Blending Lines in TEFL: Attaining Literacy Thru Scientific Approach

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Abstract

This writing is trying to elaborate Government's policy in teaching English of primary and secondary school in Indonesia. The literacy has been developed not only read and write but also furthermore use the knowledge in order to help student role in society. It is revealing some theories and techniques that are supporting the literacy approach until in the classroom. It is suggested to the teacher to enrich not only their capacity in the professional competencies but also developing their pedagogy capacity in order to implementing national curriculum 2013 that is projected to change the language teaching paradigm from literacy approach which gives the students opportunity to use the information from what they read and write to scientific approach that gives students chance to develop their intelligence to higher order thinking in learning language and expected in using it in proper way as life skills equipment in facing the rapid changes of global society system in the near future. In brief, it can be determined that scientific approach is in the language learning process environment; meanwhile literacy approach is concerned to the language learning results framework. It is expected that teachers can understand and act in the classroom as the literate teacher.

Keywords: Literacy skills, scientific approach, TEFL curriculum.

1. Introduction

There are many critics and cynical statements that are pointed to the English language teaching both in primary and secondary school in Indonesia that failure in output. Some of the critics and those statements are come from ordinary people, even the education expert. In one occasion, the night of the opening of prajabatan training on June 6 2010 at Balai Diklat Keagamaan Ambon, an officer who was sent from Jakarta in his speech, he commented that the English teaching in madrasah could not make the student speaks. After all, he contrasted the output of the student in madrasah that studied for 12 years with the students who are finished three-months English language courses that showed the better performance than the madrasah student did. This statements

is almost same with the critics from not only from an Adjunct Associate Lecturer in The University of Adelaide South Australia, Subekti (2012), but also from Abbas Badib, a professor at Unesa in Media Indonesia (2000), about the failure of English teaching in Indonesian educational system. It means that the implementation of English teaching in Indonesia was failure because the four skills in language, listening, speaking, reading, and writing in high school was not operation able in real life context. Furthermore, Abbas in Media Indonesia (2000) assumed that this failure gave significant loss to the labor and economic of Indonesia because of the uncompetitive high school graduates in business world.

Many significant things could be the indicators in the failure of English language teaching. The first, many graduated students of High School was not well equipped with the language skills, as Putri (2002) and Furchan (2009) examine that all this time, the students seem to be prefer learn about English language itself rather than learning how to communicate by using English, so they produce the knowledge more than the language skills.

The second indicators, there are many spreads of English language courses as the indication or maybe it can say as the consequence of the inadequate of the teaching English in regular schools. This issue has been reviewed by Fragozo (2009:112) that, the consequence of the ineffectiveness of the regular school is the on-going transference the role of language teaching to private English course. It means that students, especially to adding their skills in English, they do not have any option but need to see this private English course institution. This reason has made an opportunity for the business of English course. So that, the private English schools are offering something different from regular school, and trying to promote themselves with some slogans, for example, we make English easy(Easy Speak), Others teach you English, we make you speak(English Talk), and the most extremely one is Now Everyone can Learn English with *Reasonable Price*(Manchester English Course).

These are the reality as the consequence of the ineffectiveness English teaching in regular school. These are the indicators that many regular schools have not given the meaningful teaching to the students in achieving the goal of language as the effective communication. Beside of the reality, basically, English courses is needed by the students, however, it is not focus in developing students skills. For the modern country, especially the country who has English as their first or national language, the goal of English courses usually for some specific purposes, not for the daily English use, whether to academic, business, or in getting certificate of competence such as TOEFL, IELTS, ELP, etc., that is the development after mastering the skills in English language.

The third indicator that makes teaching English language failure is the implementation of the curriculum by the teacher that sometimes out of tracks. The teachers missed the communicative approach, which is the purpose in English Curriculum in Indonesia. The communicative approach as in BNSP (2006) is including the four language skills, Listening, Speaking, Reading, and Writing. The limitation in applying the material has been done by teacher. The teachers are stuck in teaching skill one by one, without considering the opportunity that is integrated skills offers in the classroom. From this reality, the teachers wasted their time in giving monotonous material that makes meaningful learning cannot be achieved.

Another reason that makes teacher sometimes went out of tracks is the minimum of controls from the supervisor. In reality, schools, especially madrasah in Indonesia, supervisor sometimes, not all the time, is occupied by veteran of the teacher, that still use old paradigms in handling the teachers. The other hand, less of the trainings to the English teachers is one of problems. It makes teacher sometimes felt comfort with this situation and less of inspiration while they are going to teach. After all, Koesoema (2009:74) assumes, some

people believe that government did not ready in preparing the teachers in facing the new paradigms, particularly in teaching English language.

The fourth indicator comes from the language assessments from government; National Examination (UAN) for EFL did not give any clue about the link between the instructional goals, with the indicators in the evaluation. Fatmawati (2012:8-9) investigated in Surakarta, the final language test to Junior High Schools all around Surakarta, it reveals that the assessments focused most in reading, after that followed by writing, there is no speaking nor listening section showed in the assessments instrument. What an ironic situation in language teaching world of Indonesia.

The issues about UAN-fobia itself make the changing of orientation in teaching English in regular school. When we look back about the purpose as explained in English language curriculum by BNSP (2006:126) the first general purpose in learning English to High School students is able to get the communicational competence in spoken or written in

achieving informational literacy level, the teacher should present the whole process in achieving the main goal. The main goal according to curriculum is achieving the informational literacy level, but in fact, by ignoring the communicative skills to get communicational competence, the teachers go straight to the informational literacy level, by working, reviewing, and using materials from previous UAN to achieve the better UAN score in the next occasions. The worse thing is English teaching in the last year of the graduation, students is force to deal with many simulations, not simulation in allaying the communicative competence, but simulation in working out the UAN try-out.

From all of the arguments above, the people responses from ordinary to expert about the curriculum on English language, some indicators as synthesized the reality, this paper will trying to answer the question what is the real identity of English language curriculum in Indonesia. As mention above that, the term literacy is use as the goal of Junior and Senior high

school. The next part there will be discussed about what literacy-based curriculum is, why it is used, and the implementation of the literacy approach ion the field. After the discussed, hopefully it can open our mind about the essential of the curriculum that the government programed, and become some input in construct our mind-set until instructional design that will be applied in the next time.

2. Underlying Theory

2.1. Interpretation of Literacy as an Education Policy

As people know about the history in curriculum development in Indonesia since 2004 is using literacy approach. As Kumalarini and Munir (2006:40) describe that the curriculum2004 is using literacy approach as the solution in facing the challenging of world and language discourse in the near future. This approach is the forerunner in developing the next curriculum as known as KTSP in 2006. After doing some research and development by government, finally in 2006, KTSP,

School based curriculum was launch. It has been pointed out by Wijayati (2011:58) that School based Curriculum is still using literacy approach in order to stimulate and activate the English teaching four skills based. It is also stated in the first of three goals of English Language High School curriculum guideline (BNSP, 2006:126) that the English teaching in Senior High School has aimed in getting informational literacy level. By using literacy approach, the government hoped that this approach could increase the language literacy levels of the students. This program became the fundamental changes in preparing the students in facing the reality in the global society and modernity. Literacy approach in language teaching is a solution to teacher in the classroom that hopefully can maintain the participation the student to use the skills in society.

Literacy, define by Wray, Medwell, Poulson, and Fox (2002:1) as the whole process in combining two complementary aspect, reading and speaking, which need to developing

the students skills with in integrated program in education. In short, cited by Blake and Blake (2002:11), Jack Goody defined literacy as an ability to read as well as write. But by seeing the modernity and globalization recently, Mohanty (2007:64) claims that literacy is beyond reading, writing and numeracy, but it is further in having adequate skills for today's demands. From the last definition, the government of Indonesia was starting the early education for primary school as *Calistung* as the basic ability that all of Indonesian people need to achieved. At least, the government has started the standard of literacy as able to read, whether in Latin letters or Arabic letters.

3. Research Method

Martin and Bridgmon (2012:54)emphasize that a research design is essential as same as blue print for steering a research with determined regulator above aspects that may affect findings validity.

In order to elaborate the issues in this writing, the qualitative library research is conducted. This method is collecting data by reading the references such as books, journals, news, and etc. that has significant information related to the discussions. After gaining the important details from the written sources, they are expanded as descriptive structure.

Four main steps in accompanying library research that is introduced by Sternberg (2003:19) are determining the topic based on problem reflection, searching the appropriate literature, preparing the outline, and getting started to write the paper. The topic is important part with focused in certain restriction. Later on the written source that is used should be proper in aspects of validity, reliability, objectivity and consistency. In this case, the source presentation as the arguments in supporting the research statements should be come from any media such as books, journals, proceedings, that related to the topic that discussed. The outline has several advantages that are helping organizing the writing, preventing the exclusion of relevant topics, and preventing inclusion of irrelevant topics.

4. Discussion

4.1. Why Should Literacy Approach in Curriculum?

Literacy programs had become an urgent program of United Nation, since the literacy has close connection or relation with poverty. For that, United Nation especially UNESCO proclaimed September 8 every year as International Literacy Day. According to BPS (2012:39), the number of adult literacy rate (people that more than 15 years old) on August 2011 is 92,91%, and ironically it was decreased to 92,81% in the next year on the same month. This is a fact that the literacy approach in curriculum should be reinforced in getting the better human resources as the assets in succession of the national development programs.

While looking the development of world civilization, and variety that needed by society, the definition of literacy cannot be define as ability to read and write, because it is not relevant anymore, but beyond that, as Mohanty (2007) claimed before. Term literacy is developed, as the world needs changes, not only read and write, but also beyond those are. It is more specific to skills in applying and developing their knowledge from what they read and write in order to give contribution to global society. Kirsch (1993:2) was giving the same perception, as he defined literacy as getting information from printed and written media be a function in society to develop a student knowledge potential in order achieving a student goal. From the definition before, it can be said that, literacy is a step stones learners to develop themselves in answering the real life needs, as the contribution to society. It means the demands for today's need about literate man is not only understanding what he read or write, but ability to apply by make participation in society based on his understanding before.

Literacy can be found in many fields, as we known scientific literacy, mathematical literacy, information and technology literacy, even more the most sophisticated is media literacy. In language teaching, language literacy can be understood as the ability to read as well as write in in novice that can be

used as communication media. The communication ability of somebody in a certain level means communicated or understood by people as the contributions. As Kern (2000:2) explained that focus of literacy is from the consideration of reading and writing ability in the social contexts of use, the corridor of reading and writing as complement part of written communication, rather that linguistic distinction or cognitive process. The idea of literacy with second or foreign language teaching after all the current perspective of literacy showed the combination between focuson social contexts of language use with additional components that reflected meaning construction and communication negotiation (Kern, 2000:39).

Creating literate generation as the final purpose of education at schools is becoming a need, since the fact that low literacy level has close relationship with the high rate of school drop-out, poverty, and unemployment, which those are the indicators that depict the low value of the human development index of a country(Wagner, 2001:9). The literacy level achievement of a nation reflected the pattern of its society. The developed country inclines the people who have high standard of literacy dan the developing country. If so, it not an excessive expectation to our country for getting a head in the development by extra work in upgrading it standard literacy oh its people.

It is not a new thing if todays, many developing countries is tending to developing their education system with literacy education. This is because the literacy education has purpose to make all the people in the country able to communicate, spoken or written, to fill their daily needs, is schools, business, markets, and all of economic life. Thus, the English teaching as foreign or other language in these counties is focused to developing the ability of language or language skills in order to make the students become autonomous in their whole life, creative, and able to solve the problems with their ability in English language skills.

4.2. How is the Relation with English Curriculum?

Since competence-based curriculum was run in early 2004, the concept of literacy has been asserted. Literacy, which is a Kern (2000:3) claimed as text-centric in curriculum implementation, is using text as the significant role in the classroom. As we agree that teaching English in school should emphasize the four skills in doing effective communication, the text or discourse is used to be a stimulant to make those skills present. As Kumalarini and Munir (2006:36) explained that from the text, it is expected giving procedural knowledge or implementation of the knowledge not declarative knowledge or only transferring the knowledge. In the school-based curriculum 2006, this principle was still exist, means that it is useful in increasing student literacy in school. Furthermore Kumalarini and Munir (2006) conclude that if somebody has discourse competence, when he involves with a certain discourse, he will connect it with situation and culture around him.

Teaching English with literacy approach giving the meaning that learning English as communication tool, not learning for the language itself. Thus, the use of the language itself can be considered to facing social interaction. It is expected that the student can master the discourse to make them easy in creating a discourse based on his idea in spoken or written. So the job of the teachers is developing student competence in communication or exchanging the meaning(Depdiknas, 2004). Finally, English teaching in schools must emphasize in the importance of the using language, which is proper and authentic in order to develop their life skills that able to answering the students need while socializing with the community.

4.3. Literacy and Communicative Competences

Language teaching in Indonesia is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. Communicative competence needs

supporting component in order to maintain the effective communication. The fundamental competence of communicative competence is linguistic competence is introduce by Chomsky (1965). After that, the components for communicative competence were developed by Hymes (1972) with adding sociolinguistic competence beside linguistic competence. The other reformation of communicative competence as introduce by Canale and Swain (1980) by changing linguistic competence to grammatical competence, keeping sociolinguistic competence, and adding strategic competence. Several years later, Canale (1983) revised his previous model of competences by adding discourse competence beside three competences before. Later in the mid 90's Celce-Murcia, Dörnyei, and Thurrell (1995) introduced the model of competences which was combined linguistic competence, strategic competence, sociolinguistic competence, actional competence and discourse competence. Finally, after more than four decades, Celce-Murcia (2007:45) proposed the improvement

of the previous model into the figure below to describe the communicative competence to the teachers.
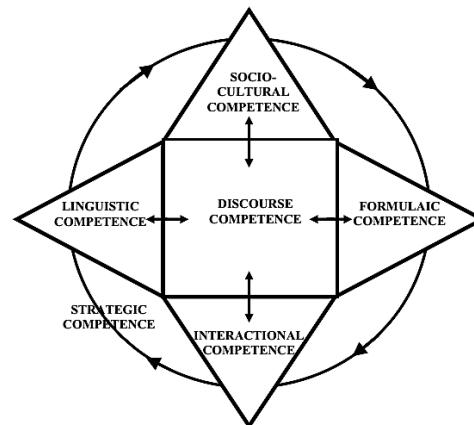
Schematic representation of communicative competence (Celce-Murcia, 2007:45)

Sociocultural competence discusses about to the pragmatic knowledge of the speaker, for example, how to express messages properly within the overall social and communication cultural context (Celce-Murcia, 2007:46). Even when good cultural descriptions are available, it is hard to get learners to change their native verbal behavior based on a new set of assumptions. Celce-Murcia et al. (1995:23) described several variables of sociocultural which are most essential in terms of the current model. The first, social contextual factors embrace

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the participants' age, gender, status, social distance and their relations to each other, power and affect. The second, stylistic appropriateness are politeness strategies, a sense of genres and registers. Moreover, the third, cultural factors include background knowledge of the target language group, major dialects/regional differences, and cross-cultural awareness. These competencies can be acquired in part through some knowledge of the life and traditions as well as knowledge of the history and literature of the target language community.

Discourse competence states to the selection, sequencing, and organizing of words, structures, and utterances to accomplish a joined spoken communication (Celce-Murcia, 2007:46). It is the place of the top-down communicative determined and sociocultural knowledge cross with the lexical and grammatical resources to express communications and attitudes and to create coherent texts. There are several sub-areas of discourse competence, four of which are most

important with regard to the current model(Celce-Murcia et al., 1995:14). The first, cohesion includes conventions regarding use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains. The second, deixis contains situational grounding achieved through use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference. The third, coherence, includes expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means. The fourth, generic structure means formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

Linguistic competence entails the recursive, open-ended systems, which they are phonological, lexical, morphological, and syntactic knowledge(Celce-Murcia, 2007:47).

Phonological knowledge includes both segmental (vowels, consonants, syllable types) and supra-segmental (prominence/stress, intonation, and rhythm). Lexical knowledge is the knowledge of both content words (nouns, verbs, adjectives) and function words (pronouns, determiners, prepositions, verbal auxiliaries, etc.). Morphological knowledge includes parts of speech, grammatical inflections, and productive derivational processes. Syntactic knowledge which are constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding.

Formulaic competence denotes to those fixed and assembled pieces of language that speakers use deeply in daily communications (Celce-Murcia, 2007:47). Formulaic competence brought general attention to routines, collocations, idioms, and lexical frames.

The hands-on component of interactional competence is the bottom-up counterpart to the more global top-down socio-cultural competence (Celce-Murcia, 2007:48). Interactional competence has three sub components that are applicable. The first, actional competence is the knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.). The second, conversational competence includes the turn-taking system in conversation. The third, non-verbal/ paralinguistic competence includes kinesics (body language), proxemics (use of space by interlocutors), haptic behavior (touching), and non-linguistic utterances with interactional import.

Strategic competence means such behaviors are either learning strategies or communication strategies (Celce-Murcia, 2007:50). The crucial strategies, which are the ones we highlighted in Celce-Murcia et al. (1995:26-29), are communication strategies, they are achievement

(strategies of approximation, circumlocution, code-switching, miming, etc.), stalling or time gaining (using phrases like Where was I? etc.), self-monitoring (using phrases that allow for self-repair like I mean), interacting (appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.) social (involves seeking out native speakers to practice with, actively looking for opportunities to use the target language).

The explanation of communicative competence of the model above has given some description that what our curriculum have done. It not easy to applied in the real world, but at least, the government effort in giving the better education. The part, will be discussed the suggest procedure in this model submission.

4.4. Implementation literacy-based approach in English teaching

In application of English teaching literacy-based approach, there are four stages or levels of literacy skills. These four levels was proposed by Wells (1987) cited by Finn (2009:124), they are performative level, functional level, informational level, and Epistemic level. The first level is performative level means read and write in the simple way in informal meeting and writing. This skill is expected to the elementary school (SD) in Indonesia according to English language curriculum for KTSP. The next level is functional level, refers to the ability in the purposes of reading and writing demand in daily life and for ordinary community. For example, reading Jakarta Post, filling the registration form, understanding sign, direction or a procedure in doing something. The functional level is expected literacy level to the junior high students (SMP). The third level is, informational level, referred from the ability in read and engage the kind of knowledge that related with the school activity and write certain report or summary based on such knowledge. Informational level was expected to be hold by Senior High Students (SMA), based on the curriculum purposed. The epistemic level, or powerful literacy

involved creativity and reason, include ability in evaluate, analyze, and synthesize while reading and writing to persuade and negotiate trough writing and speaking. This level is expected to the scholar people, especially in the campus life. This is the literacy of the people who is conscious with power and self interest in controlling and understanding society where negotiable is occur through language.

After the idea of the literacy level above, we need to understand that literacy-based curriculum is conducted from oral cycle (in elementary school) until written cycle (in senior high school). It means that the communicative skill in oral cycle is the condition to achieved better communicative skills in written cycle. Even though teaching English is emphasizing in oral communication, the students is introduced with written communication gradually particularly in written language. The explanation gives the understanding ideally that Junior high school students should better in oral cycle, especially to academic purposes in order to

supporting their written skills in Senior high school.

For the language teaching in curriculum 2004, DepartemenPendidikanNasional (2004) recommended learning method as four steps two cycles, which is purposed by Hammond, Burns, Joyce, Brosnan, and Gerot (1992). This model is developed to create the learning better experience of the students start the oral cycle to written cycle. In brief the model can be described below.

	Oral Cycle	Written Cycle
Building knowledge of Field (BKOF)	Sharing Knowledge, Vocabulary Building, and Grammar Focus.	Sharing Knowledge, Vocabulary building, and Grammar focus.
Modeling of Text (MOT)	Story Telling and Transactional and Interpersonal exchange	Reading for comprehension and interpretation, Reflecting on text, Reflecting on information organization, and Reading short functional text.
Joint Construction (JC)	Constructing Stories, Constructing	Planning Text outline in constructing

	transactional exchange, and Constructing interpersonal exchange	short functional text.
	Constructing performing stories,	
Independent Construction (IC)	Performing transactional exchange, and Performing interpersonal exchange.	Constructing short functional text,

Compiled from Kumalarini and Munir
(2006:41)

These kind of models discussed above was introduce to Curriculum 2004 (KBK). In the field, many teachers still used this model in KTSP curriculum. Basically, KBK and KTSP are the same in essential and practice because they were focused in language competence. Many text books based on KTSP gave the classified activity and direction to the teacher and student in the frame of four steps two cycle i.e. Look Ahead published by Erlangga.

4.5. Scientific Approach in Curriculum 2013

In KTSP, It has been pointed that literacy level is an orientation and indicator of English language learning activity that has to be mastered by student in certain level of school. Mohanty (2007: 64) describe literacy now days not only read and write, but also beyond those are. It is more specific to skills in applying and developing their knowledge from what they read and write in order to give contribution to global society. As a fact, Literacy approach had been introduced in Curriculum 2004 in English language learning as the solution in facing the challenging of world and language discourse in the near future (Kumalarini and Munir, 2006: 40). Later in curriculum KTSP Wijayati (2011: 58) had pointed out that School based Curriculum is still using literacy approach in order to stimulate and activate the English teaching four skills based. There are four stages or levels of literacy skills which was proposed by Wells (1987) cited by Finn (2009: 124). They are performative level as a standard for SD, functional level as a standard of SMP, informational level as standard

of SMA and Epistemic level which is expected for under graduate.

As changes occur, the minister education and culture, Mohammad Nuh has made new changes to the curriculum called the curriculum 2013. As cited by Katuuk (2014: 14), there are two objective reasons why the minister intended to change to the existing curriculum. First, prepare the Golden Generation Indonesia for a hundred years of independent Indonesia. Entering a hundred years of Indonesian independence (2045), the population of present students would have aged 35-44 years and 45-54 years. This group is a group of people that are in the reproductive age and is a prospective leaders. Because it is a strategic age group, they should be prepared as early as possible.

The second reason is the preparation of Indonesia's ability to deal with the problems associated with globalization: WTO, ASEAN Economic Community, APEC, CAFTA; environmental issues; advances in information technology; convergence of science and technology; knowledge-based

economy; the rise of the creative and cultural industries; change of world economic power; quality, investment and transformation of the education sector. Demands of global developments produced a generation that has a need for competitive ability and the ability to solve difficult challenges in the future.

Kasim (2014: 26), the vice minister of education and culture for education affairs in his slides, noted that the latest curriculum has four basic different with it precursor. The basic differences are the concept of curriculum, the assessment process, the learning process and the textbook. The concept of curriculum 2013 was explained contradictory by AR (2013). She claimed that the concept of Curriculum2013 had been developed and implemented in the previous curriculums (AR, 2013: 3). Furthermore she added that the point of curriculum 2013 is there is an effort from the government to simplify of curriculum in thematic and integrated. While Kasim (2014: 26) argued that the concept of curriculum 2013 which cannot find in the previous curriculum

is more purposeful in balancing between hard skills and soft skills, starting from standard of competency, standard of content, standard of process, and standardof assessment in order to produce the better output. After all, the most concerned thing of the improvement is the attached of the character building in every school subject, which expected to improve the students' attitude. That is why it is not surprised when we found the competence for English subject 10[th]level stated "Filling grateful to learn English as a communication tool for the international scope." The character building substance will give some impact to assessment process as result of the demand of authentic assessment.

Priyanto (2013: 11) mentioned that one of keyword of curriculum 2013 is authentic assessment. Authentic assessment is a comprehensive assessment conducted to assess the input, process, and output includes learning attitudes, knowledge, and skills (Prasetyo, 2014: 10). There are four types of authentic assessment

in the curriculum 2013. They are performance assessment, project assessment, portfolio assessment, and written assessment (Armina, 2013: 24). Performance assessment is an assessment that requires students to demonstrate a particular competency. To assess the language skills of learners, from the aspect of speaking skills for example teachers can observe dialog, discussions, storytelling, and interviews from the students. The project assessment is the assessment of the tasks to be completed by students by period / specific time. Completion of the task is in the form of investigations conducted by students ranging from planning, data collection, organization, processing, analysis, and presentation. Portfolio assessment is an assessment of the collection of artifacts that show progress and appreciated the work of the real world. Written assessment is an assessment in the form written of a description or essay that requires students are able to remember, understand, organize, implement, analyze, synthesize, evaluate, and so on top of the material

that has been studied. Such tests provide an opportunity for teachers to be able to measure the learning outcomes of students at a higher level or complex.

Character building material in curriculum 2013 has been defined well by adding it in the competency of every subject. It means that it has an obvious instrument how to measure this kind of competency clearly which cannot be found in the previous curriculum. After all, it is for the rest learning process and textbook.

The process of learning in the curriculum in 2013 is expected to create learning that allows educators to collaborate and share good experiences with other educators and with the learners. In addition, the expansion of the learning process is expected to take place in the learning community involvement. In order to be on the point of achieving the goals of learning the language, of course, we need a variety of formulas or approaches for the study. This is consistent with Gardner (2009: 107) submitted that it should be able to master a set of basic teaching curriculum materials and a

number of approaches, it also means that it is not bound by the requirement for a particular principle.

By looking at Salinan Lampiran Permendikbud Nomor 65 Tahun 2013, there are three approaches that compulsory to use. They are scientific approach, integrated thematic approach and thematic approach. From those approaches, the government claimed that the scientific approach is the new approach that is reliable to handle the entire subject. Thus, scientific approach is used to entire subjects especially in junior and senior high school (Cahyani, 2013: 141).

Scientific approach is a major approach incurriculum 2013 which is actually equalizing the learning process paired with a scientific process (Sudio cited in Sari, 2013: 193). Scientific approach is an approach that emphasizes inductive rather than deductive reasoning. Thus, by using the scientific approach, students are encouraged to engage directly in the process of acquiring knowledge. Therefore, the application of this approach will touch the three domains, namely attitudes, knowledge, and

skills. Learning outcomes-based scientific approach will create the students who are productive, creative, innovative, and effective through the strengthening of attitudes, skills, and knowledge are integrated.

Many experts believe that the scientific approach makes students more active in constructing knowledge and skill. It can also encourage students to conduct an investigation in order to find the facts of a phenomenon or event. It means in the learning process, students is taught and adapted to finding scientific truth, not to make opinion by view a phenomenon. They are trained to be able to think critically, hypothetically, analytically, logically, chronologically, objectivelyand systematically (Wikanengsih, 2013: 335). Those kinds of thinking are expected to prepare the student in achieving high order thinking.

The government claimed that the learning process by using scientific learning gives more significant result that non-scientific learning (Kementerian Pendidikan dan

Kebudayaan, 2013a: 152). They believe that as long as the learning using scientific approach by using the principles in scientific process, meaningful learning can be achieved, since students as the actor of the knowledge discovering. From this kind of learning, the finding of the experiment reveals the level of student receiving and understanding increase twice than conventional method.

Basically, the scientific approach has some major sequences or steps in getting learning experiences. They are observing, questioning, associating, experimenting and networking (Kementerian Pendidikan dan Kebudayaan, 2013a: 155). In observation, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing something. In this context, their curiosity will lead them

to the construction of knowledge. Contextually is also present because students can connect what they have learned with what they are going to learn.

Questioning is a powerful teaching technique that has been used for years since it was firstly introduced by Socrates (DeLandtsheer, 2011: 101). Questioning can be used by both teachers and students in the classroom. What are the purposes of teachers' classroom questions? A variety of purposes emerge from analysis of the literature. Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions. In the context of learning, associating is focused on students' learning activities. Experiments make students understand the concepts of language and its relation to everyday life. The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge. Networking is also called collaborative learning which is more than just learning techniques in the

class rooms. Collaboration is the essence of philosophy and lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together.

In this case, this article will expand the sequences with simulation of simple scientific approach language learning process for junior high school material about short functional text. The material is "writing an email" with some purposes of study which are (1) students can identify the meaning and language elements contained in a letter or email; (2) students can arrange draft letters or emails politely according to the social norms in groups; (3) students can write a letter or emails correctly and properly.

For teaching writing competence which is focused in writing a short email, teachers need to prepare some materials in order to help the student understanding the text. The suggested materials are the new vocabularies which are relevant and common in the email, some expression which has function as gambits in writing (Fauziyah, 2012: 11), and a complete email as model in learning how to write an email. Since writing is a complex process from all the language aspect and skills, it needs trial and error to the student and it should be anticipated by the teacher.

Concerning the process of teaching in the classroom, the government by the regulation (Kementerian Pendidikan dan Kebudayaan, 2013b: 8) has determined the proper classroom scenario. The suggested lesson plan to teacher, describe that there are three major steps of activities in the classroom which should be managed appropriately by teachers which are preliminary activities, core activity and closing activity.

In preliminary activity, there are several activities that can be conducted by teacher (Kementerian Pendidikan dan Kebudayaan, 2013b: 8). The first is preparing students psychologically and physically to participate in the learning process such as praying for example. Then, teacher should motivate students to learn the benefits and contextually appropriate teaching materials applications in everyday life, by giving example and describing comparison from local, national to international scope. The third is asking questions about earlier knowledge that link the material which will be studied. The last, teachers do not forget to explain the purpose or direction and also the scope of material that students are expected to achieved from the learning process.

The core activity is the place that scientific approach is implemented (Kementerian Pendidikan dan Kebudayaan, 2013b: 9). It means that, the procedures would be conducted in sequence. The first sequence is observing. In observing, by using the textbook from government, teacher

guides the student to open the pages which contains the material and gives students some times to observe several mails in the book by reading and understand it. From the mails, students are stimulated unconsciously to find the differences and similarities from the mails in many aspects. After that, teacher starts to help the students to observe deeper by giving the clue of identification, such as structure, vocabularies, gambits, etc. in the texts.

The second sequence is questioning what the students observed. The question ideally should come from the students about the problem in reading, understanding or identifying the texts. But sometimes, they do not ask with many factors. Maybe they have understood about the texts or maybe they are really not understood so they are reluctant to give some feedback about the texts as object of observation. The silence of students should be responded by teacher by giving some stimulant question to assess the students understanding to the texts (Tisnasari, 2013: 278). The questions as stimulant from the teacher are expected to make

students responds and trying to explore the texts in details.

The next sequence is associating the object which has observed. From the concepts of mails which has explore before by observing and questioning, students are expected to think higher in identifying parts of mail by associating with mails. In example, students know where to find the place of mail's sender or receiver, date, or more, the place which contained the point of the mail or email. Students can associate the parts of mail or email as the result of previous sequence. It means, if there is a problem in associating the objects, so the teacher should repeat the sequence at glance to establish students' concepts. After the students' concepts about the material has constructed, teacher allows to move on experimenting as the next sequence.

The experimenting sequence can be called as assessing or evaluating what students' have achieved in the previous sequence. In this sequence, teacher displays a new mail so that students should understand and identify an email so they can present

their analysis in a concept. The task gives students a requirement to start over sequences, from observe to associate without questioning, in order to analyze the new object. Sometimes questioning is still appear, but it is expected to reduce according to the students' understanding level. From some experiments, teacher can analyze the students' capability and capacity to move on the last sequence.

The raw concept of an email that the students' learned before is discussed. The result of the discus becomes concept and principal to them in producing another object in here an email. The networking sequence is reflected in producing a new object in form of email. Writing a good email based on the students' learning experience means the indicator of the success of learning. Good email in here refers not only from the view of structures and vocabularies but also the content which is relevant to the previous email that they observed in the first. The relevancy can be realized by producing the respond email, or

email with same purpose but different content.

In the end of learning activities, closing activity covers conclusion, reflection, homework, and preparation for the next meeting (Kementerian Pendidikan Dan Kebudayaan, 2013b: 10). The first part is teacher and students make a short conclusion about what they have learned. The second part is giving sometimes to reflect what they have done by awarding some feedback not only from teacher but also from the students. The students are encouraged to exercise by giving homework as part of an assessment. This homework is anticipated in sharping the students' skills what they just knowledgeable. Finally, it is necessary to remind the students about the next material in next meeting.

From the activities for one meeting above, explain the principle of scientific approach which using sequence in discovering the concept of an object. In the language learning, the objects which observes by the students are about the language product

(dialogue, text, etc.), real object, event, phenomena, etc. the scientific approach shows the present of students' effort in discovering the concepts or knowledge. Before the producing process (networking) students' understanding is confirmed by experiments.

5. Conclusion

Teaching English has been challenged since the critics of the people about the school output in not like their expected. The government has done their job with making strategic policies in order to increase or literacy levels as the indicator of human development index. In answering the global challenges, EFL curriculum has been designed by blending approaches that are scientific approach that focusing on the language learning process and literacy approach as the variables to measuring the summative results of language learning in the public schools.

Since the definition of literacy has been developed from read and write to the ability in solving the problem with the skills that they achieved in the

school.The increasing of the literacy is pursued by government to make the better future of the students. Literacy approach has been inserted in curriculum with the hope that students to activate the other skills of student so they can explore and develop what they have absorb to become a useful person in the society system.

Communicative competence as stepping stones in reaching literacy skills to the students has been passed an evolution. The development of the communicative competence is the consequence of the development of human civilization on earth.The up-dated model of communicative competence presented in this paper can help a comparable determination for teachers who are increasing their pedagogy skills.

The change of National Curriculum has produced a new approach in language learning replacing literacy approach. Scientific approach is the latest approach that can be applied in all subjects in curriculum 2013 (Cahyani, 2013: 144). This approach is applied by considering the sequences of scientific process in

gaining a new experience or knowledge. Ultimately, the process of implementing scientific approach in the classroom is almost same with the previous suggested method. The significant change is in the core activities. It accommodate the five sequences of scientific behavior in guiding the students discover the knowledge from observing, questioning, associating, experimenting and networking. These several of sequences are expected to increase the students' capacity effectively in gaining better knowledge and learning experience.

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