

Teaching English within the 2013 Curriculum: The Teachers' Perception

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Approval Sheet

Teaching English within the 2013 Curriculum Context: The Teachers' Perception

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Abstract

Curriculum as a guideline of education implementation is always changing. The curriculum is a related plan and arrangement of subject matter, content, and ways used by the teacher as guidance for the implementation of teaching and learning process. This study aims to find out the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers and the problems faced by the teachers when implementing the 2013 Curriculum in teaching English. It was conducted at two private Islamic high schools in Yogyakarta involving three English teachers. This research employed qualitative method and used descriptive qualitative as the research design to present the findings. In collecting the data, in depth interview was conducted. This research had two findings. The first finding was regarding to the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers. They were the material in the 2013 Curriculum was fewer, the 2013 Curriculum was more thematic and it had a context, the 2013 Curriculum made students able to express their abilities and skills, Core Competency guidelines and Basic Competency are very helpful in the 2013 Curriculum, the teachers more easily understood assessment guidelines in the 2013 Curriculum and the teachers were easier to make media, method and syllabus in lesson plan. The second finding was about the problems faced by the teachers when implementing the 2013 Curriculum in teaching English. Those were lack of assessment understanding and difficult to make the lesson plan.

Keywords: The 2013 Curriculum, advantages, problems

Background of the Study

According to Republic of Indonesia constitution on article 31 it is stated that every citizen is entitled to an education. With an education, we can know something unknown to know. Education is an integral part of development (Hamalik, 2003). Saifuddin (2015) stated that Education is the foundation and backbone of the progress of a nation. Without proper education, it is difficult to expect a country to progress (Saifuddin, 2015).

The education system in Indonesia is based on the national education system, and there is a gap between ideals and reality (Munirah, 2015). Munirah (2015) stated that it can be seen from various factors such as weakness in the management sector, low government and community support, weak effectiveness and efficiency of learning, inferiority of educational resources, and weak evaluation of learning standards. As a result, the hope of a good education system is far from successful. That way, various solutions put forward including updating the national Curriculum which also still encounters serious obstacles. Thus, the situation requires reformulation which systemically takes into account of various political, economic, social, and cultural factors of Indonesia.

In addition, the Curriculum is a related plan and arrangement of subject matter, content, and ways used as guidance for the implementation of teaching and learning process (Hamalik, 2003). Generally, the Curriculum is defined as subjects taught in schools (Ahmad, 1998). The Curriculum always changes from year to year. Besides, history notes the Curriculum which has been in effect in Indonesia from the Curriculum of 1947 to the Curriculum of 2013. Additionally,

the Curriculum has undergone to reform the following development of the increasing modern world of education by the cause of the time factors.

However, the 2013 Curriculum which has been set in this school year continues to be interesting discussions in various forums. Various discourses are very rife development in society related Curriculum 2013 certainly based on the educational stakeholders' point of view. This Curriculum is a new breakthrough from the previous Curriculum of Education Unit Level Curriculum (KTSP). The previous Curriculum, KTSP model provides opportunities for teachers with the hope of KTSP model can be guidance for teachers in preparing syllabus in accordance with school conditions and potential of each region. Schools are also authorized to make decisions regarding the educational management. Besides, in the Curriculum 2013 planning and preparation of syllabus as well as in terms of transmission and publishing textbooks, it is determined and performed by the central government (Wahyuni, 2015). Therefore, the Curriculum is centralized, and it is not decentralized anymore. Moreover, the change and renewal of the Curriculum must be understood as prevalent, and as the Curriculum, it must always adapt to the times and needs so that the 2013 Curriculum is designed to anticipate the development of the era (Wahyuni, 2015).

The improvement and the 2013 Curriculum seem to be in a hurry without any definite planning and thinking, and the problem is that the Curriculum in Indonesia has undergone several changes in its journey (Ansori, 2015). Also, the Curriculum had been changed in 1947, 1952, 1968, 1984, 1994, 2004, and 2006. The Curriculum changes to prepare learners to be better prepared in facing challenges of the future through knowledge, skills, attitudes, and skills in order to

adapt and survive in an ever-changing environment. According to Ansori (2015), the Curriculum change can be proven by several reasons. For example, the KTSP was rolled out in 2006 which had not been fully implemented, and it also occurred in the sudden alternation of ministers changing Curriculum, and the provision of textbooks or textbooks in a relative short time. Hence, the problem now is how the teachers adopts and implements the 2013 Curriculum of this year. If the teachers have enough readiness for qualification and competency in terms of understanding the paradigm described in the 2013 Curriculum, it will not be a problem.

Ansori, 2015 stated that the 2013 Curriculum uses approaches, models, strategies, and learning methods which are more varieties including the student centered in teaching and learning process. This learning approach, mode, strategy and method are more fun, creative and innovative. One of subjects included in the 2013 Curriculum is English. In teaching English, teachers are required to teach with the scientific approach. Besides, the students are invited to observe reason, ask, and try to share their own ideas in learning process. Each subject is interrelated and mutually supportive of all learning competencies such as attitudes, skills, and knowledge.

In addition, this study was conducted to explore the advantages of applying the 2013 Curriculum to teach English as perceived by teachers to explore the problems faced by teachers in implementing the 2013 Curriculum in teaching English. Based on the phenomenon of changes in the 2013 Curriculum from the previous Curriculum reviewed from all aspects above, the researcher interested in investigating the perceptions of teachers of English language teaching in the context of the 2013 Curriculum. Therefore, for perception, the focus is to find the

advantages of the 2013 Curriculum in teaching English perceived by teachers and what problems faced by teachers when implementing the 2013 Curriculum to teach English during the learning process.

Methodology

To get in-depth results, the researcher chose a qualitative method because it related to social phenomena which help people to understand world experiences and perceptions. Based on Moriarty (2011), "Qualitative research is concerned with the developing explanation of the social phenomena (p.6)". Besides, Creswell (2012) asserted that the characteristic of qualitative research is exploring and developing a detailed understanding of a central phenomenon. Therefore, in the qualitative method, rich information can be more discovered by the researcher related to this research.

This research had been carried out in two private Islamic high schools in Yogyakarta and it aimed to investigate the teacher perceptions in implementing the 2013 Curriculum during the learning process. There were several reasons why the researcher took two settings. First, the researcher has chosen two schools because the researcher felt lack of participants if the researcher only chose one school, so the researcher had to choose two schools. Second, the schools used the 2013 Curriculum in teaching English. Third, the schools used the 2013 Curriculum three years ago where teachers have enough experience to learn about the 2013 Curriculum. Fourth, the researcher had conducted an internship program for one year in one of the chosen schools and both schools used the 2013 Curriculum. From the explanation above, the researcher believed that the schools were suitable places to conduct this research and got data from this arrangement.

In addition, the researcher felt easier to get credible participants to be interviewed because researcher already knew the context of regulation in both private Islamic high schools in Yogyakarta. In addition, the researcher had carried out this research at the schools in November 2018.

The participants of this study were three English teachers in two private Islamic high schools in Yogyakarta. The researcher chose three participants to get rich data from them. Two teachers from school A and one teacher from school B. Creswell (2012) stated that there were no rules about how many interviews were conducted, for researchers, they could interview people who were stakeholders until they got qualitative data from them. The participants in school A were called Mawar and Melati. They were female English teachers in school A. Mawar had taught at school A for seven years. While Melati had taught at school A for three years. A participant from school B was called Kamboja, a female English teacher, she had taught English in the school B for three years. The reason why the researcher chose Mawar, Melati and Kamboja were because they had taught English using the 2013 Curriculum. In addition, the researcher was looking for English teachers who had obtained a bachelor degree. Then, the teachers also had a lot of experience in teaching English and they were certified as English teachers, so they had more experience. Thus, with this situation, the researcher got reliable, specific and unambiguous data.

The data collection method that was used in-depth interviews to collect the data. Interview questions focused on teachers' perceptions in implementing the 2013 Curriculum to teach English during the learning process. The purpose of the interview was to gather deeper data from the participants including their beliefs,

perspectives, and experiences. In addition, interviews can be used as the principal means of gathering information that has a direct relationship to the research objectives (Cohen, 2011). In line with this statement, the researcher tried to obtain real data by obtaining valid data based on the experiences, views, and beliefs that participants had in implementing the 2013 Curriculum to teach English. The researcher used structured responses to response modes because participants answered questions according to the questions. Also, the answers given were also appropriate, so there was no limitation in giving ideas. For the format of the question, the researcher used the indirect form because the researcher asked about the participants' opinions about the topic. For the instruments used, researchers used stationery and cellphones to record conversations during interviews.

There were several steps that had been carried out by the researcher in collecting data in this study. For the first step, the researcher prepare the interview guideline. Then, the researcher chose the participants. Before conducting an interview, the researcher contacted the participants who had met the criteria. In addition, the researcher requested the willingness of three participants to be maintained before the interview. Then, the researcher made an agreement of time and place to do the interviews. After three participants were willing to become participants for the interview, the researcher explained the process of the interview to interview the three participants based on the agreement. Interviews were conducted in certain places in two private Islamic high schools in Yogyakarta. Then, the researcher interviewed and asked questions to the participants based on interview guidelines. The average time to interview each participant was 10 to 30 minutes to answer all questions. In this interview, the

researcher recorded each part of the interview by using a cellphone. The researcher used Indonesian language in the interview to avoid misunderstanding and create a deeper understanding for the participants and the researcher. The researcher and participants first language is Indonesian language. For this reason, using Indonesian during interviews was easier than using foreign language when the researcher and participants giving and receiving information. After getting the interview record, the researcher transcribed all participant recordings into transcripts where the researcher typed the audio into word form as research data. For the data analysis, researcher had collected all the data from the interview. Then, the next step the researcher did was analyze the research data. Thus, the data analysis steps were transcribing, member checking, and coding.

Findings and Discussion

The Advantages in Implementing the 2013 Curriculum in Teaching English

The researcher found the 2013 Curriculum had many advantages. The teacher felt some advantages of implementing the 2013 Curriculum in teaching English. Based on the research, one of the advantages of implementing the 2013 Curriculum in teaching English was that the material used was fewer. The teacher felt that with fewer materials to be taught, the teacher more focused and could explore more in detail the material given to students. In addition, with a few materials, the teacher could provide some additional learning attitudes and skills in each subject. To support this argument, Kemendikbud (2014) mentioned that all subjects must contribute to the formation of attitudes, skills, and knowledge for students at school even though the material taught is not too much.

In addition, another advantage in implementing the 2013 Curriculum in teaching English was that the 2013 Curriculum was made more thematic and had a clear context. The teachers were required to have high creativity because the material used was more thematic with a clear context. Thematic means that the material taught is not separate like the previous Curriculum. The thematic used in the 2013 Curriculum in teaching English provided clearer context because the skills were separated from reading, writing, speaking and listening. So that the teacher could develop skills in accordance with the material. Implementing the 2013 Curriculum, teachers felt easier and clearer material to teach. This is in line with Zulfa (2014) who said that learning in Curriculum 2013 is easier for teachers to do because it has a thematic context.

In addition, another advantage in implementing the 2013 Curriculum in teaching English was that students could express their knowledge and skills based on core competencies because the students could show the abilities they have in the class. It is supported by Sufairroh (2016) who stated that the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of the world, nation, state and world civilization. The students could improve their skills by receiving the core competence that must be possessed by those who have completed education in a particular education unit or certain level of education, an overview of the main competencies grouped into aspects of attitudes, knowledge and skills (affective, cognitive, and psychomotor) that students must learn for a school, class and subject level (Kemendikbud, 2014).

The 2013 curriculum also provided benefits for teachers in teaching in class. Core and basic competencies helped the teacher to broaden the material. Thus, the teacher could use the learning model according to the ability of students in the class. Therefore, with core competencies and basic competencies in the 2013 curriculum, the teacher could broaden the material and use learning model to teach their students. According to Sufairoh (2016), choosing or determining the learning model is strongly influenced by the conditions of Basic Competence (KD), objectives to be achieved in teaching, the nature of the material to be taught, and the level of ability of students.

Another advantage in implementing the 2013 Curriculum in teaching English for teachers is about guidelines for assessment that are more easily understood by teachers. Guidelines for assessment in the 2013 Curriculum are easily understood by the teacher. When the teacher inserts a score on the application, for example from the knowledge component there are three components of the assessment that are immediately clear. So that it becomes an advantage for teachers in implementing the 2013 Curriculum in teaching English.

Based on this research, the last advantage in the implementation of the 2013 Curriculum in teaching English was the making of lesson plans facilitated by the 2013 Curriculum because there were many teaching methods that can be applied by teachers in the classroom. So, the method of teaching students can be selected by teachers especially in terms of the revised 2013 Curriculum because it provided various methods. The system used in the 2013 Curriculum revision method was very easy because the teacher could use methods and mix them when making lesson plans or when teaching the students. The teacher could

develop it freely by choosing the method and the teacher could choose one or several methods. In addition, for the development of lesson plans, the syllabus was also a very interesting component in the 2013 Curriculum because teachers were facilitated even though they felt lazy. Many of parts in syllabus must be developed in the 2013 Curriculum but this was an advantage of the implementation of the 2013 Curriculum. So, implementing the 2013 Curriculum easier the teacher to make a directed and effective lesson plan as the reference of class learning and teaching activities. To support this argument, Mahmudah (2015) mentioned that the RPP or lesson plan function is a reference for teachers to carry out teaching and learning activities to be more directed and run effectively and efficiently.

Based on the result obtained, the implementation of the 2013 Curriculum required understanding the Curriculum component well. Their willingness as teachers to improve the quality of students could also improve the implementation of the 2013 Curriculum. The teachers must be creative in providing material to students in the class. Students were required to be active because the teacher was not only limited to learning resources. Moreover, when the teachers have a good understanding before teaching, the plan would be implemented well and perfectly, and when they did not have a good understanding in implementing the Curriculum, they would implement the Curriculum badly.

The Problems in Implementing the 2013 Curriculum in Teaching English

Based on this research conducted by the researcher, there were several problems faced by teachers when implementing the 2013 Curriculum. The

problems were the lack of assessment understanding and difficult in making lesson plans. The discussions are described below.

One of the problems faced by the teachers in implementing the 2013 Curriculum was about assessments that were not popular or something new but not familiar in the 2013 Curriculum. The teachers should include many assessment tools or components. To support this argument, Ansori (2015) stated that assessments in the 2013 Curriculum must be detailed and teachers must work more extra than the previous Curriculum. The tools requested for assessment in the 2013 Curriculum included analysis of Graduates' Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD), Semester syllabus programs and lesson plans. There were many components, including the assessment of attitudes, knowledge, and skills in the lesson plan. There were also three written or oral assignments. The assessment section in the 2013 Curriculum was a common problem felt by teachers in implementing the current 2013 Curriculum.

The second problem faced when implementing the 2013 Curriculum in teaching English was the lack of teacher understanding in making lesson plans in the 2013 Curriculum. The teachers found it difficult in making lesson plans in the selection of methods and learning objectives. Learning objectives, in general, can be interpreted as achieving competence in students after participating in learning activities (Prasetya, 2015). The teacher felt difficult in selecting the method because students already guessing the method, the method was repeated in the next meeting. In addition, the teacher also felt difficult when making learning objectives in the lesson plan. The teachers were required to make learning

objectives in accordance with the material to be achieved by students more specifically. The teachers felt that this was one of the problems that must be faced when implementing the 2013 Curriculum in teaching English. This finding is similar to the research conducted by Prasetya (2015) who revealed that the difficulties experienced by teachers were in making a lesson plan in the school.

Conclusion

The objectives of this research were to find out the teachers' perception in implementing the 2013 Curriculum in teaching English. In addition, this research aimed to investigate the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers and the problems faced by the teachers in implementing the 2013 Curriculum to teach English. The results were obtained by conducting an interview with three English teachers at two private Islamic high schools in Yogyakarta. Thus, the conclusion of this research findings had addressed the two research objectives.

In answering the first research question, the researcher found six advantages of the implementation of the 2013 Curriculum in teaching English felt by the teacher. The advantages of implementing the 2013 Curriculum involved in six categories. They were the material in the 2013 Curriculum was fewer, the 2013 Curriculum was more thematic and it had a context, the 2013 Curriculum make students able to express their abilities and skills, Core Competency guidelines and Basic Competency are very helpful in the 2013 Curriculum, the teachers more easily understood assessment guidelines in the 2013 Curriculum and the teachers were easier to make media, method and syllabus in lesson plan.

Besides, in answering the second research questions, the researcher addressed the problems faced by the English teacher in implementing the 2013 Curriculum. The problems involved in two categories. The first problem in implementing the 2013 Curriculum was lack of assessment understanding. The second problem in implementing the 2013 Curriculum was difficult to make the lesson plan. The difficulty in making a lesson plan covered the difficulties in choosing the material and method provided in the 2013 Curriculum.

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