

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Curriculum was a term used in education to describe the framework that set expectations for student learning. It was a guide for teachers that established standards for what students should learn and how they should learn it. Curriculum served as a set of courses designed to provide expertise, which included instructional practices, learning experiences, and students' performance assessment that were designed to bring out and evaluate the target learning outcomes of a particular course (arung, 2014). The curriculum was the central guide for all educators, outlining what was essential for teaching and learning, ensuring that every student had access to academic experiences (Brown, 2006). According to Bilbao, Purita P., et al (2008), The curriculum could be both written and unwritten, and it encompassed social behaviors, content, and thinking skills. The curriculum included teacher-made materials, textbooks, and national and state standards, and it outlined the concepts to be taught to students to help them meet the content standards.

The curriculum could be both written and unwritten, and it encompassed social behaviors, content, and thinking skills. The curriculum included teacher-made materials, textbooks, and national and state standards, and it outlined the concepts to be taught to students to help them meet the content standards. (Tyler, 1957). The curriculum was designed by an authorized institution with the expertise and capacity to create it. (Maryono, 2022). The curriculum in

Indonesia was managed through public policy in the field of education, regulated by the Ministry of Education, Culture, Research, and Technology of Indonesia. In accordance with *Permendikbud No. 718/P/2020*, the definition of curriculum was a set of plans and regulations regarding the goals, content, subject matter, and methods used as guidelines for conducting learning activities to achieve specific educational objectives.

The Indonesian curriculum has been established or modified in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and *Kurikulum Merdeka*. Changes in the curriculum in Indonesia resulted from changes in political, social, cultural, economic, and scientific and technological conditions that developed within Indonesian society. The development of the curriculum in Indonesia was based on the ideology of Pancasila, while the legal basis used was the 1945 Constitution of the Republic of Indonesia. The differences among the curriculum used revolved around the primary goals in education and the approaches used to achieve those educational goals (Yulianti, 2016).

Previously, Indonesia implemented the "*Kurikulum Merdeka*" to support the vision of Indonesian education and as part of efforts to recover the learning process. The *Kurikulum Merdeka*, formerly referred to as the prototype curriculum, was developed as a more flexible curriculum framework, while also focusing on essential content and the development of students' character and competencies. Minister Nadiem mentioned several advantages of the *Kurikulum Merdeka*. First, it was simpler and more in-depth because this curriculum concentrated on essential content and the development of students'

competencies at each phase. Then, both educators and students had more freedom because, for students, there weren't any specialization programs in high school; they could choose subjects based on their interests, talents, and aspirations. As for teachers, they taught according to students' achievement levels and development. Furthermore, schools had the authority to develop and manage the curriculum and learning processes according to the characteristics of the educational unit and its students.

The *Kurikulum Merdeka* in Indonesia provided teachers and students with the freedom to organize learning according to students' learning styles and abilities. The *Kurikulum Merdeka* was designed to be more straightforward and in-depth, with a greater emphasis on student-centered learning (Freire, 2022). Teachers were expected to be more critical of the curriculum issue and to provide feedback to learners (Of et al., 2022). The curriculum guidelines instructed teachers to use a variety of teaching materials and practices that were appropriate for their students' needs and abilities. (Pratikno et al., 2024). Based on Freire (2022), The implementation of Pancasila values was also encouraged to promote a more inclusive and effective learning environment. The *Kurikulum Merdeka* emphasized the importance of student engagement and active participation in the learning process, allowing teachers to set their instruction to meet the needs of individual students.

One important aspect of the *Kurikulum Merdeka* was developmentally appropriate practice, which acknowledged the individual differences of students and provided learning experiences tailored to their needs and interests.

developmentally appropriate practice was a learning activity that recognized that each student had different needs and abilities. In developmentally appropriate practice, students were provided with various choices in terms of learning materials, teaching methods, and assessment. The main goal of developmentally appropriate practice was to ensure that every student could reach their maximum potential and feel motivated in the learning process.

Developmentally appropriate practice could be achieved through four ways: content, process, product, and learning environment. Teachers could differentiate content by varying the level of difficulty, the type of material, or the method of delivery. They could differentiate the process by varying the activities, the pace, or the level of support provided to students. They differentiated products by varying the type of assessment or the way students demonstrated their learning. Finally, they differentiated the learning environment by varying the physical or social setting in which learning occurred. Differentiated learning benefited all students, regardless of their ability level. It allowed students to learn at their own pace and level, which increased their motivation and engagement in the learning process. Developmentally appropriate practice also helped teachers to meet the diverse needs of their students and to create a positive and inclusive learning environment. There were some effective developmentally appropriate practice strategies that teachers could use in their classrooms: 1. Focused on skills rather than content; 2. Used learning stations; 3. Used task cards; 4. Interviewed students; 5. Targeted different senses within lessons; 6. Shared their strengths

and weaknesses; 7. Made time for journaling; 8. Used a stoplight system to check for understanding; 9. Pre-taught; 10. Used cooperative learning structures; 11. Offered projects with choices; 12. Used self-reflection; 13. Used tiered assignments; 14. Used flexible grouping; 15. Provided multiple means of representation, expression, and engagement; 16. Used technology to differentiate instruction. It is important to note that developmentally appropriate practice required proactive planning and inclusivity to ensure that the learning experiences were accessible to all learners to meet their learning needs. Teachers could use a combination of these strategies to create a comprehensive and effective lesson plan that met the needs of all students in their classroom.

SMPN 1 Tanjungpinang is one of the schools that implements the *Kurikulum Merdeka*, one of which was by applying developmentally appropriate practice according to students' learning styles, especially in English language learning. SMPN 1 Tanjungpinang, with its uniqueness of students from both private and public schools, was presented with diverse learning styles and abilities among students. developmentally appropriate practice involved the use of varied teaching strategies. Each student had different learning styles, so it was important for teachers to employ various teaching strategies that aligned with students' needs. For instance, for students who were visual, teachers could utilize visual media like videos or images to aid their comprehension. For students who were auditory, teachers could use discussions or lectures to facilitate their understanding. For students who were kinesthetic, teachers could use movements in the lessons, such as activities or direct experiments. By using

appropriate learning strategies for students, the learning process was more effective, and students were more engaged in their education.

In the assessment, evaluations were also carried out differently. Every student had different strengths and weaknesses in academics. Therefore, assessments were based on abilities and achievements that matched students' needs. For example, if there were students who excelled in speaking and writing, they could be assessed through oral presentations or written assignments. Conversely, if there were students who excelled in problem-solving or practical skills, they could be evaluated through practical exams or projects. By conducting diverse assessments, students felt valued, and their learning outcomes were more accurately portrayed. To customize learning, teachers conducted diagnostic assessments. These assessments enabled teachers to gain invaluable insights into their students' individual strengths, preferences, and areas of growth.

The implementation of developmentally appropriate practice in English Language Teaching (ELT) strategies at SMPN 1 Tanjungpinang presented several challenges that educators had to navigate. One common issue encountered was the wide variability in students' proficiency levels in English. Teachers often faced the challenge of instructing to meet the needs of both struggling learners and advanced students within the same classroom. Additionally, limited resources, such as materials and technology, could hinder the implementation of developmentally appropriate practice. Furthermore, time constraints and curriculum demands placed pressure on educators, making it

challenging to plan and execute individualized instruction. Overcoming these challenges necessitated ongoing professional development, collaboration among teachers, and a commitment to adapting ELT strategies to ensure that every student had the opportunity to thrive in the English language learning process. Finally, based on the reasons above, the researcher was interested in conducting research with the title **“English Language Teaching Strategies in Developmentally Appropriate Practice”**.

1.2 Identification of the Study

Based on the background of the study above, problems were identified:

1. The research needed to address the issue of teacher preparation in implementing developmentally appropriate practice strategies.
2. The teacher needed strategies when she wanted to achieve a better second language acquisition for the students.

1.3 Limitation of The Study

This study focused on investigating the English Language Teaching Strategies in developmentally appropriate practice. The study was limited to teaching reading of descriptive text.

1.4 Research Question

Based on the explanation provided earlier, the research formulated the following question “What are strategies utilized by the teacher in developmentally appropriate practice ?”

1.5 Purpose of the Study

The purpose of this study was to investigate how English language teachers' strategies at SMPN 1 Tanjungpinang accommodated the implementation of developmentally appropriate practice.

1.6 The Significant of the Study

The result of the study is expected to be used theoretically and practically:

Theoretically

- a. The results of this research are expected to add existing theories about English language and teaching.
- b. This results of this research are expected to give profitable description for an further researcher who wants to study the same case.

Practically

- a. For the Student

Hopefully, this study helps the students get something they want, mainly the target goal in English language and they get the best result.

- b. For the Teacher

This study can be a reference and input to apply in the developmentally appropriate practice strategies in English language teaching

- c. For Researchers

As a reference to other researchers who want to study english language teaching strategies in developmentally appropriate practice

1.6 Definition of Key Term

1. English as a Foreign Language(EFL)

English as a Foreign Language (EFL) refers to learning and using the English language in a place where it is not the native or primary language. In other words, when people in a country primarily speak a different language, and they are study and use English.

2. English Language Teaching Strategies

English Language Teaching (ELT) strategies are ways that teachers use to help students learn and improve their English language skills. These strategies include how teachers plan lessons, what activities they use in the classroom, and how they interact with students.

3. Developmentally Appropriate Practice

Developmentally appropriate practice is like customizing teaching to fit different students' needs in a classroom. It is a way for teachers to change how they teach so that each student can understand and learn better.