

## **The Order of Presentation of English Materials for Young learners Based on the Curriculum 2013**

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### **Introduction**

The teaching of English as the first foreign language in Indonesia begins at the Elementary School. However, at the end of SMA, approximately six years of studying, most of the students have not acquired by the curriculum. The failure of English teaching in Indonesia is pointed out by Ramelan in his book "Introduction to Linguistics for the students of English in Indonesia". He reported that when he asked SMA graduates questions in English, he simply smiled but did not know any grasp what was being asked.

As teachers, we should be concerned about the unsatisfactory result of teaching and try to find out the cause of its failure which may be caused either by the teacher factor, the students factor, the time allotment, the materials, or other factors, Ramelan says;

The result of teaching depends for the greater part on the teacher. It follows that the failure of our English instruction can be explained by the following possibilities: either there is something wrong with the teachers because they know little about the principles of foreign language teaching, or else their way of teaching, including the teaching materials is not suitable for Indonesia students. (Ramelan, 1986:2)

The writer assumes that the failure may be caused either by the appropriate English materials or the way of teaching the materials.

Many writers write English textbooks in which they should arrange the appropriate materials based on the curriculum 2013. The order of presentation of English materials should be based on the language skills, they are listening, speaking, reading, and writing.

### **The order in presenting English materials**

The language lesson must integrated, it is useful, for purpose of this course, to group strategies in four skills; listening, speaking, reading, and writing. By the grouping is meant that, in the integrative lesson, a slightly heavier emphasize is on a particular skill.

To write an English textbook, the writers should understand the way how students learn English as a foreign language. Human beings usually learn language through the following steps, first, they listen what their parents speak, the people around them. Second, they try to imitate the way how their parents or the people around them to speak. Third, they try to read what they parents or the people around them to read. At last,

they try to write what their parents or the people around them usually do. The writer suggests that whoever wants to write a textbook should follow the order how human beings usually learn language. The following is the order presentation of English materials which is based on the curriculum 2013. They are :

### Listening

In the language skill, students are expected to have practice in listening to discourse texts. By discourse here meant any language chunk which contains a thematic proposition. It can be a description, narration, announcement, manual, or may be a song. Many of these can be found in any good language teaching textbooks. Listening activity is commonly formatted in a comprehension-type mode. However, care must be taken in improving enough variation for the comprehension exercises. Below is an example.

Class/ semester : 11<sup>th</sup>/1

Theme : Communication and Information Technology  
Topic : The Telephone  
Mode : Post-reading  
Objectives : Students are able to comprehend a dialogue based on the grammar and vocabulary they learned in the whilst-reading

Materials :

1. Listen the following conversation carefully!

Sita: Hello, can I speak to John Rogers, please?

John : Speaking

Sita: Oh, Hi John. This is Sita.

Are you busy tonight? I mean..... Could you come to my party tonight?

John : Sure. What's the occasion?

Sita : Well, my mom's making "opor ayam". You said you'd like to try Indonesian food.

John : Yes. What time do you want me to come?

Sita : Uhm... is six o'clock too early?

John : No. Seven o'clock would be fine. In fact, I can't wait to taste "Ayam..." What was it again?

Sita : "Opor ayam".

John : "Opor ayam" It's chicken, right?

Sita : That's right. So, see you tonight, John.

John : Bye.

2. Work in pairs. Answer the following questions while you're listening the conversation one again.
  - a. Who were Sita and John?
  - b. Is John an Indonesian?

- c. Were Sita and John good friends?
- d. What did Sita call John for?
- e. Did John accept Sita's invitation?

### Grammar

In listening class, we can give material grammar which is related to the topic. The following is the example:

Now focus on Sita's invitation and John's answer.

- a. What did Sita actually say?
- b. Do you know any other way of inviting a person?
- c. How did John answer?
- d. Do you know any other way of accepting an invitation?

Other possible ways of inviting a person:

- Do you feel like coming around to my house tonight?
- Would you come to my house for dinner?

Possible ways of accepting an invitation:

- Sure
- I'd love to
- Yes. I'd like to very much
- That sound nice. Thank you

Possible ways of refusing an invitation:

- I'd love to, but I'm rather busy tonight.
- Thanks for inviting me, but I have to finish my homework.
- I'd love to, I can't, I'm afraid.
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### Speaking

In this lesson, students are usually very hard to speak. It may present some problems for most the communicative teachers. However, a lesson unit can be developed with special objectives on pronunciation, intonation, or even conversation. Whenever the emphasis is on pronunciation or intonation, interaction will tend to be highly discrete. In this case, integration should be devised in some parts of the lesson. Below is an example:

1. Listen and repeat the following conversation after the teacher!  
Bob : Hello.  
Luki : Hello. This is Luki. Is Peter here?  
Bob : Wait a minute. I'll go to see...  
No. He isn't here.  
Can I take a message?  
Luki : No. That's all right.  
I'll call him back later.

Bob : O.K. Good bye.  
Luki : Bye.

2. Work in pairs and practice.

Pretend that you are on the phone. Invite your partner to :

- your birthday party
- a students' night
- a drama night
- watch a speech contest

Your partner should respond to your invitation, accepting or refusing it.

### Reading

The most common listening activity will be for pre-reading purposes. This will sound quite similar to listening comprehension. The purpose of the lesson is, of course, to prepare students to enter the whilst-reading activity. As such, material will tend to be general, and exercises will be quite easy for students to do. Just like listening, the reading activity can also be designed for post-reading session. Below is an example:

Fill in the blanks with appropriate words. Only one word is needed in each blank!

The telephone

One of the most wonderful inventions of the past 100 years is the telephone. It was... (1) invented in 1876 by Alexander Graham Bell.... (2) he was working on a telegraph set. The ... (3) invention which is a similar handy instrument, ... (4) became a highly important part of daily life... (5)

The first telephone was installed ... (6) in 1877. Today, there are over 250,000,000 (billion) conversations take place a day.

### Writing

Similar to speaking, writing tasks can be quite discrete. For example, when students write down words or sentences, they are expected to pay attention to correct spelling and grammar. A more integrated task will be for students to write a summary, comment, or impression on the discourse they have just listened to. This is, of course, will look like a listening comprehension exercise.

Dictation can be a good technique for writing. In the same way, a dictation activity can be discrete or integrated. When it is discrete, the teacher must be sure that, in some parts of the lesson, the exercises must be integrated into a context. On the other hand, an integrative dictation has a lot that matches the principles of the communicative methodology. The following is an example of writing which integrative material with listening, speaking, and reading.

1. The telephone is one means of communication. Rearrange these scrambled letters to find out other means of communication!
  - a. H-C-E-E-P-S
  - b. W-I-T-R-G-I-N
  - c. I-N-G-P-I-R-N-T
  - d. H-P-O-T-O-P-H-Y-G-R-A
  - e. H-P-O-O-N-P-H-A-G-R
  - f. T-E-A-P-E-R-C-R-O-R-E-D
  - g. S-O-P-T-L-A-S-R-E-V-C-E-I
  - h. S-O-M-E-K
  - i. T-U-E-R-G-S-E
  - j. D-U-M-R
  - k. L-T-E-E-G-A-R-H-P
  - l. A-R-I-O-D
  - m. L-T-E-E-V-S-N-I-I-O
  - n. S-T-A-E-L-L-E-T-I
  
2. Choose ten words among the words you have found in task one above, then make sentences using the words.

### Conclusion

To present English materials in textbooks should be based on the order of language skills. It is also related to the 2013 curriculum. They are listening, speaking, reading, and writing. The order of presenting materials may make students learn English easier, and enjoyable. The materials which are given in one chapter should be integrated to each other. It is very useful not only for teacher, it is also for students. If the materials are integrated, students can memorize the materials easily. Hopefully, if the materials are based on the 2013 curriculum, English is not a monster for students, but it can be the enjoyable lesson.

### References

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