ENGLISH TEACHER'S STRATEGY IN ENGLISH TEACHING LEARNING AT THE FOURTH GRADE OF SD NEGERI KOWEL 3 PAMEKASAN IN 2013 CURRICULUM

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Abstract: *English is not a core curriculum for elementary school based on the new Curriculum (2013 Curriculum). However, SDN Kowel 3 Pamekasan, is an elementary school that has implemented the 2013 curriculum since 2013 and has taught English to their students. This research tries to analyze about how does the English teacher formulate the strategy in English teaching-learning and how is the implementation of it while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SDN Kowel 3 Pamekasan. This research is qualitative descriptive research. Interview, observation, and documentation were utilized to collect the data. The result shows that the English teacher used the previous curriculum, School-Based Curriculum (SBC), as the basis of the English teaching-learning process when the subject is not in the 2013 curriculum. In this case, the school changes the position of English from an extra curriculum into a local curriculum. Moreover, the English teacher develops the lesson plan from the English material book following School-Based Curriculum format which is different from the lesson plan format of 2013 Curriculum. While the implementation is the English teacher commonly used Audio Lingual Method (ALM) through repetition drill at the beginning of the class.*

INTRODUCTION

Curriculum is one of significant components in education. It is principle or procedures for the planning, implementation, evaluation, and management of an educational program (Nunan, 1988: 158). Some experts give many definitions about curriculum based on their fields. According to J. Galen Taylor and William M. Alexander in "Curriculum Planning for Better Teaching and Learning", curriculum is all efforts to persuade children to study, either in the classroom, school yard, or outside the school.

Besides curriculum, learning is a crucial component in education. Curriculum and learning are two things correlated each other though they have different positions. Curriculum has function as guidance giving direction, purpose, and content learned. According to Makmun in Muchlis, learning process is a combination of interaction between teachers and students in a chain to get the purpose (Solichin, 2013: 4). Thereby, without

curriculum as a program, learning will not be effective. Likewise without learning process as its implementation, curriculum is nothing.

In new curriculum, 2013 Curriculum, some subjects in elementary school level are integrated into certain themes. At the same time, English is not one of Core Curriculum for elementary school level. It is an extra-curriculum. As a result, there is no English syllabus from Education Department. Each elementary school has its own English syllabus so that it has different English purpose.

Furthermore, one of elementary schools implementing 2013 Curriculum in Pamekasan is SD Negeri Kowel 3 Pamekasan. This school has been implementing the new curriculum since 2013-2014 school years, while others start to implement it in 2014. However, it is implemented at the first and the fourth grade of SD Negeri Kowel 3 Pamekasan. For those reasons, it is interesting to conduct a research entitled "Analysis on English Teacher's Strategy in English Teaching Learning at the Fourth Grade of SD Negeri Kowel 3 Pamekasan in 2013 Curriculum".

In this case, the analysis on English teacher's strategy covers how the English teacher assesses needs, formulates goals and objectives, develops material, concepts the content, and organizes the course since there is no any syllabus for English subject. Consequently, the strategy in this research does not only mean the strategy or planning that the English teacher uses in teaching English in the classroom activity, but also in preparing teaching. In addition, it focuses on the fourth grade because the researcher thinks that English teaching learning activity in this grade is more evident than at the first grade.

Based on phenomena above, this research discussed about the strategy formulated by English in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan, and also discussed about the implementation of the English teacher's strategies in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan.

LITERATURE REVIEW
Definition of Curriculum

Curriculum is the entire school program and all the people involved in it. The program is all courses the students take during in school. It goes well with Ragan's opinion about curriculum, in which curriculum has meant the subject taught in school or the course of study. The other opinions about curriculum is a set of planning and arrangement about purpose, content, material, and method that will be used as direction in implementation teaching learning activity to reach certain educational purpose (Rusman, 2012: 404).

Components of Curriculum

Referring to the function of curriculum in education to attain the goal of education, curriculum has some components supporting each other (Idi, 2010: 51), those are

purpose, content, media, teaching learning strategy and teaching learning process. The first is purpose, purpose in education is something wanted to attain totally. Another component is content. It is about what learners should learn. It can be what skills, knowledge, values which the teachers share to their students. The third component is media, teaching media is applicable to make the application of curriculum easier so that the learners can get what the teacher explains. The fourth is teaching learning strategy, it refers to approach, method, and media in teaching learning. Thereby, strategy comprehensively means planning before teaching until evaluation. The last component is teaching learning process. The aim of teaching learning process is the change of students" attitude. Optimalizing of teacher's role as educator, motivator, manager, and facilitator is a demand in smoothing teaching learning activity.

Strategy

In education, strategy means a plan, method, or series of activities which is designed to achieve a particular educational goal (Sanjaya, 2011: 126). It means strategy in teaching learning is the entire plan consisting designed series to reach the aim of education.

There are two things that can be focused based the definition of strategy. The first, strategy is a plan of action including the use of method and the utilization a variety of source and power in teaching learning. It means the arrangement of strategy is only on the process of arrangement not the action. The second, strategy is arranged to get the goal. It means the point of the entire in arranging strategy is to reach the goal. On that account, before arranging the strategy, it needs to formulate the distinct aim which can measure the achievement because the aim is the main point in implementing a strategy.

From the explanation above, it is clear that the strategy the English teacher formulates covering what the students learn, what material taught, what kinds of learning experience the students must have. At that time, the English teacher tries to develop a program, a plan, or a curriculum. Furthermore, she/he will think of how to teach the material, what method used to teach, and how to arrange the program of implementation in the real action.

Definition of School Based Curriculum (SBC)

School based curriculum (SBC) is curriculum implemented in Indonesia after Competency Based Curriculum (CBC). It focuses on students' competency. In *Standar Nasional* Pendidikan *(SNP Pasal 1, Ayat 15)* (Sanjaya, 2010: 128), it explained that School Based Curriculum (SBC) is operational curriculum arranged and implemented in each school level. The arrangement of School Based curriculum (SBC) by each school level is considered and based on competency standard and basic standard developed by Badan Standar Nasional Pendidikan (BSNP).

The definition above means, as operational curriculum, School Based Curriculum (SBC) will not get loose of the government's rule. In other words, although a school level

has a right to develop a curriculum; this right is only on its developing while it still refers to the government's rule. Besides that, as operational curriculum, the curriculum developers must keep the diversity on school level, region potential, and learners.
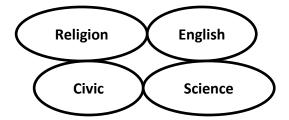
Principal in Developing School Based Curriculum (SBC)

This curriculum comes from the enthusiasm of region autonomy. It is called as decentralized curriculum in which the entire responsibility is not on government only but also the region itself. That is why there are some principals in developing School Based Curriculum (SBC) such as (Sanjaya, 2011: 139): those are focusing on potency, developing, need, students" need, and the environment, diversity and integrated, perception to the development of knowledge, technology, and art. It should also relevance to life need, there must be relevancy between education and life needs such as social life, corporate world, and business world. It should also be comprehensive and without interruption, substances of curriculum cover all dimensions of competency and are given chronically. The next principle is studying all life, it hopes that students do not only learn something at the school but also in their environment, not only when they are still students but also after graduating. The last principle is balance of national and region need that focuses on both national and regional need.

Separated Subject Curriculum

Moreover, Tyler and Alexander stated that in Separated Subject Curriculum, students have to master the material in each school subject logically, systematically, and deeply. Separated Subject Curriculum (SBC) consists of separated subject, in which Subject is a series of experience and knowledge that is organized by the expert.

Figure 1: The Illustration of Separated Subject Curriculum

From the illustration above, the researcher tries to relate between School Based Curriculum (SBC) and the kinds of curriculum. She concludes that School Based curriculum (SBC) is one of Separated Subject Curriculum. It is because School Based Curriculum has separated school subject and there is no relationship among subjects. Usually, the material and textbook are the media and the source (Idi, 2010: 142).

2013 Curriculum

The implementation of 2013 curriculum is hoped to create Indonesian productive, creative, and innovative. Indonesian government thinks it can be true because this

curriculum is based on character and competency. 2013 Curriculum in elementary school level emphasizes affective more than others by assessing students using non test and portfolio. In this case, students do not memorize the material anymore. The following points are the differences between 2013 Curriculum and the other curriculums (Sanjaya, 2010):

The first is integrated thematic. In 2013 Curriculum, students do not learn each subject separately. Learning based thematic integrated supplies learning process based on theme which afterwards combined with other subject. The second is in 2013 curriculum, they are eight subjects. In the previous curriculum, School Based Curriculum, there were 10 subjects that the students learn in elementary school level. In the new curriculum, 2013 Curriculum, they are compressed into 8 subjects. The third is boy scouts as obligatory extra curriculum. The obligatory of Boy Scouts is arranged in UU *(constitution)*. Boy Scouts is an obligation in elementary and junior high school level. The fourth is English as extra curriculum. Previously, there is a polemic about the omission of English in elementary school level. It is because Indonesian government thinks that English is a burden for students at elementary school level. That is why English become an extra curriculum in 2013 Curriculum.

Studying at the school is longer than before the compression of some subjects in 2013 curriculum does not mean the time that the students need to learn at school shorter. It is precisely longer than in the previous curriculum.

Core Curriculum and Local Curriculum

National curriculum can be categorized into core curriculum and local curriculum. According to *Undang-undang Sistem Pendidikan Nasional No. 2 Tahun 1989, pasal 37*, core curriculum is arranged to reach the aim of national education by considering students" development and its conformity to environment, need of national building, high technology, and art based on the level of the school (Idi, 2010: 250).

Curriculum which is applied nationally (core curriculum) is a program consisting of basic material minimally the students must master and learn in all level of school. At that time, English as separated school subject is one of core curriculum in School Based Curriculum (SBC).

Curriculum is usually developed by the school district or administration so that teachers are aware of what they are expected to teach throughout the year. It typically breaks down what needs to be taught, as well as ideas on how it should be presented to the students. In addition, the curriculum usually lets teachers know how to measure the effectiveness of their teachings, often through standardized testing. It can be used as a guideline for teachers, as many depend on to develop their coursework.

However, local curriculum is curricular activity developing competence which is appropriate to the characteristics and region potency, in which this material cannot be gathered into the existing subject (Rusman, 2012: 405). Local Curriculum is a part of

structure and curriculum content in standard of content. Its functions are to improve the quality of national education and complete the national curriculum. Besides to maintain region potency, the function of local curriculum is to make modernity and develop human resources in a region in order it can prevent depopulation (Idi, 2010: 262).

METHOD

This research is qualitative research. John W. Creswell states that qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon (Creswell, 2012: 140). Referring to the objective of the research, the study is classified as descriptive qualitative since this study relies much on the natural setting; the conversations between subjects during the discussion were not under the researcher's control. Furthermore, the data of this study is in the form of words rather than numbers. The last, this study is concerned much with the contexts (Ary, 1979: 295).

Data sources mean a raw data coming from observation, survey, and research ("Data source," 2013). The data of this research are taken from the teacher and students" activity in the English teaching learning at the fourth grade of SD Negeri Kowel 3 Pamekasan. The data are gathered by observing and recording both of the activity and the material presentation in the classroom, and interviewing the teacher and the headmaster. Then the researcher transcribes the result of interview.

Data collection is a way to collect and to get valid information. In qualitative research, the collecting data is recognized the types of data that the researcher will address the research question According to Creswell (2012), the varied nature of qualitative forms of data when the researcher was placed into the following categories:

Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site (Creswell, 2012: 213). The position of the researcher in this research is passive participant in doing observation.

There are 3 components in observation such as place, actor, and activity (Sugiyono, 2011: 229). Because its social context is in education, consequently the place is the physical environment of the school; the actors are the English teacher, the headmaster, and the students at the fourth grade, while the activities are the planning of formulating the strategy and its implementation.

Interview

Susan Stainback stated in Sugiyono that interviewing provided the researcher a means to gain a deeper understanding of how the participant interpreting a situation or phenomenon that cannot be gained through observation. In this research, the researcher uses semi structured interview. The researcher wants to get deep information about such phenomenon from the English teacher. On the other hand, the headmaster and the other teachers will be interviewed as well as triangulation data.

Documentations

Documents consist of public and private records that the researcher obtains about a site or participants in a research (Sugiyono, 2011: 223). Bogdan cited that in the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual that describes his or her own actions, experiences, and belief. By this stage, the researcher will save the data and make it in document in order that the result of observation and interview are more credible. It can be taking photograph and audio video recording.

Data Analysis

Although the analysis in qualitative research has been started since formulating the research problem, in fact, it is ongoing activity that occurs throughout the investigate process rather than after process (Sugiyono, 2011: 245). Miles and Huberman stated that the activity in data analysis done interactively on and on so that it has been saturated. Some steps of analyzing data according to Miles and Huberman's, those are the first is data reduction, the researcher collects data from the field, and then summarizes and writes it up. The second step is data display, in this case, the researcher starts to organize and reduce data. In this stage, the researcher will discuss the content of data of how the English teacher's strategy in English teaching learning at the fourth grade of SD Negeri Kowel 3 Pamekasan in 2013 Curriculum in narrative text. The data will be displayed into two focuses of study. The last step is data verification, the researcher verifies the data and make conclusion to answer the question of research problem. Conclusion in qualitative research is a new finding that never exists previously.

RESULTS AND DISCUSSION

The first thing done by the researcher in getting the data was observation. It helped the researcher identify the strategy that the English teacher implements in English teaching learning activities in the classroom of the fourth grade of SD Negeri Kowel 3 Pamekasan. She recorded certain occasion in the classroom either taking photographs or audio video. The second one was interview. Data from interview answered the first research focus. The researcher interviews the English teacher to get data about how she formulates the strategy and then the headmaster to verify the data. Here as follow:

Results

a. The Strategy of English teacher in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan

In 2013 Curriculum, English is not one of core curriculum in elementary school level. It changes English from core curriculum into extra curriculum. The teachers in SD Negeri Kowel 3 Pamekasan still teach English to their students. The reason is because the

teachers thought that English is an important knowledge that the students must have. They thought that in this global era, it is so regrettably for students if they cannot make balance between their skill and the development of era. That is why they still teach English to their students although it is not one of core curriculum but an extra curriculum.

The English teachers in SD Negeri Kowel 3 Pamekasan stated that they changed the positions of English from extra curriculum to be local curriculum. It was because the time the students need to learn English as extra curriculum in the afternoon class does not support. In conclusion, English is one of local curriculum which has 35 minutes in one hour lesson in a week. Students at the fourth grade only have one hour lesson in studying English.

In fact, when English is an extra curriculum in 2013 Curriculum, there is no any syllabus relate to English material for students at elementary school level. However, English is a local curriculum in SD Negeri Kowel 3 Pamekasan. It is written clearly in the document that SD Negeri Kowel 3 Pamekasan has. The document is about Structure of Curriculum in SD Negeri Kowel 3 Pamekasan. It shows that English is one of local curriculum besides Madurese, Information Technology, and Environmen Education.

Therefore, the researcher asked whether the English teacher made a need analysis to know what the students at the fourth grade need to learn and what basis that the English teacher uses when she teaching English at the fourth grade. The answers are shown through document that the researcher collected. They are the map of KTSP English book and the material of English.

The researcher asked whether the material that the English teacher chose relating to the theme of other lessons which were integrated in 2013 Curriculum. From the interview, the researcher concluded that English teacher did not make need analysis and taught English using School Based Curriculum (SBC), or in Indonesian „KTSP‟, at the fourth grade which implements 2013 Curriculum for other lessons besides English. Consequently, all of the materials and preparation before teaching English to students at the fourth grade are from School Based Curriculum including book, syllabus, and lesson plan.

b. How the implementation of the English teacher's strategies in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan

The implementation of the strategy above was observed by attending the English teaching learning activity at the fourth grade. Students at the fourth grade are divided into two classes. They are male and female class. The male students of fourth grade are called as IV A. Just the opposite, the female students of fourth grade are called as IV B. Here as follow:

1) First Meeting

This meeting was on Monday, 27th October 2014. The English teacher's name is Mrs. Vinda. She taught English at the female class of the fourth grade (IV B class). It started at 10.40 am until 11.15 am.

It was noisy when the English teacher came to the class. The students sat in group. There were six groups in this class. Each group consisted of 3 and 4 students. The group was named by the name of flowers. There was a small piece of named paper on the table in each group.

The teacher asked the students to open certain page of their book. She reminded that they had homework.

English teacher : "Who wants to write down the answer on the blackboard?
Students : "Mom...Mom... Mom" (students raised their hand to be pointed out to come forward)

The English teacher chose some of them to come forward. While waiting the students writing down the answers of the homework, the teacher asked others to open page 24. It was about "Introduction".

The English teacher discussed the homework and explained the material. Sometimes, she used Indonesian and English but the students respond using Madurese. Mrs. Vinda asked students "what is your full name?" However, students did not answer the question. They looked for the teacher's question on their book. Then the teacher said "if there is someone asking *what is your name,* don't look at your book anymore, OK? How cannot you know your own name?" Then they answered it. The teacher continued the question about introduction "where are you from?" The students answered loudly "I am from Pamekasan". Afterwards, Mrs. Vinda gave some questions, and then the students answered it together. Once she gave some questions to each student.

2) Second Meeting

The second meeting was observed on Monday, 3rd November 2014. It started after the English teaching learning at the female class ended at 11.15 am until 11.50 am. It was in male class of the fourth grade (IV A class).

The classroom setting in this class was as same as in the female class. There were six groups in this class. The researcher did not find the name of each group in this class. However, the situation of the class was more crowded than in the previous class. The students sat in the group.

After greeting, the teacher asked the students to open their book. The material is about "Dina"s Family". Some students did not bring their English book. The teacher gave them punishment. They had to stand in front of the class on a foot.

While teaching others, Mrs. Vinda read the name of family one by one. The students repeated after her. Sometimes, a student said something abruptly. The teacher admonished him.

English teacher : "grandfather"
Students : "grandfather"
English teacher : "grandmother"
Students : "grandmother"
English teacher : "uncle"

Students	: "uncle"
English teacher	: "aunt"
Students	: "aunt"
English teacher	: "father"
Students	: "father"
English teacher	: "mother"
Students	: "mother"
English teacher	: "cousin"
Students	: "cousin"
English teacher	: "brother"
Students	: "brother"
English teacher	: "sister"
Students	: "sister"

Then she read the name of family in English and the students answered the meaning in Indonesia.

English teacher	: "grandfather?"
Students	: "kakek"
English teacher	: "grandmother"
Students	: "nenek"
English teacher	: "uncle?"
Students	: "paman"
English teacher	: "aunt?"
Students	: "bibi"
English teacher	: "cousin?"
Students	: "I do not know"
English teacher	: "sepupu"
English teacher	: "brother?"
Students	: "kakak"
English teacher	: "sister?"
Students	: "adik"

The teacher wrote the task on the blackboard and asked students to do it. They should do it individually but they could discuss it by their group. They sometimes asked the meaning of certain words they did not know to their teacher. While waiting for the task, the teacher observed and walked around the class. After finishing the task, the students handed in to their teacher and they were out of the class to take prayer.

3) Third meeting

The third meeting was held on Monday, 10th November 2014. The situation and classroom setting in female class (IV B class) was almost the same with the first meeting. After greeting, the teacher asked students to open Unit 3 on their book. It was the same material as in the male class. It was about "Dina"s Family".

The teacher asked students to listen and repeat the name of family after her.

English teacher	: "listen and repeat!"
Students	: *"dengarkan dan ulangi!"*
English teacher	: "grandfather"
Students	: "grandfather"

English teacher	: "grandmother"
Students	: "grandmother"
English teacher	: "uncle"
Students	: "uncle"
English teacher	: "aunt"
Students	: "aunt"
English teacher	: "father"
Students	: "father"
English teacher	: "mother"
Students	: "mother"
English teacher	: "cousin"
Students	: "cousin"
English teacher	: "brother"
Students	: "brother"
English teacher	: "sister"
Students	: "sister"

Then Mrs. Vinda asked the meaning of each name of family. The students could answer all of them. After that, she gave the example of making a sentence using the name of family.

| English teacher | : "Now, try to make a sentence, for example my father's name is Ahmad. You can choose one of your family name. It is up to you. You can choose your father's name or your mother's name" |

The students made the sentence based on their own family on their book. The teacher chose some of them to write down on the blackboard.

The next material that the teacher gave was "Family tree".

English teacher	: "Now, it is about *Family Tree*. What is the meaning of Family?"
Students	: "keluarga"
English teacher	: "tree"
Students	: "pohon"
A student	: "Should we draw a tree, mom?"
English teacher	: "it is not about a tree, but it is *Family Tree*"

Afterwards, the teacher drew the family tree on the blackboard. She explained how to make the Family Tree.

English teacher	: "Then you make your own family tree, start from your grandfather, your grandmother. What the names of your grandfather's sons are, for example, he has two children, and then you draw two lines here".
A student	: "But, my grandfather has 4 children, mom".
English teacher	: "Yeah, you can draw four lines here. Those are your uncles".
A student	: "my grandfather passed away mom"
English teacher	: "it is not about whether your grandfather is still alive, but it is about your family tree."

It was the homework that students had to hand in on the next meeting. They had to make their own Family Tree based on their real family.

Discussion

a. How the English teacher formulates the strategy in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan

The researcher did not find the precise theory which clearly explains what strategies that a teacher must formulate in teaching learning. However, the researcher tried to discuss the result above into some steps that a teacher must do in preparing teaching. In researcher's point of view, it is like the English teacher's decision-making processes of English teaching learning in 2013 Curriculum.

As known that English is only an extra curriculum in 2013 Curriculum. Extra curriculum means informal curriculum. As informal curriculum, English should occur outside of regular school hours, during breaks of lunch time, after school and sometimes on weekend (Anglin, 1999). In fact, SD Negeri Kowel 3 Pamekasan changed English from an extra curriculum into a local curriculum. Therefore, it occurred inside of regular school hours although it is treated in different way as local curriculum. It is different from the activities of the formal curriculum, Integrated Curriculum. Since SD Negeri Kowel 3 Pamekasan had changed the position of English from extra curriculum into a local curriculum, the researcher relates it to the functions of local curriculum that is to make modernity and develop human resources in a region in order it can prevent depopulation (Idi, 2010: 262). It agrees with the reasons of the English teacher, other teachers including the principal. They said that English is taught as local curriculum in order it can help the students not to get difficulty in facing modernity.

The proof that English subject at the fourth grade at this elementary school as a local curriculum is the textbook of English material that the English teacher uses based on School Based Curriculum (SBC). This material stands on its own. The material is in different book to the thematic book. It shows extremely that English as Separated Subject Curriculum. It cannot be gathered into the existing subject (Rusman, 2012: 405). The time allocation of it is 20% of all programs in curriculum (Idi, 2010: 262). It is written in Structure of Curriculum in SD Negeri Kowel 3 Pamekasan.

While the strategy that the English teacher made in preparing English teaching learning includes the components of curriculum, those are (Idi, 2010: 262):

1) Content

Content is about what the students should learn. It can be what skills, knowledge, and values which the teacher share to their students. The policy document that the English teacher uses in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum is syllabus of School Based Curriculum (SBC) or in Indonesian we call Kurikulum Tingkat Satuan Pendidikan (KTSP). Moreover, lesson plan which she made is based on the format of School Based Curriculum. It is different to the format of lesson plan in 2013 Curriculum. This document is enclosed behind of this research.

2) Media

Teaching media is applicable to make the application of curriculum easier so that the learners can get what the teacher explains. The appropriate teaching media is the most important thing that the teachers must do in order they can transfers the material well and the students can get it. Media that the English teacher used is English textbook which is produced based on School Based Curriculum (SBC).

3) Teaching learning strategy

Teaching learning strategy refers to approach, method, and media in teaching learning. However, the use of accurate and appropriate strategy depends on the teachers. The method that the English teacher used is Audio Lingual Method (ALM). It is based on what the researcher observed during English teaching learning process.

b. How the implementation of the English teacher's strategies in English teaching learning while English is not one of Core Curriculum in 2013 Curriculum at the fourth grade of SD Negeri Kowel 3 Pamekasan

The implementation of English teacher"s strategy covers teaching acts and learning acts. Actually these are the components of curriculum which some of them clearly explained above. These will be described as follow:

1) Teaching act

Teaching acts is teacher"s effort to give facility and motivation to the students to do their learning activity (Solichin, 2013: 4). Teaching acts that Mrs. Vinda uses during English teaching learning process is Audio Lingual Method (ALM). It occurs when the English teacher made drilling to her students in both of the classes. She asks students to repeat what she said when she reads the material.

The English teacher really uses the Communicative approach as written in lesson plan she made. She explains the English material and gives students some questions relating to the material. The students respond enthusiastically so that there is feedback between teacher and students. Moreover, the characteristic of the classroom activity is Contextual Teaching Learning (CTL). There are so many students' handmade hanging on the wall. The English teacher tries to relate between the English material that the students learn and the real activity they have such in explanation of Dina"s Family.

2) Learning acts

It is about the way the students do in learning English material. Based on the observation that the researcher did, she found that students both of the classes set in group. They have their own group. This classroom setting makes students do all their activity teamwork. However, students still did the task by their own ability, while they got difficulty they asked it to their member in their group. It is called classroom group discussion.

Relating to the significances in learning process, the learning process in both of those classes agrees with the improving quality of person and ability to implement appropriate concepts and knowledge in certain situation (Solichin, 2013: 4). It shows when the students sit in group, they still do their task individually. It is like students" responsibility. While when students comprehend the concepts of Family Tree as drawing a tree and then they clarify it to the teacher, it is like improving ability to implement appropriate concepts and knowledge in certain situation.

CONCLUSION

An English teacher at the fourth grade of SD Negeri Kowel 3 Pamekasan uses the previous curriculum, School Based Curriculum (SBC), as basis of English teaching learning process when the subject she teaches is not in the new curriculum, 2013 Curriculum. In other words, it must first deal with content or subject matter and then teaching learning experiences. The result showed that the English teacher developed the lesson plan from English syllabus which is behind of the English material book. Then the format of lesson plan is School Based Curriculum which is different to the format of lesson plan in 2013 Curriculum. While the implementation of the strategy includes how the English teacher deliver and how the students learn the English material in classroom activity. The English teacher used Audio Lingual Method (ALM) since she often made repetition drill at the beginning of the class. The students" learning style in classroom is discussion because they sat in group and often discussed the task and the material they did not understand.

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