



THE IMPLEMENTATION OF ENGLISH CURRICULUM AT SDN JATIMULYA 11 BEKASI

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Abstract

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The curriculum changes in Indonesia bring another problem for English subject in Elementary school. The subject can not be found in Kurikulum 2013 (K-13), while it was one of subjects stated in previous curriculum known as KTSP. It becomes current issue in education area. Some people agree that English subject should not be included as subject for Elementary School students, because it is more important for the students to learn Bahasa Indonesia as first and national language. In other hand, some people state that it is important because English is international language that should be learnt by everyone in the world. Then, Elementary School is the right level to start introducing English as foreign language because of the students' golden age. They will get easier to learn this subject in the next school levels. In fact, English as foreign language is very important to be learnt since early age especially for the students in Elementary School. They have to learn English in line with Bahasa Indonesia that being learnt as their first language. Elementary School students as young learners need to get English as one of subject in their school, because they have high interest in learning new things such as English that starting commonly used in daily life. So, it is important to take English as one of subject in Elementary School curriculum with several considerations.

Keywords: English; Curriculum; Elementary School

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INTRODUCTION

English has become a very important medium of communication in the world because of its position as an international language as well as the language of technology. World is increasingly globalized and technological progress is increasingly peast. In line with those, it is undeniable that mastery of the English language is one of the keys to success and get better job opportunities or success.

Therefore, Indonesia as part of the world community is aware of the importance of mastery of English, therefore teaching of English has long been applied in the world of Indonesian education. English has long been an integral part of the education system in Indonesia which was initially only given at the education level higher, but over time the need as well as popularity.

English is increasing which resulted in the curriculum on teaching English has changed. With the aim of improving the ability and mastery of English for students, finally the government began to introduce English lessons at a lower level of education, namely at the basic education (Widiastuti, Padmadewi, & Artini, 2013). English as a foreign language in Indonesia is starting to become a concern especially in the area of

basic education since the early '90s based on awareness of the importance of learning English as early as possible to be able to participate compete in an increasingly modern and globalized world. That awareness is what eventually made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that Elementary School (*Sekolah Dasar*) can add subjects to its curriculum (Ikawati *et al.*, 2014).

It is this policy that ultimately underlies the entry of the English lessons as part of local content in elementary school. This makes the popularity of English as a part of subjects in elementary schools growing rapidly, elementary schools are competing to apply English in the classroom so that as a foreign language in Indonesia, English has experienced significant development. Even kindergarten schools have begun to introduce English (Rahayu, 2022). English is a promotion for schools and pride for parents. Schools that teach English are considered more prestigious than schools that do not include English in their subjects (Kurniati & Zaim, 2021). Not surprisingly, in the early 2000s there was a tendency for parents to prefer sending their children to schools that offered English as part of the local content (Mulok) subject.

The position of mulok as part of the subjects taught in elementary schools is actually an embodiment of the locally applicable section which is intended to equip students with the skills deemed necessary by the region so that the provision of mulok is adjusted to the surrounding circumstances and needs. In general, mulok subjects are filled with local languages, but along with public awareness of the importance of English, many elementary schools have finally added English as mulok. With the mulok program, it is hoped that elementary school graduates who do not continue school have more skills in the form of foreign languages that can be used to earn a living (Supriyanti, 2012). In practice, the addition of mulok English can be given in elementary schools as long as the school considers the addition of mulok to be relevant and in accordance with the surrounding conditions and the school is able to provide the necessary facilities related to learning materials and teachers to support learning English at the school (Nurfitriani, Nugraha and Hendrawan, 2021).

This is in accordance with Article 14 of Government Regulation Number 28/1990 (paragraph 3) which explicitly states that basic education can describe and or add study materials from subjects that are adapted to local needs. These regulations are the basis for the implementation of mulok English in elementary schools. In subsequent developments, mulok English for elementary schools is increasingly recognized as being mentioned in the 2006 Education Unit Level Curriculum (KTSP). Based on the Minister of National Education Regulation Number 22 of 2006 concerning Content Standards and the Minister of National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards, English is one of the local content. compulsory for all elementary school students from grade I to grade VI with the allocation of learning time provided is 2 x 35 minutes of study hours per week (Shaleh, 2020). With KTSP almost all elementary schools in Indonesia include English as mulok even at first English was only taught in grades IV-VI, became taught in all classes starting from grade I. A drastic change to the position of mulok English in elementary school then occurred in 2012 when the government plans to replace the KTSP with the 2013 curriculum (Prihatin, 2015).

The new curriculum is structured based on the spirit to implement a more democratic education program (Zein, 2017). The 2013 curriculum prioritizes an equal and learner-centered education model to be more involved in the learning process. This curriculum prioritizes the right to freedom of learning while still upholding religious values, culture and national diversity. With the plan to implement the 2013 curriculum, many experts believe that basic education should focus more on the development of children's character through religious and cultural values that have become the norm in

Indonesia (Sepyanda, 2017). This view then changed the structure of basic education where before children should be emphasized more on teaching about the religious and cultural values of the State before they were exposed to foreign cultures (English). In addition, many also think that learning a foreign language will allow the loss of their own language (Indonesian). Therefore, it is recommended that English should not be part of teaching in elementary schools. Not long after that, in mid-2013, the government began to introduce the 2013 curriculum by appointing 2,598 model schools for elementary school levels throughout Indonesia (Zein, 2017).

Changes in the curriculum without adequate preparation and suddenly cause many problems in the field. The readiness of human resources and supporting facilities that are lacking is a complicated problem at the beginning of its implementation. Many schools are not ready to change the structure of their curriculum and learning. In addition to the readiness of schools to implement the new curriculum, there is another thing that is no less complicated, namely the elimination of the English language for elementary schools. In Permendikbud No. 67 of 2013 regarding elementary school curriculum pages 9 - 10, there is absolutely no mention of the existence of English subjects in elementary schools. From here, various questions arise regarding the implementation of English subjects in elementary schools, whether they are included as local content (such as regional languages) or as extra-curricular activities. In addition, if the English language is abolished, what will happen to the fate of the English teachers in schools. SDN 11 Jatimulya Bekasi is one of the primary schools that implements English in the school curriculum. Based on the above problems, in 2014 the Ministry of Education revised the 2013 curriculum to improve the current curriculum where the curriculum is still applied to model schools. while for schools that are not ready in structure and resources can apply KTSP as a teaching guide. With this situation, schools that use KTSP still include English as *mulok*, even for some schools that have implemented the 2013 curriculum, still include English as *mulok*. This study aims to analyze the implementation of the English curriculum at SDN 11 Jatimulya BEkasi by finding out how the learning tools are used and how to apply *mulok* English in the 2013 curriculum (Sutardi, 2011).

METHODS

The method used in this research is descriptive qualitative. Qualitative research methodology has the main objective of collecting descriptive data that describes the object of research in detail and depth with the aim of developing a concept or understanding of a phenomenon. . This is done because it is realized that there are many things that are impossible only through observation and measurements (Sandjaya and Heriyanto, 2006). The subject of this research is an English teacher at SDN 11 Jatimulya Bekasi who learns English. The object of this research is the implementation of the process of learning English subjects in the 2013 curriculum at the elementary school. The sample involved in this study was conducted purposively, namely the English teacher at SDN 11 Jatimulya Bekasi. The data collection of this research was carried out through the methods of observation, interviews and documentation.

Data collection activities in the form of observations were carried out with the aim of observing how the implementation of English learning at SDN Jatimulya Bekasi. The type of activity used is participant observation where the researcher observes directly the process of Teaching and Learning Activities (KBM) for English subjects at the school. In addition to getting an initial description of the KBM for English subjects, researchers also obtained data in the form of learning tools used by teachers as guidelines for implementing teaching and learning activities, including syllabus, lesson plans, package

books, and also LKS books used by both teachers and students. Furthermore, the data used is to conduct interviews with teachers who teach English subjects. From the interviews, the researchers got further information about how the English subject teachers carry out learning with various methods and approaches used to teach. The next data collection is documentation, where the researcher documents the teaching tools of teachers and students in the form of syllabus, lesson plans, and various accompanying books used by teachers and students. The previously mentioned documents were then used as research material for analysis to determine the extent to which the implementation of English subjects in the 2013 Curriculum by the subject teachers at SDN 11 Jatimulya Bekasi.

RESULTS & DISCUSSION

Results

To find out how English subjects are implemented at SDN 11 Jatimulya Bekasi, the following will describe the results of interviews and observations carried out in the stages of research conducted by researchers. The results of the interview show that English is not used as a local content subject. However, it is included in extracurricular or additional subjects. The number of hours given is in accordance with the required lesson hours and is carried out during school learning hours once a week. For its implementation, English is carried out in grades 4.5 and 6. However, for grades 1,2 and 3, English is the second choice subject and is not implemented because it is deemed not suitable to be an additional lesson in grades 1 to 3.

The existence of learning resources is considered as something important in the learning process. There were several reasons put forward, namely the incompatibility with the material to be taught and the school's unavailability of books related to English. In the use of school infrastructure, teachers also admit that they rarely use them in learning because it takes a long time in the preparation process. However, there are teachers who have experience using laptops and LCDs, to play videos to stimulate students to respond in English. In this study, it was found that the English teacher at SDN 11 Jatimulya Bekasi used the kurtilas English textbook which contained complete material related to tenses which was very important to be interpreted by elementary students (Sutiyono, 2013).

The results of interviews, observations, and documentation conducted by researchers, teachers have various ways of integrating English learning. Overall, the element that is most often integrated is noble value. The competencies achieved include recognizing, internalizing, and being creative. In recognizing competence, students can identify and understand noble values. In internalizing competence, students can feel happy to behave according to noble values. In creative competence, students are able to get used to behaving according to noble values and develop noble values. All of the cultural elements referred to are included in the spiritual, personal, social, and nationalist aspects (Sutarsyah, 2013).

Because the curriculum is the main factor indicating the goal, the determinant of the teaching and learning process and is the key in the selection of learning materials, in learning there must be a curriculum. In other words, learning English for SDN 11 Jatimulya Bekasi must be based on a curriculum that is firm, clear and accountable. Because the curriculum does not yet exist, it is necessary to develop an English learning curriculum for SDN 11 Jatimulya Bekasi as local content. In the context of its development, there needs to be collaboration with curriculum development experts,

especially English learning experts for elementary schools. However, this English value is still included in the learning outcomes report, but specifically for grade 6 the English value is not included in the diploma value.

Mulok is essentially a manifestation of a locally applicable section that is adapted to environmental conditions and needs. The mulok is intended to provide students with abilities that are deemed necessary by the region concerned. In practice, each elementary school may add subjects that are in accordance with environmental conditions and the characteristics of the education unit concerned without reducing the material in the nationally applicable curriculum. This is in accordance with Article 14 of Government Regulation Number 28/1990 (paragraph 3). The government regulation explicitly states that basic education can describe and or add study materials from subjects that are adapted to local needs (paragraph 4). Mulok subjects can be in the form of regional languages, English, regional arts, knowledge of the special characteristics of the surrounding natural environment, and other matters deemed necessary by the school and the area concerned.

The emergence of mulok started from consideration of how to deal with children who drop out of school. We know that the number of children dropping out of school in Indonesia is quite high. With the mulok program, it is hoped that elementary school graduates who do not continue school have the skills to earn a living. Another reason for the emergence of mulok in elementary schools is that educational activities everywhere always take place in a certain environment. However, in this study it was explained that English was not included in local content subjects so that it was considered as something that was very unfortunate. Kemendikbudristek will soon replace the 2013 curriculum with a new curriculum called the Independent Learning Curriculum.

In contrast to the previous curriculum, Merdeka Learning focuses on developing the essential material, character development, and competencies of students. The Merdeka curriculum can be used in all PAUD, SD, SMP, SMA, SMK, Special Education, and Equality education units. At the elementary level, there are changes in the subjects of Natural Sciences (IPA) and Social Sciences (IPS). Both will be combined in one subject called Natural and Social Sciences (IPAS). Another subject that has also changed is English, which was previously only a local content in elementary schools, which has now become a permanent subject. However, this matter can be reconsidered by the school by adjusting the circumstances and interests (Azizah, 2017).

Discussion

1. English Curriculum in Elementary School

The curriculum is the main factor in the learning process and is a key in the selection of learning materials. So far according to observations There are no writers of a special English curriculum for elementary schools in Bekasi. Except for a brief description in the local content curriculum. Therefore, teachers those who carry out English learning at the elementary school are too free behave and step in determining 1) learning objectives, 2) teaching and learning process, and 3) learning materials. Therefore, learning English for elementary schools in Bekasi has no clear and undirected purpose. Because the goals are unclear and undirected, the teaching and learning process the meter is also not clear. As a result, the teaching and learning process of English This is not carried out logically and systematically. Seen from this point of view, actually the implementation of English learning for SDN 11 Jatimulya Bekasi less precise.

Trained Teachers So far, most of the teachers who teach English at SDN 11 Jatimulya Bekasi are graduates of FKIP, University of 11 Jatimulya Bekasi.

Meanwhile, the goal of English teacher education at FKIP is to create English teachers for junior and senior high school (junior and high school). Thus, until now there are no trained English teachers for elementary schools in 11 Jatimulya Bekasi, except for certain schools mentioned above. In other words, the existing English teachers for elementary schools in 11 Jatimulya Bekasi theoretically do not yet have the stock of English skills, psychological insights, and pedagogical insights for elementary schools. Actually, there are many English teachers who graduated from FKIP who can be used to teach in elementary schools (Faridatunniisa, 2020).

However, the obstacles encountered based on the survey results were the limited funds to pay the teachers. The school does not provide special funds for the implementation of English language learning. The implementation of English learning in elementary schools is the same as other mulok subjects, namely by utilizing existing teachers and not recruiting special teachers, except in certain schools. Judging from the availability of trained English teachers, actually the implementation of English learning for elementary schools in 11 Jatimulya Bekasi is currently not feasible. Student Motivation Motivation is the most important key in the teaching and learning process. Even though teachers have good language skills, good teaching methods, good learning facilities, if students do not have good motivation, learning will be in vain.

Experience shows that English lessons are feared and disliked by many junior high, high school and college students (especially in 11 Jatimulya Bekasi). Of course you can imagine how the motivation of elementary school students to learn English. Supporting Facilities Textbooks and teaching aids are supporting tools that determine the success of learning. Until now, there are not enough textbooks or teaching aids for learning English for SDN 11 Jatimulya Bekasi. Therefore, from this point of view, actually learning English for elementary schools in 11 Jatimulya Bekasi is not quite right. Alternative Policy Solutions Given the current reality in 11 Jatimulya Bekasi (English learning has already been implemented in elementary schools in 11 Jatimulya Bekasi) the author provides two alternative solutions, namely (1) eliminating English language learning in elementary schools in 11 Jatimulya Bekasi, and replacing it with appropriate mulok, such as; regional arts, agricultural sciences, plantations, forestry, fishing, or knowledge of filter making, and (2) maintaining English language learning for elementary schools in 11 Jatimulya Bekasi with the requirement to meet the supporting factors (Sutarsyah, 2013).

These are: (a) an appropriate English learning curriculum for elementary schools, (b) the availability of trained and skilled teachers, and (c) adequate facilities and infrastructure. In order to fulfill the second alternative, it is necessary to take steps to develop curriculum, train teachers, and provide facilities and infrastructure. Curriculum Development Because the curriculum is the main factor in determining goals, determining the teaching and learning process and is the key in the selection of learning materials, there must be a curriculum in learning. In other words, learning English for elementary schools in 11 Jatimulya Bekasi must be based on a strict, clear and accountable curriculum. Because the curriculum does not yet exist, it is necessary to develop an English learning curriculum for elementary schools in 11 Jatimulya Bekasi as local content. In the context of its development, there needs to be collaboration with curriculum development experts, especially English learning experts for elementary schools.

2. The Impact of Learning English for Elementary School

In general, the English language skills of elementary school students are still low, especially in communicating orally. The low ability to communicate orally is due

to the low mastery of English vocabulary and grammar. In general, primary school students' interest and motivation in learning English is very high. They are very enthusiastic about learning English in class. In general, elementary school students' perceptions of English subjects think that English is an important subject to learn and master. The curriculum applied in English learning in elementary schools is the 2006 English Local Content Curriculum. The implementation of the curriculum in English learning is not effective. This happens because all English teachers at 11 Jatimulya Bekasi are not able to carry out learning speaking skills according to the competency standards and basic competencies that have been set in the curriculum.

In addition, English teachers have difficulty in spontaneously making sentences of expressions as expected in basic competencies. For example, expressing politeness in an acceptable manner involving the expressions: Do you mind ... and Shall we ... f. Learning English in elementary schools at 11 Jatimulya Bekasi has not been fully implemented in accordance with the competency standards and basic competencies that have been set. Elementary school in 11 Jatimulya Bekasi is not elementary school at 11 JATIMULYA Bekasi learning speaking skills to the fullest. The only activity of learning speaking skills carried out by teachers and students is reading the dialogues contained in English textbooks. g. Summative evaluation of English learning in elementary schools in 11 Jatimulya

Bekasi is conducted and prepared by the English teacher himself in the form of multiple choice questions. The evaluation materials consist of vocabulary, grammar, and reading skills. h. None of the English textbooks used in learning English in elementary schools in 11 Jatimulya Bekasi are sufficient to develop students' speaking skills. In addition, the dialogues contained in the English textbooks are not all set in the school context as set out in the competency standards. 2. The appropriate model of teaching materials to improve English speaking skills of elementary school students is a dialogue-based model of teaching materials. Through dialogue the teacher can introduce vocabulary, grammar, and pronunciation of English words. The teaching material model developed in this study has a high level of content feasibility, language feasibility, and presentation feasibility. 3. The model of teaching materials developed in this study proved to be effective in improving English speaking skills of elementary school students in 11 Jatimulya Bekasi. The mean pretest scores of the experimental group and the control group were relatively the same, meaning that the students' English speaking skill level was not significantly different. However, the posttest mean of the experimental group was higher than the mean of the control group. 4. The effectiveness of the application of the developed teaching material model is strongly influenced by several supporting and inhibiting factors.

Supporting factors include: (1) teacher motivation to develop students' speaking skills, (2) students' motivation to learn English and develop speaking skills, and (3) a conducive English learning atmosphere. While the inhibiting factors include: (1) an English teacher with low English competence, and (2) a crowded and noisy classroom atmosphere. 5. The principles in developing a model of teaching materials to improve English speaking skills of elementary school students are as follows: (1) using simple language; (2) according to the characteristics of students; (3) learning materials are related to daily life; (4) has the following components: teacher and student instructions, competencies to be achieved, supporting information, exercises, and evaluations; (5) have instructions for student activities; and (6) actively involve students.

Learning English in elementary school age children has positive implications for everyday life. According to Marcoz in Mulyadin (2012), there are three positive

implications of learning English, which include aspects of cognitive (cognitive), personality (personality), and social (societal).

a. Cognitive Aspect

Through learning and mastering a foreign language (English), children tend to be more creative and able to think complexly so that they can solve complex problems. In addition, their increasingly honed language skills will increase the potential for left brain abilities. Of course, other abilities that are in the left brain, such as mathematics and rationality, will also increase. Therefore, in other words, the ability of children to speak foreign languages has a positive influence on other lessons.

b. Personality aspect

Children who are able to speak foreign languages have high self-confidence because they are more daring to express themselves. Besides self-confidence, through teaching a foreign language that covers various topics in it, their curiosity is formed and they will be more motivated to learn new things. Confidence and motivation to learn are more prominent in them compared to children who do not have foreign language skills.

c. Social aspect

Children who are accustomed to foreign languages will be more open to differences and have more opportunities to communicate, especially with foreigners. Therefore, it will be easy for them to socialize, especially with the development of communication technology and social networks that are increasingly rapid, children can make their friendship wider

d. Writing Skills

Writing skills are a continuation of previous activities. The activity should be adjusted to the age and level of students' ability to use English. Writing is a complex skill because it requires the ability to spell, structure, and use vocabulary.

English learning activities in early childhood (especially elementary school age) are more focused on listening and speaking activities. This is because abilities such as reading and writing cannot be mastered well by children, given the difference between writing and speaking English, so that children will experience difficulties, because they are not in accordance with the stages of developmental tasks.

CONCLUSION

Learning English at SDN 11 Jatimulya Bekasi does not meet the expected needs in grades 1 to 3 where there is no English lesson because it is considered too early and will be difficult for both the teacher and the students. do not feel what it is learning English in the classroom. Meanwhile, when we proceed to higher schools such as junior high school, the most important thing is being able and proficient in English. The curriculum changes in Indonesia bring another problem for English subject in Elementary school. The subject can not be found in Kurikulum 2013 (K-13), while it was one of subjects stated in previous curriculum known as KTSP. It becomes current issue in education area. Some people agree that English subject should not be included as subject for Elementary School students, because it is more important for the students to learn Bahasa Indonesia as first

and national language. In other hand, some people state that it is important because English is international language that should be learnt by everyone in the world.

Then, Elementary School is the right level to start introducing English as foreign language because of the students' golden age. They will get easier to learn this subject in the next school levels. In fact, English as foreign language is very important to be learnt since early age especially for the students in Elementary School. They have to learn English in line with Bahasa Indonesia that being learnt as their first language. Elementary School students as young learners need to get English as one of subject in their school, because they have high interest in learning new things such as English that starting commonly used in daily life. So, it is important to take English as one of subject in Elementary School curriculum with several considerations.

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