

**IMPROVING LEARNING AND TEACHING ENGLISH IN IMPLEMENTING THE
2013 ENGLISH CURRICULUM AT JUNIOR SECONDARY SCHOOL (A CASE
STUDY AT THE PUBLIC JUNIOR SECONDARY SCHOOL 3 BABELAN DISTRICT
BEKASI WEST JAVA, INDONESIA)**

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ABSTRACT: *English as one of international communication has been formally taught from the first year of Junior Secondary School (JSS) to university. However, most of JSS students or even Senior Secondary School (SSS) are not able to communicate in English. One of the causes is that the lack of teacher's proficiency, creativity, innovation, teaching methodology, and little capability to create joyful teaching and learning. This research aims to find out an appropriate approach, method, and technique to improve teaching and learning English in implementing the 2013 English curriculum at JSS. Questionnaire, observation, and interviews were used to get information from purposive respondents of the first year students and teachers. The research reveals that most of the students are not able to speak, read, and write English properly as given in the minimum standard of the needed competence in the 2013 curriculum and the integrated English skill is one of the useful techniques to improve teachers' English proficiency and their teaching methodology. Teachers are suggested to enhance their teaching strategies to improve students' skills.*

KEYWORDS: Teaching and Learning, Integrated Skills, Communication, Instructional, 2013 Curriculum

INTRODUCTION

English as one of international communication plays an important role to communicate with other people at other countries. By mastering English, it is easy for students to get information, a good job, knowledge, economic, and tourism. Therefore, English teacher should have good proficiency about English skills in order to be able to design and develop learning materials and various kinds of teaching and learning methodologies. By having good proficiency, it is easy for a teacher to teach the English skills and to meet the needs of Junior Secondary Schools (JSS) students.

English has been taught as the main subjects from JSS until University. However, there is a very small amount of students who are able to speak English fluently. One of the problems found that the teaching and learning English in most schools do not meet the needs of students. This problem is caused by the lack of both teachers teaching methodology and teacher's low English proficiency. A phenomena in many English classroom is that most teachers start their lessons using English as the medium of instruction, but then they code mix and code switch into Indonesian, particularly in coping with communication difficulties. Similarly, students only use English when they answer the teachers' questions or do the tasks, and use Indonesian for the rest of their time. Besides, students are usually asked by the teacher to write the lesson on the blackboard based on the teacher's notes.

Due to English is not only a main subject in JSS but also a medium of instruction, a teacher must have good language proficiency in order to provide comprehensive input for their students to communicate. In relation to this problem, a teacher really needs to have new strategies in order to present more interesting lessons. By improving teacher's proficiency, it is expected that a teacher can gradually improve his/her English language skills, and hence his/her competence in teaching English to be able to help his/her students use English.

There are several weaknesses of the current teaching and learning English in JSS

1. The current model of learning and teaching material, learning and teaching method, and learning evaluation are still very general, so that a teacher and students could not fully implement it;
2. The current learning-teaching material tends to use textbooks which do not appropriate to the students' needs and context; and
3. Most of English teachers have very limited competence about teaching methodology to improve students communication, so that they find difficulty to implement communicative approach in learning and teaching English skills.

The propose strategy of the implementation of integrated English skills assumed that it will change the teachers' virtual classroom and traditional teaching and learning of old fashioned paper and pencil exams to joyful learning and testing or assessment. Besides, this strategy will replace the future English as a Foreign Language (EFL) classroom teaching and learning which trapped in the world of the chalkboard and textbooks. This strategy will be meaningful by using computers and their software, real-time cameras, video, chat rooms, bulletin boards, smart board technologies, CD room software, internet software, and interactive tools which bring the learners and the learning process to an even greater understanding and advantage than ever before.

Based on the background above, it is therefore necessary to investigate possible solutions to improve the teachers' English proficiency. The questions raised in this study are:

1. How are learning and teaching material, approach, methods, and techniques, and learning evaluation of language skills (listening, speaking, reading, and writing) as well as vocabulary and grammar used at the first year of public JSS 3 Babelan in District Bekasi, West Java currently?.
2. What is the teachers and students perception bout learning and teaching material, learning and teaching approach, methods, and techniques, and learning evaluation of language skills as well as vocabulary and grammar meet the student's needs?', and
3. How is integrated English skills implemented to improve English teachers' teaching methodology and technique at the first year of public JSS 3 Babelan in District Bekasi, West Java?.

Based on the problems above, there are three objectives of the research:

1. To find out the real condition of learning and teaching material, approach, methods, and techniques, and learning evaluation of language skills as well as vocabulary and grammar used at the first year of public JSS 3 Babelan in District Bekasi Bekasi, West Java currently;

2. To find out teachers and students' perception of students' needs about learning and teaching material, learning and teaching approach, methods, techniques, and learning evaluation of language skills as well as vocabulary and grammar; and
3. To find out a technique of the implementation of integrated English skills to improve English teachers' teaching methodology and technique at the first year of public JSS 3 Babelan District Bekasi, West Java.

LITERATURE REVIEW

The 2013 English curriculum

Curriculum plays an important role for the successful teaching and learning. Curriculum is defined as a set of planning which aims to manage the objective, content, and instructional material and the technique of the teaching and learning implementation to achieve the certain objectives (Education Rule No 20 of 2013). In the implementation of the curriculum, there should be a syllabus. The difference between syllabus and curriculum is that a syllabus refers to the selecting and grading of content, more specific and more concrete, while curriculum is more widely to refer to all aspects of planning, implementing, evaluating and managing educational programme and contains a number of syllabi (Nunan, 1989:14, Dubin and Olshtain 1986:3, Krahnke 1987:2). In 2013 curriculum, the content of syllabus mostly contains competence and instructional learning as it is stated in the regulation of the Ministry of Education and Culture No. 24 Year 2016 chapter 1, article 1. The regulation says that the subjects of study in Elementary School are integrated thematic approach, except mathematics, sports, and health for grade four to six. In Junior and Senior Secondary School as well as Vocational School, all subjects are independent subjects.

In 2013 curriculum, competence consists of basic competence and main competence of instructional learning consisting of spiritual attitude, social attitude, knowledge, and skill is a graduation standard that should be fulfilled by the students for their graduation. In instructional English teaching and learning in school, the competence is implemented in four skills (listening, speaking, reading, and writing) developed by teachers. The four skills is designed systematically in text based approach (Richards:1991) which is adopted by the 2013 English curriculum through the process of introduction, deconstruction, and creating texts in several steps (building knowledge, modeling of text, joint construction, independent construction, and linking with/recreations other texts). It means that the teaching and learning English should clearly formulate the product and outcomes explicitly. The explicit product in communicative text can be procedure, descriptive, recount, narrative, report, news item, explanation, discussion, exposition dan review. This kind of text is a kind of genre which is relevant to meet the needs of students. Students are also suggested to have transactional conversation, interactional conversation, functional short text, monologue, and essay in several genres. For example, in grade one/class VII, students should understand social function, text structure, such as short instruction, short notice, warning/caution based on the context of the text and learning condition of the students (Education Ministerial Regulation No 68 of 2013).

By deciding minimum target, the teaching and learning English in the class will be smooth. A teacher should formulate the target outcomes clearly and explicitly. A teacher should also

consider the time allocation for four hours in a week, one hour is allocated forty minutes in each of the meeting.

Learning and teaching

Learning and teaching process are students and teachers' activities consisting of approach, method, and technique used, so that there will be an interaction between them during the instructional activities. Anthony (1963) in Brown (2001) defines approach as a series of assumption related to natural characteristics of a language learning and teaching. Method is a plan for teaching language systematically based on the approach and method chosen. Technique is an activity of students and teachers in the class according to the method and approach used. Richards and Rodgers in Hadley (1993) define approach as a belief about the natural characteristics of a language, characteristics of learning language, and its implementation in the class. Method is a series of class specification to achieve linguistic objectives. While a technique refers to the exercises, activities or tasks that should be done in learning language to achieve the instructional objectives.

From those definitions above, it can be said that approach is how language is learned, method is a way of learning and teaching language, and technique is an activity of learning and teaching in the class. Therefore, in order the process of learning and teaching in the class run well, it is needed a strategy of instruction technically to describe precisely the steps of learning and teaching. It means that instructional strategy describes general components about a series of learning materials and procedures as a process input (students who are learning the material) and output (students who have been changed from unknown to know the learning material) used to achieve students learning achievement (Dick and Carey: 1978, Muhibbin Syah: 2002). However, in certain situation, the factors which influence the teaching and learning, language teachers differ in their approaches, futurists' opinions about the development, but the more approach comes when the class's books or papers are collected by the teacher (Chapelle: 2003, Broughton, Brumfit, Flavell, Hill, and Pincas:1980).

From other perspectives, input can be learning materials, methods and techniques of implementing learning materials in order to achieve learning objectives, and output is a product of learning and teaching process based on the objectives of the instructional. To understand the concept of learning, it is important what learning is. Learning is to get knowledge. This concept is still too general. Therefore, many experts define the meaning of learning, such as Caplin (1972), Douglas (1978), Reber (1988), Arno (1981) and Skinner in Brown (2000) define a learning is a process of getting knowledge so that there will be a change of habit to the learners or students.

Based on the definition above, learning is a students' activity in understanding learning material of English skills, so they can express their ideas based on their context and situation. Viewing of this definition, students and learning materials have their own roles. The student's roles can be a resource person, a guide, an evaluator, a friend, an instructor, an organizer and so on (Wright:1997), while learning material functions as material to be studied in the process of learning, so it makes students use the English skills as their function for communication.

On the other hand, the principle of teaching is to transfer knowledge or science as well as teaching materials to students. Traditionally, teaching is a process of giving information to students done by teacher in formal talk, writing on the board, and demonstrating teaching material, while students work individually by reading, listening to the teacher's explanation,

doing their tasks, solving the problems, writing report, doing activities together with teachers and other students by asking and answering questions and so on. However, in real teaching a teacher should also concern to other aspects as Gagne and Briggs (1979) suggest that teaching process should consider learning principles, learning process, learning condition, and memory contribution consisting of intellectual skill, cognitive strategies, verbal information, attitudes, and motor skills. More specific, Stern (1983) defines teaching as: "the activities which are intended to bring about language learning". In conclusion, learning and teaching refer to the teachers and students' activities on their own roles, so that they will produce an effective learning condition which make students be able to grasp and understand well about learning material.

In teaching process, a teacher does some activities and performs his/her roles such as a resource person, a designer, a guide, an evaluator, parents, friends, an instructor, an organizer and so on, while a student plays hi/her roles as a learner, listener, speaker, reader, writer, and so on (Wright:1997). In relation to the process of teaching, Dick and Carey (1978) suggest that there are three factors to be considered, that is: motivate students, inform students what they have to study, and they have to have basic knowledge to start learning. Next, teaching and learning should meet the context and the needs of students so that what the students do in learning activities are relevant to student's real life. This statement is also supported by Stevick (1982) in Blair (1982:115) who said that "the best teaching is the teaching from which the students get the most benefit whatever that is". In conclusion, teaching is an activity, a way of working with students, and the relationship between teachers and students in order students know and understand teaching material well.

Instructional strategy

The following is an instructional strategy of learning and teaching process that the teachers and students should do. Gagne, Leslie, and Briggs (1979) define that instructional strategy is a plan to help students gain the objectives of learning language, while Alatis and James (2009) define language teaching as good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning, and cherish their students. In teaching and learning activities, instructional strategy will influence the result of students' understanding and their fluency about the learning material. So, it is important for a teacher to understand how to implement a proper strategy in teaching and learning activities, as it is; First, encourage oral language use. English language learners (ELLs) are not going to learn academic English from their parents nor their peers. They are going to learn it from the teacher. Begin by making sure that they know instructional words that the teacher uses every day, such as "follow directions", "describe", "start at the top of the page", "read to the bottom of page 4", "highlight the verbs only", and "use the steps in the teacher's guide.", Second, encourage English language learners (ELLs) to speak in class as much as possible. Create and develop an interesting conversation that can enrich students' vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "What do you think? What should we change?" In these ways, ELLs will learn the academic English they need to succeed in future schooling. Remember to be sensitive to ELLs who may be afraid to make mistakes. Here are some ideas for helping ELLs feel comfortable in the classroom.

Reading program and strategies. Regardless of what reading program or strategies used in the classroom, reading needs to be fun. Students should be encouraged to pick up books that interest, fascinate, educate, and entertain them. There are many ways to help promote the joyful reading in the classroom. Colorado (2007) gives a few ideas to improve reading; such take

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weekly trips to the school library, read books loudly to students, and learn about favorite children's authors and illustrators. Let students choose their own books. Encourage students to read their library books whenever they've finished an assignment early, or if it is also possible to set aside free reading time in class. Reading from a captivating story for 10-15 minutes after lunch may be a good way to settle the class down.

To motivate ELLs, use computer and television programs in the class as a supplement to help ELLs build language and reading skills. Computers with internet is a way to help students work on their own to learn vocabulary, sounds of English, syntax, reading, and writing. Educational children's television can also be a wonderful way to increase many reading skills, including vocabulary and comprehension. Help ELLs build vocabulary by providing books with tapes in a listening center on one side of the classroom. By hearing and seeing the word in context at the same time, ELLs pick up its meaning and also gain prosody, and oral fluency. Ask students to bring new words into the classroom that they hear at home, on TV, or anywhere else and drop these words into a word wizard box. At the end of class, pull out a word and ask who wrote it. Have students tell where they heard the words and how they were used. Ask students to use these new words during in their discussion and writing.

To teach grammar and pronunciation, instead of frequently correcting pronunciation or grammar, reaffirm the student's ideas, and then say the word correctly. Viewing the teaching strategies of the four skills and grammar and vocabulary, teaching and learning of four skills are suggested to use integrated approach because language cannot be taught separately. Teaching and learning English integratedly is a characteristics of natural communication. For example, if a person speaks, a listener tries to grasp the content of speaking and a listener turns his/her role to be a speaker. While the speaker and the listener do the activities, the skills used are listening and speaking. Both skills are always integratedly. Besides, the other skills as well grammar and vocabulary are also integratedly in the activities as stated by Brumfit (1984:69) who said that in learning and teaching, there should be a combination of the skills. This principle is also stressed by Finocchiaro (1983:97) who said that in learning and teaching skills, the aspects of language such as grammar and vocabulary should be included. The interwoven in learning and teaching four skills and vocabulary as well grammar is called 'integrated approach'. However, Mohan (1986) in Rebecca (2001) claims that segregated-skills' instruction done carefully can enhance and improve the skills of the students. This segregated-skill approach instructs the students to focus on each skill.

The advantages of integrated approach are: a) to make students interact naturally in English, b) to make student quickly feel and understand his/her difficulties in using English, c) to motivate student to use and develop English skills on the same time, d) to promote learning using real content and the language form, and e) to stress on mastering students to use English as a tool of communication.

Based on that principle, Rebecca (2001) suggests teachers to do the following activities.

- a. Learn more about the various ways to integrate language skills in the classroom (e.g. contentbased, task-based, or a combination of the two);
- b. Reflect on their current approach and evaluate the extent to which the skills are integrated;

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- c. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on;
- d. Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks; and
- e. Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

RESEARCH METHODOLOGY

This research uses a case study method with a descriptive technique. The research was conducted for 4 months from August to November 2017 at the Public Junior Secondary School (JSS) 3 Babelan in District Bekasi West Java.

The questionnaires, observation, interview, and discussion were used to get information about the needs of students based on the teachers and students' perceptions about the useful learning and teaching materials, learning and teaching methods, and learning evaluation. Secondary data consists of text books/learning materials, teachers' books, teacher's teaching preparation, student's exercises, syllabus, and other documents. The percentage of the students and teacher's perception was analysed, then transferred into statements of which most or best or highest, fair or middle, and the least or the smallest.

Population and sample of the research are all first year students and English teachers. The number of students in each class ranges from 40 to 48. Sample was 400 students and English teachers taken purposively from the first grade of public JSS 3 Babelan. Sampling technique is adopted from Lofland and Lofland in Moleong (2000:112).

Research Findings

Having observed and analyzed the learning and teaching activities in the class, it was found that there is a difference between the teachers and the students' needs and the reality of the learning material used, learning and teaching methods, and the learning evaluation of skills in the class. The implementation of learning and teaching material, learning and teaching methods, and learning evaluation is different with the students needs as said by most of the students (85%). However, most of teachers (89%) claim that those aspects have met the needs of the students. Learning and teaching material are mostly taken from the textbooks determined by each school. Teachers still use monotonous reading and translation method and technique. Learning evaluation more stresses on the evaluation of students reading ability and grammar, and the evaluation of speaking ability does not measure students' speaking ability, but it much measures reading skill and grammar.

Research also reveals about teachers and students' perception of students' needs about learning and teaching material, learning and teaching approach, methods, and techniques, and learning evaluation of language skills, as follows:

1. Teachers' perceptions
 - a. Teaching materials

The objectives of the textbooks are written clearly. However, the content of current used textbooks is less appropriate to the 2013 curriculum (Kistono 2017). The textbooks may not be all authenticity, but they should relate to student contexts. Topics in the textbooks should be various, for examples: they should contain dialog, notes, letter which should be interesting and communicative. Research also found out that there are varieties of teachers' perception of the students' needs related to the language skills described as follows.

Listening: listening material such as the textbooks should contain dialog or short interview which makes the students easy to grasps. The teaching and learning material should also contain pronunciation and spelling skill such as understanding the gist and specific information, filling cloze procedure, language laboratory, cassette, accompanied by listening guide and its script.

Speaking: speaking material should contain some models of the dialog for examples; daily activities including the actual or current events, pictures related to the condition or the culture of the native speakers.

Reading: reading material may contain short dialogs, some forms of questions, short stories about cultures, world, industries in accordance to the science and technology from English newspaper or magazines with the lists of words and their meaning and the questions about the texts. They are suggested to contain interesting pictures and other teaching aids.

Writing: writing material should contain short paragraph, letters, pamphlet, advertisement, pictures, graphic, and writing guide.

Vocabulary: vocabulary material should contain familiar words or well-known vocabulary and new ones such as idiom, antonym and synonym with their meaning and their definition as well as the sentences examples.

Grammar: grammar material should contain the exercises of simple tenses and their explanations and basic grammar concept and sentences development with complete grammar book with its explanation and exercises.

Teaching material including teaching skills and language aspects should be properly arranged from the simple to the complex ones, accommodate the different learning system of students as stated in the 2013 curriculum containing varieties speaking materials and students activities; such as pair work dialog, group work dialog done by three or four students acting naturally, contain pictures, graphic artistically and related to the books content such as the function of language, colour, and performance, accompanied by supplementary exercise integrated with four skills (listening, speaking, reading and writing skills), and language aspects (vocabulary and grammar). the textbooks should be accompanied by the teacher and students' guides, cassettes, and video cassettes.

b. Learning and teaching methods and techniques

Listening: In teaching listening, teachers are suggested to do the activities, such as, a) explain the activities that have to be followed by the students, b) ask the students to read all questions before answering them, c) read the text and ask the students to listen, d) listen to the cassettes about the songs and ask them to answer by completing incomplete forms and tables, e) fill the blank column, f) comment and explain main ideas and answer the questions given such as

minimal pairs of words including pronunciation, and i) play games such as chain or series games and ask the students to check their answer.

Speaking: In teaching speaking, a teacher is suggested to do the activities; a) ask the students to work in pair and using yes/no question and question words-questions based on the information gap questions given by the teacher, b) motivate students to ask each other freely, c) ask them to memorize the dialog and act it out in front of the class, d) ask students to act the conversation out freely by using the topic determined either by the students themselves or determined by the teacher, e) ask students to guess the information from the picture and vice versa, f) ask them to express like and dislike, agreement, preferences and so on, g) ask students to write dialog, speech text, then to act it out in front of the class, and h) ask students to do role play and retelling story.

Reading: In teaching reading, a teacher is suggested to do the activities; a) ask the students to read the texts silently, then identify specific information, b) explain the meaning of the sentences and difficult words in the sentences, then find the conclusion of every paragraph using their own sentences, c) find the synonym of the difficult words in the text and answer the questions, d) ask students to read all questions given, e) ask students to make questions based on the texts, f) ask students to read the text about jokes, while the teacher sees their reaction whether they understand or not, g) ask students to ask each other, and h) the teacher asks questions related to the text before the students read and answer the questions.

Writing: In teaching writing, a teacher is suggested to do the activities: a) ask students to write sentences based on the sentence pattern taught, b) collect the students' works and read them loudly, c) write down the students sentences on the board and discuss their mistakes, d) write down a short paragraph, e) make a paragraph based on pictures, then write other paragraph freely, f) ask the students to ask each other in a written form, and they may not say anything orally, g) write a return letter based on the sent letter received, h) make sentences using the words given by the teacher, i) make a paragraph based on the questions given, j) write a short paragraph about the topic being discussed, then write the other ones about daily life, and k) write the paragraph in the form of describing, narration, exposition about ideas, attitudes, and feelings using correct tenses.

Vocabulary: In teaching vocabulary, a teacher is suggested to do the activities: a) pronounce the words individually or together, and then write down them on the board, b) find the difficult words, then find the meaning in the dictionary and memorize them. After that, ask the students to write the sentences using those words, c) translate those words and sentences into Indonesia language and vice versa, d) ask the students about the meaning of the pictures shown by the teacher, e) make sentences according to the examples made by the teacher, f) find the synonym and antonym as well as the definition of the words, and g) fill in the column using words from the topic, and then make other sentences using those words.

Grammar: In teaching grammar, a teacher is suggested to do the activities: a) review the previous topic before going on to the new one, b) explain the sentence pattern such as tenses, c) ask the students to make sentences according to sentence pattern taught, d) ask the students to answer the questions in the textbook, e) the teacher examines the students work himself/herself or together with the students, then give them back to the students, and f) ask the students to arrange jumble sentences into a paragraph.

To increase the students listening skill, a teacher and students have to do the following activities:

Teacher: a) advise the students to listen to the cassette, b) give an interesting text according to the level of the students, for examples; short texts by omitting the specific words, c) give information or instruction using correct and clear intonation and stress using visual aids such as radio cassettes and pictures, and d) always talk in English with students.

Students: a) listen carefully to the cassette or to the teacher's explanation about the topic discussed in order they can answer the questions, b) find the main ideas and write them down in the exercise book, c) write missing words, d) tell or write what they have listened, e) If possible, the students are asked to talk with native speakers, f) know the pictures shown by the teacher, and g) listen and write difficult words, then consult their meaning in the dictionary.

The following are the teachers' opinions about how to increase the students speaking ability. The students and the teacher are suggested to do the following activities:

Teacher: a) teacher asks the students to express their ideas in the form of dialog in the class, b) explain clearly about what the students have said, and give examples of interesting dialogs, then ask the students to ask and answer or to express their ideas or give opinions in English, c) drill the words that the student have not been understood, d) always talk in English to the students, but if they cannot understand it, the teacher can use gesture or real objects, e) ask students to watch English film/news, f) ask students to make a speech text, g) observe or inspect the student's activities during their work in group in order they speak English, h) there should be an English day for the whole school members, and form the English group discussion, and i) joint the English debate.

Student: a) make a dialog, memorize and act it out in front of the class, b) student may not be afraid to speak English even though there are mistakes, c) answer the teacher's questions in English, d) always talk in English, e) if possible, talk to native speaker and retell experiences in English, and f) write the speech text and practice it.

Next, the teachers' opinion about the enhancement of the students' ability to read is that a teacher and students should do the following activities: Teacher: a) give students a text which is appropriate to the their context, then discuss it, b) ask the students to read it, then ask the main idea and the conclusion, c) do pre-whilst, and post reading, d) ask them to read aloud, then to read silently, then go on to ask students what they have read, e) ask the students to make questions based on the text and ask each other about the texts, f) reread the students pronunciation or stress, then read the correct ones, and g) ask the students to tell the story based on the picture given. Students: a) read the text to find the main idea and answer the questions, then make a conclusion, b) read aloud first then read silently, and c) read English story books, magazines, newspaper, brochure, pamphlet, and so on.

The followings are the teacher and students' opinions to help students increase their ability to write.

Teacher: a) use pictures as aids to help students be able to write, b) ask students to tell the story about the picture, c) give examples how to write short paragraph, then give a task to describe speech text, letter, return letter, and so on, d) write words and songs, then listen to song in the cassette carefully and enjoyable, and e) explain the grammar clearly.

Students: a) choose an interesting theme, then write ideas freely and quickly, b) pay close attention to the picture, then write it, c) write a letter, words, or songs given by teacher or from the cassette, d) write idea, feeling, opinion, using correct grammar such as tenses, and e) join the writing context.

Opinion and comments of the teacher and students about how to understand grammar properly:

Teacher: a) explain the useful of studying grammar, b) give a text or dialog related to the grammar discussed, c) explain it by giving examples using aids, then ask students to write their own sentences, and d) do the reinforcement by using game or the grammar exercise, then correct their mistakes.

Students: a) write their own sentences correctly and properly, b) pay close attention to the teacher's explanation about sentence pattern, and c) students are given to do the exercises related to the text.

The teacher and students' opinions about how to improve students' vocabulary:

Teacher: a) ask students to find key words or difficult words in the text, b) explain those words by giving examples of the sentences based on the text, c) ask students to memorize those words, while teacher gives an example of how to read it, d) give students new words either individually or using the context of the sentence or paragraph, and e) ask students to find synonyms and antonyms, and consult them in the dictionary.

Student: a) find the key words and other words related to the text, b) find synonyms and antonyms in the sentences, and consult the dictionary to find them, then memorize them, and c) students write their own sentences using those words.

1) Classroom management

In managing the class particularly teaching-learning activities, a teacher should make interesting and joyful activities, so that students are interested in doing it, for example, changing activities systematically and challenging. These activities can be done by forming the pair work, the group work or individually. Having formed the group or pair work, a teacher has to deliver the task for each pair or group to do, so that they will not spend their time uselessly. While the students are working in the group or in the pair, a teacher walks around the class to observe whether the students are doing their task well or not.

c. Teaching and learning methodology

In teaching and learning, it is suggested that a teacher should understand kinds of learning and teaching methodologies, especially in teaching four skills and the aspects of language.

1) Teacher's preparation

A teacher should prepare a lesson plan before conducting learning-and teaching activities. Teachers agree to teach based on the objectives of learning-teaching English stated in the curriculum even though it changes the content of the books. They agree to use student's centre approach in learning-teaching activities in the class.

2) Visual aids

Due to the teacher rarely uses visual aids such as cassette, visual material, teacher's book, and vocabulary list, it is needed to prepare visual aids before teaching and learning activities.

3) Ending of learning-teaching activities.

Having finished teaching-learning activities, a teacher always reviews the topic discussed, then gives them homework.

2) Learning evaluation**a) Language skills**

Teacher hopes that evaluation of the skills and language aspects are in accordance to the objectives of each skill, such as: a) listening: a teacher asks students to listen the text from the cassette, then answer the questions, b) speaking: teacher asks the students to practise the dialog, c) reading: in evaluating reading skill, a teacher asks students to read original or actual texts which is appropriate to the student's level. A teacher gives a clear writing model, then asks them to write a letter, write a paragraph about himse/herself, and arrange jumble sentences to become a good paragraph, e) grammar: a teacher gives some various kind of exercises such as explaining tenses and answering questions. f) vocabulary: a teacher gives exercises to the students and asks them the meaning of the words.

b) Non language skill

Teacher's needs are: a) a teacher must decide indicators of the students' achievement, b) tests should be different, c) a test should be integrated skills and the aspects of language, and d) in evaluating students' learning activities, the form of test must be in accordance with the objectives of each skill. A good test is the test that examines the achievement of the students' English proficiency.

2. Students' perceptions

The students' perceptions of their needs about learning materials, learning method, and learning evaluation are as follows:

a. Learning materials

- 1) Learning materials or textbooks should be interesting, contain colour pictures, graphic, the list of words and their meanings, and English cassettes or tape recorder as well as video. The use of cassette and video in the class are very rarely done by the teacher;
- 2) Current learning materials or textbooks used in the class are less containing speaking skills, but grammar material is enough;
- 3) It is also needed to have word lists with their meanings and grammar with its explanation to improve students' writing; and
- 4) Learning materials should be arranged from easy to difficult ones or from the simple to the complex ones, and some exercises in each topic.

b. Learning methodology

First, in order to improve students' listening, students have often to listen English cassette, radio or watch TV, often listen to people who speak English, or talk to native speaker, do exercise or practise in the laboratory, increase vocabulary and grammar. Second, in order to improve speaking ability, students have to listen English cassette or radio about the dialog, watch TV, and practice speaking in different form of dialog. Third, in order to improve students' reading, they have often to read English texts, increase vocabulary, grammar, read English newspaper or magazines, English story, and practise translation both Indonesia into English or English into Indonesia. Fourth, in order to improve students' writing, they have often to do exercises such making sentences using words that have been studied or memorized them, often arrange words to be properly sentences, and arrange sentences to be a properly paragraph. Fifth, in order to improve students' grammar, students have often to memorize sentence pattern and do exercises, such as making sentences using known words. Sixth, in order to improve students' vocabulary, students have often to increase vocabulary by memorizing them and write the sentences using those words; consult the dictionary to find the meaning of the words, synonym, and antonym, and definition of the words including the pronunciation and stress.

The difficulties in mastering the language skills, particularly listening skill are the quicker rate of speech of the cassette and the teacher, intonation and stress unclearly, and the use of unfamiliar grammar. However, one of the ways to improve student's learning outcomes is to practice more and continuously involve in English atmosphere. The most important is the teaching and learning techniques used by the teacher during the teaching and learning activities in the class, such the implicit recast feedback and explicit feedback in reducing the number of pronunciation errors of the learners are effective (Demir:2014) and the using peer editing technique in helping the students improve their writing descriptive composition effectively (Arfani and Noor:2018).

c. Learning evaluation

To evaluate the language skills, it was found that the current evaluation model has not measured the student's competence, and does not challenge the students. Therefore, learning evaluation should be appropriate to the objectives of each skill. Besides, students need suitable approach or technique such as: a) in order to know the students' ability about listening, students should be tested listening but not testing writing as a current evaluation. b) in order to know the students' ability to speak, students should be asked to talk either in pair or in group, and to talk individually, c) in order to know the students' ability about reading, students should not be only given questions about the narrative text but also the text of dialog, and d) in order to know the students' ability about writing, students should be tested writing such as: arrange the words to become a properly sentence or to arrange sentences to become a properly paragraph.

3. The discussion of the teacher and the students' needs

The discussion of the teacher and the students' needs is divided into three sub-sections: learning-teaching material, learning-teaching methods, and learning evaluation. The main point to discuss here is that the learning-teaching methods, while the other two are only discussed slightly. Next, the discussion about teacher and students' needs are not done separately.

Teaching material may not be all authenticity, but they should relate to students' contexts. This is supported by the theory defined by Swam (1987) in Richard Rosner & Rod Bolitho (1990) which says that authentic material is interesting based on the context of the students. However,

a teacher and students need to use not only authentic materials but also non authentic ones. They suggested to use other varieties materials besides textbooks in order the students are not boring and motivate them to enrich vocabulary as well as enhance the student's knowledge and wide perspective. To overcome teacher's the lack of learning and teaching methods, the proposed technique to improve teacher's competence and students skill of four skills is an integrated four as well as vocabulary and grammar in instructional learning in the class rather than segregated model as the current implementation. Besides teaching material and methodology, a current model of evaluation has also not measured yet the ability of the students in using English because there are less appropriate to the aims of the evaluation and it does not challenge the students to learn.

The research also reveals that the implementation of integrated English skills to improve English teachers' teaching methodology and techniques at the first year of public JSS 3 Babelan in District Bekasi, West Java, as follows,

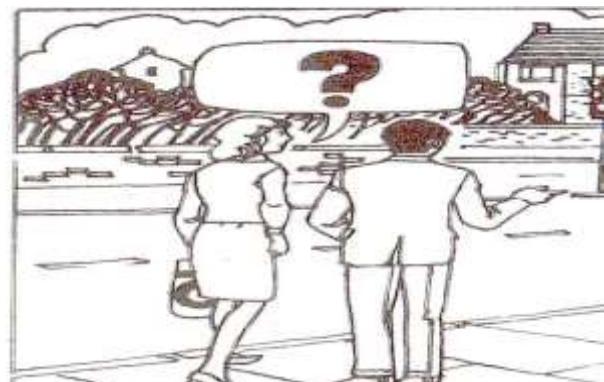
In order the teachers and the students are able to implement the integrated English skills (listening, speaking, reading, and writing) as well as grammar and vocabulary in learning and teaching English at the first year of Public Junior Secondary School (JSS) 3 Babelan in District Bekasi, West Java, the following technique is purposed to implement the integration of two, three, and four skills with grammar and vocabulary. The technique of implementing integrated skills is done by using learning materials in the form of dialogue and reading text. Besides, the students' tasks and activities should be in a tight given time to make students use efficient time and not to do other activities other than the tasks given or they will not spend their time uselessly. Next, the class management should also be planned; such as individual work, pair work, and group work. This is chosen to make the teaching and learning condition be in a real situation as well as meet the needs of the students of the first year of JSS.

Dialogue 1. Integration of two skills

Skills		Example
Listening	Speaking	<p>Learning Material:</p> <p>TEXT (Dialogue) A. Good morning. B. Good morning. A. How are you? B. Fine thanks. And you A. I am fine. Nice to meet you. B. What's your name, please! A. Nisa. And you? B. Adelia A. Nice to meet you Adelia B. Nice to meet you too, Nisa.</p>
Skills	: Listening and speaking	<p>Basic Competence : to respond meaning of the transactional (to get things done), to respond meaning of dialogue (interpersonal) fluently and accurately</p> <p>Vocabulary : Fine thanks, Nice to meet you and others within the text. These words include pronunciation, stress, and intonation.</p> <p>Grammar : To be and WH question (what and how).</p>

In teaching and learning activities, student A greets student B. While student A says "Good morning", student B listens what student A is saying. Before student B answers student A's greeting, student B listens what student A says. In this situation, an interaction between student A and student B involves listening and speaking skills which means an integration of two skills happens. Next, besides the involvement of speaking and listening skills during student B answers student A, there also involves an integration of grammar, vocabulary, pronunciation, stress, and intonation in sentences expressed by both students A and B. For example 'I am fine' or 'Nice to meet you' as well as a question 'What's your name?' is an integration of listening and speaking skills.

Dialogue 2. Integration of three skills

Skills			Example
Listening	Speaking	Reading	Learning Material:
			 <p>TEXT (Dialogue)</p> <p>Listen to this:</p> <p>Woman: Excuse me Where's the nearest bank? Man: There's one opposite the station. Woman: How do I get there, please? Man: You go to the end of the square, cross the main road, turn left, right at the lights, and take the first on the left. Woman: Thanks very much.</p>
Skills : Listening, speaking, and reading Basic Competence : to respond meaning of the transactional (to get things done), to respond meaning of dialogue fluently and accurately, to express meaning of the written text Vocabulary : Opposite, cross, left, right, and others within the text. These words include pronunciation, stress, and intonation. Grammar : WH question (where and how)			

In teaching and learning activities, a teacher can use a cassette. Students are asked to listen a text. This activity involves listening. Having finished listening, a teacher asks students about

the content of the text. Students' answers of a teacher's questions involve speaking skill. Then, a teacher gives a script of the text to each student and asks them to read and follow the teacher's pronunciation. The students' activities of reading text, pronouncing words and sentences involve reading and speaking skills. In this activity, listening, speaking and reading are integrated. In the activity, grammar, vocabulary, pronunciation, stress, and intonation are also integrated in the sentences pronounced by students. For example: words 'nearest bank' and grammar 'where's the nearest bank?' (WH question 'where') is integrated of listening, speaking, and reading skills.

Dialogue 3. Integration of four skills

Skills				Example
Listening	Speaking	Reading	Writing	Learning Material: Read the text Carefully THOMAS DAILY ACTIVITIES My name is Thomas. I am a student. Every day I get up early in the morning. I get up at 4.30 a.m. then take a bath and get dressed. After that, I have breakfast at 5.30 a.m. and go to school at 6 o'clock. Monday to Thursday are full day for me. School starts at 6.30 a.m. and ends at 2 o'clock in the afternoon. On Friday, I finish studying at 11 a.m. and on Saturday I usually read a newspaper in the afternoon. In the evening I always do my homework and sometimes watch television before I go to bed. Source: Kistono Cs.2017. The Bridge English Competence for SMP Grade VII P. 41
Skills : Listening, speaking, reading, and writing				
Basic Competence : to respond meaning of the transactional (to get things done), to respond meaning of written text fluently and accurately, to express meaning of the written text through writing.				
Vocabulary : Words including pronunciation, stress, and intonation which are related to the text.				
Grammar : Tenses (simple present), WH question, singular and plural forms, to be, to do, plural and singular nouns, tenses (Present Tense)				

In the above dialogue, a teacher reads or asks students to read the text. During the teacher reads a text, students listen the contents of the text while reading silently or follow the teacher's reading. In this activity, listening and reading are integrated. In reading activity, a teacher can also ask students to write difficult words or pronounce words which the teacher asks them to

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do. In this activity, the skills which involved are writing and speaking skills. So, the four language skills are integrated.

Having presented the technique of the implementation of the integrated skills above, there are advantages of this technique, as follows:

- a. Help English teachers and students in teaching and learning activities from traditional approach to joyful learning in the class;
- b. Help English teachers develop English learning and teaching techniques through their experiences;
- c. Help English teachers find out effective and efficient techniques to be used based on the students and teachers' contexts;
- d. Increase students' learning motivation, self confidence, and motivate them to speak English in relax and joyful ways; and
- e. Students themselves are able to evaluate their English abilities, so that they are able to improve their weaknesses.

DISCUSSION

Teachers and students' perception about teaching and learning English in the class are mostly related to the needs of students to acquire the skill of language use, particularly the four skills (listening, speaking, reading, and writing). However, the reality of the implementation of the teaching and instruction in the class does not fulfill the needs of the students. The gap of the teachers and students' needs in the actual instructional learning in the class is happened due to large class which contains 40 to 45 students in one class that make teacher's unable to manage his/her lesson well. Teachers are suggested to fulfill the target of learning requirement competence as it states in the 2013 curriculum without considering the level of student's acquisition of the learning material. Most teachers regard that mastery learning states in the 2013 curriculum is to complete all material without considering whether the students have understood the learning material well or not. Teachers also find difficult to teach using the integrated English skills in the class due to the lack of teachers' experience, competence, and skill. Teachers still teach the skills separately each other including vocabulary and grammar. A current model of evaluation does not measure the ability of the students in using English. To evaluate the language skills, it was found that the current evaluation model has not measured the student's competence and skill, such as; a) in order to know the students ability about listening, students should be tested listening but not testing writing as in a current evaluation. b) in order to know the students ability to speak, students should be asked to talk either in pair or in group, and to talk individually, c) in order to know the students ability about reading, students should not be only given questions about the narrative text but also the text of dialog, and d) in order to know the students ability about writing, students should be tested writing such as: arrange the words to become a properly sentence or to arrange sentences to become a properly paragraph.

To meet the students needs, the integrated English skills has made teachers feel easy and comfortable to teach the skills and motivate and inspire them to improve their competence.

However, the teachers should be supported by better school facilities such as audio recorder, computer facilities as well IT, so that a teacher can easily prepare and plan learning material and teaching methododolg which are the key success of teaching and learning the English skill.

By far, most important reason for teaching writing, of course, is that it is a basic language skill just as important language speaking, listening, and reading. Sudents want to know how to write letters, how to write using electronic media such as whatsApp, twitter, email to his/her friend. To evaluate the language skills, it was found that the current evaluation model has not measured the student's competence, and does not challenge the students. Therefore, learning evaluation should be appropriate to the objectives of each skill. Besides, students need suitable approach or techniques such as: a) in order to know the students ability about listening, students should be tested listening but not testing writing as a current evaluation. They need to know some of writing special convention (punctuation, paragraph construction, etc, just as they need to know how to pronounce spoken English appropriately, and giving them chance to rehearse having discussions outside the classroom as the responsibility of the teachers (Harmer: 1988). A teacher gives a clear writing model, then asks them to write a letter, write a paragraph about himself/herself, and arrange jumble sentences to become a good paragraph, e) grammar: a teacher gives some various kind of exercises such as explaining tenses and answering questions. f) vocabulary: a teacher gives exercises to the students and asks them the meaning of the words.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings of the research, it can be concluded that a suitable techinque of teaching English skills for students at public JSS 3 Babelan in District Bekasi, West Java is an integrated skills with grammar and vocabulary. The concept of this technique is that when a teacher teaches skills, vocabulary and grammar are also integrated in the process of teaching. In line with this, to meet the needs students, learning and teaching material is taken from curriculum and other material from other sources and the authentic ones. This material is redesigned based on context and the students' condition.

In implementing teaching-learning material, it is used a variety of teaching-learning methods which describe the activities of teacher and students in every step from activity one to the other activities. Besides, the use of visual aids in every activity is performed from activity one to the following ativities. Next, the organization of the class is done based on the objective of each activity in order to achieve the competence. To know the students' achievement, learning evaluation is done during the activities by observing the students participation from activity one to the next.

Recommendations

The following activities are suggested:

1. Teachers should develop various kinds of materials and using communicative approach;

2. Students should study and practice speaking and other skills with friends, teachers, using various kinds of techniques of speaking naturally. Students are also suggested to use grammar and vocabulary they have had in sentences, listen to English news from radio or TV;
3. School principal should encourage English teachers to develop various kinds of teaching and techniques and prepare the infrastructure such as radio, TV, cassette of English instruction, language laboratory if possible, internet and intranet to upload the various kinds of English learning material;
4. Teacher Training College or other institutions are suggested to train teachers how to use integrated English skills as well as vocabulary and grammar in designing material, methodology of teaching and learning, and learning evaluation;
5. Government should support the related institution or teacher and school principal to prepare some various kinds of techniques for JSS students; and
6. Educational researchers specially English teaching researchers to do in-depth research about aspects and factors that support and inhibit students' learning and teacher's teaching integrated English skills.

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