

Chapter Four

Findings and Discussions

This chapter explains and discusses the findings of the research. This research was conducted to explore two research questions that were presented in chapter one. The research questions were twofold; the first one was to find out what are the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers, and the second one was to identify what are the problems faced by the teachers in implementing the 2013 Curriculum to teach English. This result of this research is presented based on the interview with three participants. The following section discusses these findings with a more detailed explanation.

Research Findings

The research finding was based on English teachers' perceptions of the 2013 Curriculum implementation in English teaching. In analyzing the data, the researcher used interview to get the result of perception in implementing the 2013 Curriculum to teach English. The researcher interviewed three English teachers at two Islamic schools in Yogyakarta. The teachers' perceptions were based on their self-concept on the 2013 Curriculum implementation in their teaching experiences in school. The three English teachers (Mawar, Melati and Kamboja) had taught by implementing the 2013 Curriculum in schools. The finding divided into the advantages and the problems in implementing the 2013 Curriculum in English teaching.

The Advantages in Implementing the 2013 Curriculum in Teaching English

After conducting interviews, there were six advantages of English teachers in implementing the 2013 Curriculum. The advantages of implementing the 2013

Curriculum from English teachers' perceptions were fewer materials, more thematic and has context, improve students' ability and skills, helpful core and basic competency guideline, easy to understand assessment guidelines and easy to make lesson plans.

The material in the 2013 Curriculum was fewer. The first advantage was that the material taught in the 2013 Curriculum 2013 was fewer. A fewer material is the material taught is composed of several themes. Mawar stated that the advantage of the 2013 Curriculum was that the 2013 Curriculum was fewer materials, "In my opinion, the advantage of the 2013 Curriculum is that the material in the 2013 Curriculum is not too much, which is a fewer (P1.1)". Another participant, Melati also mentioned the same idea as the first participant, "The advantage in implementing the 2013 Curriculum is fewer materials in the 2013 Curriculum (P2.2)". According to Mawar, with few materials when taught in class, students were more focused in class. In addition, students were more focused on getting material because it was more comprehensive. Mawar added that a few materials were a collection of several materials grouped into one in a theme that included all skills in English, namely reading, writing, listening and speaking.

The 2013 Curriculum was more thematic and it had a context. The second advantage was that the 2013 Curriculum was more thematic and it had context. Mawar stated that the 2013 Curriculum was made more thematic or had a concept and that was where teachers' creativity must be spent, "the 2013 Curriculum as a whole is made more thematic and or there is a concept (P1.2)". Another participant, Melati mentioned the same idea with the first participant, "ability taught in the 2013 Curriculum is not rigid (P2.3)". According to Melati,

abilities that were not rigid was when the teacher taught in class, the teacher can choose learning that was oral or written.

The 2013 Curriculum made students able to express their abilities and skills. The third advantage of the implementation of the 2013 Curriculum in teaching English was that the 2013 Curriculum can make students improve their abilities and skills. Mawar stated that the 2013 Curriculum allowed her students to express their abilities and skills, “the 2013 Curriculum allows my students to express their abilities and skills (P1.3)”. According to Mawar, students can express their abilities and skills because the aspects of assessment in the 2013 curriculum were very important, so the students can show their abilities.

Core Competency guidelines and Basic Competency are very helpful in the 2013 Curriculum. The fourth advantage of the implementation of the 2013 Curriculum in teaching English was that the 2013 Curriculum had core competency guidelines and basic competencies that were very helpful for teachers, Melati said that “core competencies, basic competencies, and guidelines in the 2013 Curriculum really helped me (P2.1)”.

The teachers more easily understood assessment guidelines in the 2013 Curriculum. The fifth advantage of the implementation of the 2013 Curriculum in teaching English was that the guidelines for assessment in the 2013 Curriculum were easily understood by the teachers. Melati stated that the guidelines for assessment in the 2013 Curriculum were easily understood by the teachers, “The advantage is that the assessment guidelines that are easier for teachers to understand (P2.4)”.

The teachers were easier to make media, method and syllabus in lesson plan. The sixth advantage of implementing the 2013 Curriculum in teaching English was that the 2013 Curriculum easier the teachers to make lesson plans. Kamboja stated that the learning media really helped her in applying the 2013 Curriculum, “the learning media really helps us in applying the 2013 Curriculum (P3.1)”. Kamboja also stated that “there are so many methods that can be developed in use in the 2013 Curriculum (P3.2). Besides, she stated that “syllabus makes it easier for teachers to implement the 2013 Curriculum in making lesson plans (P3.3)”.

The Problems in Implementing the 2013 Curriculum in Teaching English

After conducting interviews, there were two problems faced when the teacher implemented the 2013 Curriculum in teaching English. The first was the lack of understanding of assessment in the 2013 Curriculum and the second was difficult to make learning implementation plans. The problems are described below.

Lack of assessment understanding. The first problem faced by the teacher in implementing the 2013 Curriculum in teaching English was the lack of understanding of assessment in the 2013 Curriculum. Mawar stated that she found it difficult to organize assessments, improvements, and enrichment because of too many aspects, “I find it difficult to organize assessments, improvements, and enrichment because of too many aspects (P1.4)”. Another participant, Melati also mentioned the same idea as the first participant, “I feel difficulties in the assessment because it is not popular (P2.5)”. She further explained the reason for the assessment was difficult, “the assessment tool requested must be complete (P2.6)”. Another participant, Kamboja also mentioned the same idea as the first participant

and the second participant, “The teacher feels difficulties in the assessment (P3.4)”. She also further explained the reason for the assessment was difficult, “The teacher must provide a lot of administrative assessment (P3.5)”.

Difficult to make lesson plans. The second problem that faced by the teacher in implementing the 2013 Curriculum in teaching English was the lack of understanding in making lesson plans. Melati stated that she felt difficult in making a plan for implementing learning because she had to choose a variety of learning methods, “I am difficult in choosing the learning method (P2.7)”. Another participant, Kamboja also mentioned the same idea as the second participant, “I find it difficult to make goals in the lesson plan because it must be more specific (P3.6)”.

Research Discussion

The Curriculum 2013 had begun to be applied in schools in Indonesia, this Curriculum had undergone the latest revision period in 2017. Therefore, we could see the effects of implementing the Curriculum today. For example, there were some Islamic high schools in Yogyakarta which were the research locations of this research. The government changed from the previous Curriculum to the new Curriculum, namely the 2013 Curriculum. Here, the researcher provided discussion related to the findings of implementing the 2013 Curriculum in English teaching. The discussions of advantages and problems are explained below.

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 Sufairoh (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 mixed 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.