competence refers to the ability to use the language correctly, how well a person has learned features and rules of the language.

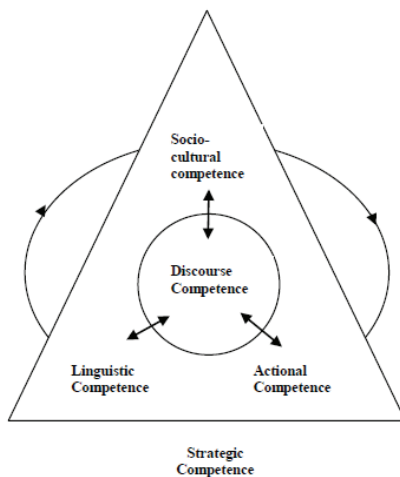


Figure 2: Celce-Murcia et al.'s Communicative Competence

4. MAXIMIZING TEACHING AND LEARNING PROCESS THROUGH COMPETENCE-BASED TEACHING

In order the students get the concept of teaching, the teachers should provide the students the key concept piece by piece. By this, the students are required to learn the concept in high level of thinking. Arends (2009:320) states "concept teaching models have been develop primarily to teach the key concepts that serve as foundations for student higher-level thinking and to provide a basis for mutual understanding and communication. Addition, Arends (2009:321) states "concept learning is more than simply classifying object and forming categories, and instead it involves the process constructing knowledge and organizing information into comprehensive and complex cognitive structure." The concept of teaching and learning can be reflected in educational event.

An education event consists of four main elements, namely, instructional goal, educator, learner, and teaching and learning process. This four elements would be determined the succes of educational event. At the first stage, instructional goal should be established because the need target that is going to be obtained in this event. The educational event will not occur unless there is a certain

goal that already met. The second element is the educator-lecturer, teacher, instructor, tutor, or trainer- that is very important in the educational event. Without the presents of the educator, the educational event will fail. The educator, in this case the writer use the term, teacher will become the main actor of education. The third element of the educational event is learners. The learners are the audience in the educational event. They will play an important role in that education. Without them, no educational event will happen. The last element is teaching process that is very necessary in the education because it contains activities to obtain goal (see figure 3).



Figure 3: the diagram of educational event

The teaching process plays role as the main menu of education. According to Brown (2007:7-8), “teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Because of that, the teaching process is crucial to make the teachers and the learners successfully achieve the aim of education. In line, Slavin in Brown (2007:7) states “learning is acquiring or getting of knowledge of a subject or a skill by study, experiences, or instruction.” In simple, the teachers educate the students through the learning process based on what the objective in studying in steps of achieving the instructional goal. Moreover, as the main menu of education, there are two components of teaching process that should be considered, namely, learning and credibility (see figure 4).

LEARNING	CREDIBILITY
1. Learning Materiel	Care and Love
2. Learning Method	Attention and Admission
3. Learning Media	Good Conduct
4. Learning Evaluation	Reward
5. Learning Environment	Educated Punishment

Figure 4: the components of teaching process

Learning consists of five elements. There are material, method, media, evaluation, and environment of learning. The learning material refers to the what the learners study. The learning method relates with how or the way of the teacher deliver the learning material to the students. The learning media has function as assisting tool that can help the teacher to convey the material learning more attractive and get the students interest to learn more. The learning evaluation is used to asses how well the teaching process has been done. This evaluation is done to measure whether the subject that has been learned already understood by the students. Lastly, learning environment that support the teaching and learning process will make the goal in education achieved well.

Beside, in teaching and learning process, there is learning plot that the teacher as the main actor should be considered in his or her teaching. The plot of learning is begun from the goal. The goal can be seen from the lesson plan that states about what core competence, basic competence, and indicators of the lesson have to be achieved after the process. The teacher should understand the goal in order to prepare the lesson well. Then, materials comes from the indicators that the students have to study based on the instructional goal in the first place. The materials should be taken from various sources, such as package book, internet, magazine, newspaper, nature, and expert. The teachers in this stage have to choose the appropriate material that fit with the need in real life and consider with the changes globalisation era.

After that, activity in learning has to be designed. The teachers should make the student do some activities that more than only listening to the teacher's lecture, doing group discussion or class discussion. The activities have to be interesting for the students. The knowledge itself will not be useful if the student only know and memorize it in their mind. Related with this, the teacher should consider there are three elements of skill that his or her students have in studying. The three elements are cognitive, psychomotor and affective skill of the students. By realizing the existence of three skill elements, the teachers should design the activity in learning to experience the students about the learned material. The students' experience in learning can be get from doing practice, simulation and any kind of activity which enrich the student's input in learning. The teachers should not stop teaching when the students got already knowledge. They should continue to provide the students with learning experience in forms of 'doing' and 'behaving'. In this case, the students are given chance to practice the lesson concept in the classroom. For this purpose, the teachers should give model to do the practice. The students are not only given the model of doing but certain model of behaving. It means the students practice like in the real communication. If the students already have this chance, they get the competence (see figure 5).

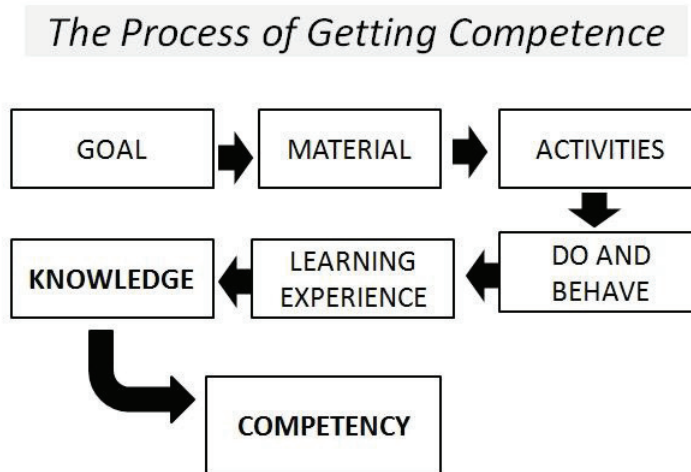


Figure 5: the process of getting competence

The competency relate with the students' comprehension. Brown (2007:75) states "whether or not comprehension is derived from a separate level of competence, there is a universal distinction between comprehension and production so teaching involves attending to both comprehension and production and the full consideration of the gaps and differences between the two. One of the production form is speaking but it is not easy to teach. Related with this, the teacher should consider there are three types of genres that the students must be able to produce such as transactional/instructional, functional and monologue. The complexity of it exist because of many factors. According to Brown in Celce (2001:103), "there are number of features that interact to make speaking as challenging skill as it is, such as fluent speech which contains reduced forms, acquiring the stress, rhythm and intonation of English, and interaction with at least one other speaker which demand monitoring and understanding the other speaker, producing that contribution, monitoring its effect and so on in place at once.

Formation of competence is a core activity of the conduct of the learning process, ie, how competence is formed on learners, and how the learning objectives to be realized. The learning process and the establishment of competence need to be done with calm and pleasant; it is certainly demanding activity and creativity of teachers to create a conducive environment. The process of formation of competence said to be effective if all students are actively involved, mentally, physically and socially.

The quality of the formation of competence can be seen in terms of process and in terms of results. In terms of process, the establishment of competence can be said to be successful and quality if it entirely or at least (75%) of learners actively involved in, whether physical, mental, and social in

the formation of competence may, in addition to showing the excitement of high learning, enthusiasm for learning large, and confidence in yourself. In terms of results, the process of formation of competence can be said to be successful if there is a change of behavior that is positive on the learner entirely, or at least the vast majority (75%) in accordance with the basic competencies. Furthermore the process of formation of competence was successful and if the input uneven quality, and produce output that many high quality, and according to the needs, development of the society.

To meet the demands of the above is necessary to develop a learning experience that is conducive to forming high quality human, mental, moral, and physical. This means that competence is affective psychomotor, not enough to be taught by lecture, or a source that contains cognitive value. However, it should be accompanied appreciation that values experience cognitive, affective, which is manifested in behavior (behavioral skills) daily. There are methods and strategies of teaching and learning conducive for it to be developed, for example method of inquiry, discovery, problem solving, and so forth. With the method and the strategy expected of each learner to develop basic competencies and their potential optimal, so it will more quickly be able to adjust to the needs of the people, if they have completed an educational program at a particular educational unit.

5. CONCLUSIONS AND SUGGESTIONS

Teaching and learning today should be competence-based teaching. It means that the teacher as educator who the main actor in the teaching and learning process should consider the students' skill after their learning process. Consequently, all activities in classroom activity should be in accordance with the instructional goal of education. For this purpose, the teachers have to provide the students more than listening to the teachers' lecture, and discussion in teaching and learning process.

In choosing the activities in teaching and learning process, it is suggested that the teachers should consider the students' competency whether it achieved or not. The success in teaching and learning will chiefly be depending on the teacher to provide the students to practice. That is why the teaching and learning process has to be maximized through competence-based activities.

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