



**JURNAL ILMIAH MAHASISWA
UNIVERSITAS MUHAMMADIYAH PONOROGO**

**THE INVESTIGATION OF 2013 CURRICULUM IN ENGLISH TEACHING
PROCESS AT SMA MUHAMMADIYAH 1 PONOROGO**

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Abstract

2013 Curriculum considered as new curriculum in Indonesia. In this curriculum, students demanded to be active and creative during learning process. Thus, teacher also needs to be creative in arranging the teaching and learning process. This research aims at finding out (1) the teachers' implementation of 2012 curriculum in English teaching process; (2) the teachers' and students roles in English teaching and learning; and (3) the impact of 2013 curriculum in English teaching and learning. This research design was descriptive qualitative research. The researcher used qualitative observation and interview as the data collection technique. The subject were three English teachers of SMA Muhammadiyah 1 Ponorogo. The activity in analyzing data were reduction, display, and conclusion drawing or verification. The findings of the research showed that the implementation of 2013 curriculum in English teaching process did not completely successful. It showed from the data findings, there were positive and negative impact of the 2013 curriculum implementation in English teaching process at SMA Muhammadiyah 1 Ponorogo. The creativity of English teacher in arranging learning activities will create a good learning situation and increase the students understanding towards the learning material.

Keywords: The 2013 Curriculum, English teaching and learning

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INTRODUCTION

English is a language that has been taught from elementary school up to university in Indonesia with the goal to prepare school graduate to have international language. By having its competence will bring the school graduate into new career path to compete in global market. Consequently, teacher should work hard to make student able to master English language by teaching. Schletchy (2004) as in (Ababio, 2013) defines teaching as an art of inducing students to behave in ways that are assumed to lead learning, including an attempt to induce

students to so behave. It means that the teacher must create situations where learners to have interest in what is being transmitted to them. So that English teacher holds the important role in teaching and learning process in order to help the learners to master the material by transferring knowledge with attractive instruction and technique to do something for the result, the students able to understand the material and use it in daily life..

In education, curriculum is the core to determine how teaching process is. It is used to be basic concept and indicator of

the success of education. Grayson as in Fauzi, (2014) states that curriculum is a plan to manage an outcome that is expected from learning process. The plan is arranged systematically and wholly. Consequently, it gives a picture to develop the strategies of teaching and learning. Furthermore, it is quite important to know about the development of curriculum in English lesson because it links to student in receiving knowledge. If they have feeling of enjoy and comfort then they will catch the knowledge easily and if it's reversed, then they will get sleepy and sleep during learning process.

According to Kurniasih (2013) as in Purnomo (2018) there are several important things from the change and refinement of the curriculum such as students' activeness, holistic assessment, character education, appropriate competence, good evaluation system. Because of it, the education in Indonesia is necessary to provide a curriculum that emphasize in personal experience through the process of questioning, observing, reasoning, and trying to escalate the learner's creativity, innovation, and prior the knowledge, attitude, and skill aspect in order to make the improvement in educational field with the aim to achieve the maximum result. Today, 2013 curriculum is used by school with huge amount of number in Indonesia.

The present study aims investigating SMA 1 Muhammadiyah Ponorogo. In this study, the researcher only focus on English subject. In fact, English is considered very important regards on preparing the generation to face globalization. Moreover, creativity of English teacher in implementing 2013 curriculum in English learning to make student more active was not easy. Additionally, the 2013 curriculum considered as a new curriculum. For that reason, teacher gets difficulties in applying this curriculum such as arranging the process of learning and time management. Besides, English is one of

controversial subject that has many issues relates to English subject such as reduction of learning time in English subjects elimination of English, and range of English material in syllabus. Particularly, these issues are absolutely contradictive with the demands of time, (Nasir, 2013).

The researcher feels necessary to do a research about the implementation of 2013 curriculum because of the reason the researcher has internship experience in this school to implement 2013 curriculum in English teaching process. Students cannot focus in the teaching and learning process. Besides, the 2013 curriculum considered as new curriculum and many researchers stated that there are some difficulties in implementing this curriculum. SMA Muhammadiyah ponorogo were the first private school institution that implemented 2013 curriculum in Ponorogo. Therefore, the researcher intends to find out the information about the sustainability of learning English based on 2013 curriculum at SMA Muhammadiyah 1 Ponorogo.

REVIEW OF RELATED LITERATURE

A. Teaching and Learning a Language

1. The Nature of Language

In this worlds there are many number of language also many speakers of various language. Naturally, language used to link each other with certain purpose. Language is a system that speakers, writers, and singers exploit purposefully. It is used to do things, not merely report them, describe them, and discuss them, (Finegan, 2008, p. 22).

The significant elements of language are generally sequences of sounds that are either words, significant parts of words, or word groupings. What distinguishes each of these elements is that it is the outward sign of specific idea, whether of a single image or concept or of

a number of such images concepts definitely connected into a whole, (Sapir, 1921, p. 14).

2. English Language Teaching and Learning

In Indonesia, English considered as a foreign language that is taught from elementary school up to university level. In order to prepare for global competition, the school graduates are provided equipped with English language. Because of it, they have a good competence of using English in real communication that will be very useful for competing with international job seeker. In other words, by mastering English will bring influence on their career path better. Moreover, English divides into 4 skills: reading, writing, listening, and speaking.

B. Curriculum in Language Teaching and Learning

1. The Definition and Function of Curriculum

Curriculum is a tool that used by teacher to teach the students. It has the function to help the teacher. Furthermore, curriculum is a guideline to execute the teaching and learning activities in the classroom. Curriculum is the sum total of the schools' effort to influent learning whether in the classroom, on the playground, or out of school, Saylor et al as in Rohman (2015).

According to Wamendik (2014), there are 4 functions of curriculum as bellow:

1. Curriculum as material

It consists of planning oriented and represent of theoretical view. It used in Indonesia. Teacher is undergoing the teaching process and deliver the material whatever they know appropriate with syllabus that has determined.

2. Curriculum as product

As result oriented, represent of productive view. The freedom of the way of conveying the lesson material must achieve the standardization that are having all competency that has formulated.

3. Curriculum as process

As action oriented but this is not use in Indonesia because it affected bu individual needs. As the result, the outcome of learning will get different than students' talent.

4. Curriculum as contextual praxis

Using system approach:
Material>process>product
(concept: theory>practical>productive)

Mastery of the material is obtained through a continuous action-reflection.

From the discussion above, it can be concluded that the function of curriculum for the teachers is used as a tool to implement the learning programs in order to achieve educational goals or school goals. That is the reason that teacher should understand how does curriculum works.

2. The 2013 Curriculum

The newest curriculum applied in Indonesia is 2013 curriculum. The purpose of 2013 curriculum is to prepare Indonesian to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute in society, nation, and mankind life, (Permendikbud No. 68/1/2013).

The 2013 curriculum is curriculum of values that occupied by character building. The values can be tracked from the core competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 for knowledge competence, and KI-4 for learning process through with KI-1, KI-2, KI-3 can be observed. The learning paradigm encompass direct and indirect learning model. Indirect model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains, (Ahmad, 2014).

3. The 2013 Curriculum in English Subject

Competencies in 2013 curriculum are set forth in KI-1 (Spiritual Competencies), KI-2 (Social

Competencies), KI-3 (Knowledge Competencies), and KI-4 (Skills Competencies). Competencies 1 and 2 are applied to all subjects at the same level of education, while competencies 3 and 4 are different for each subject and each level. In language learning, KI-3 only covers grammar and vocabulary, while KI-4 includes skills competencies, such as listening, speaking, reading, and writing, (Soenoewati, 2015).

Wamendik (2014), there are several stages to implement scientific approach that are observation, questioning, experimenting, associating, and communicating.

RESEARCH METHODOLOGY

1. Research Design

Type of this research is qualitative research. According to Creswell (2014, p. 4), qualitative research is an approach for exploring understanding the meaning individuals or groups ascribe to a social or human problem. It can be concluded that qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social or human problem in natural setting. This study was applied to investigate deeply about the implementation of 2013 curriculum in English subject. Thereupon, the researcher will conduct this study use design qualitative research that is developed by Sugiyono (2015).

2. Research Setting and Subject

The participants of this research were English teachers of SMA Muhammadiyah 1 Ponorogo. The object is the process of English teaching and learning which include implementation of 2013 curriculum. The number participant of this research are 3 teachers with their students. In line with this, the data will be valid and relevant because the required data will be encompass a large area of English teaching and learning at SMA Muhammadiyah 1 Ponorogo.

3. Research Instrument

The researcher used observation and interview techniques. Therefore, the researcher has a role as collector to collect data through observing and interviewing participants. The researcher also used digital tools such as camera, voice and video recorder to collect data. The information was collected in the scope of 2013 curriculum in teaching and learning process in English subject.

4. Data Collecting Procedure

The researcher collected the data by making some notes and point what happening in the process of learning. In a qualitative, the data collecting technique is done by natural setting, primary data resource, observation, interview, and documentation, (Sugiyono, 2015, p. 309).

5. Data Analysis Technique

Miles and Hiberman (1984) in Sugiyono (2015, p. 337) states that activity in analyzing data are reduction, data display, and conclusion drawing or verification. Data reduction means summarizing, selecting the crucial things, only focus on necessary things, finding the theme and pattern, and put aside something unnecessary. Data display means displaying data so it will make easier to understand what is really happening. Conclusion drawing or verification means processing or analyzing all data that has been collected to be one formula or new finding one. It can be called as hypothesis and will be a theory if it supported by some related data widely.

RESEARCH FINDING

1. The Result of the Interviews

a. Question 1: Have you ever joined the 2013 curriculum training program?

Most English teachers said that they already joined this program for several times. From this program, they got information how to manage or arrange the process or steps of 2013 curriculum in

teaching and learning, learning administration, and learning model and method.

b. Question 2: How is the implementation of time allocation in lesson plan?

The implementation of English teaching and learning by English teachers is not always based on lesson plan, but situational. Situational means there are some agenda that comes sudden such as holiday and meeting and teacher should adjust the learning process with the student condition.

c. Does the learning environment support the learning process?

Three teachers state the learning environment is adequate to support the implementation of 2013 curriculum. When students learn in the morning, logically they have full power and spirit in engaging learning process. They can keep focus on the learning material, focus when teacher delivering material. Yet, in the evening, students still have learning spirit but it is not as powerful as in the morning.

d. Question 4: How is the implementation of learning method, model and media

Three English teachers said that they used the teaching method, model, and media that suitable the material. Yet, teacher 3 added to add some strategy such as tut spray-tur spray, colorwall, and run table.

e. Question 5: What is the teachers' role in teaching and learning process?

Teacher 1 and teacher 3 said they play as facilitator Teacher 1 added the role of teacher as motivator while teacher 2 as Mediator. In line with this the students are given opportunity to be creative, but under teacher guidance. The teacher does not explain the material but only lured the students about to be active in learning.

f. Question 6: What is the students' role in learning process

The students play a role as center learning with the guidelines from the teacher. So, the students' creativity and ability will be exposed.

2. The Result of the Classroom Observation

a. Facilities and Infrastructures

The facilities and infrastructure are quite adequate such as LCD used as a tool for displaying the learning media and material such as pictures and videos, internet used to find learning material, and whiteboard used to write students' answer when teacher asking a question.

a. Teaching and Learning Materials

Based on the result of the classroom observation three times, the English teacher used are material from internet that can be accessed by teacher itself. Additionally, the teachers often used learning media such as pictures, power point presentation that displayed through LCD. With this, the material that is used by English teacher supported of 2013 curriculum because by using picture student automatically will ask some questions relates the topic. This is appropriate with the step of using scientific approach that become one of characteristic of 2013 curriculum.

b. Teaching and Learning Process

In the teaching and learning process, teacher one and three implemented scientific approach through observation, questioning, experimenting, and associating

Teacher two did not implemented scientific approach. The way of teaching were explaining the whole material. Students only listened whatever English teacher said. So the 2013 curriculum implementation did not work with all kinds of learning material. It can be concluded that the 2013 curriculum is not perfect. It means this curriculum still have a weakness.

a. Students Condition

Based on the classroom observation, most students in each class looks

enthusiastic during learning activity because they are very active in learning. The approach that used by most English teacher was scientific approach. Consequently, students were more active because they played as center learning. In that case, the implementation of 2013 curriculum brings good outcome for student.

b. Assessment Activity

Based on the classroom observation, the assessment activity was done in 3 aspects (affective, cognitive, and psychomotor). It means that the assessment aspects of this curriculum do not have any difficulty.

c. Time Allocation

Based on the observation result teacher one should end up the teaching and learning process in the main activity when the students should presents their work result. Consequently, some students cannot presents their work result. It can be concluded that the aspect of the scientific approach especially on the communicating aspect needs extra time. So, the implementation of 2013 curriculum did not completely successful.

2. Discussion

a. The 2013 Curriculum training

The curriculum training is important for teacher due to the purpose of this program is to impart knowledge about the curriculum implementation. The curriculum implementation is the realization process of the curriculum design that interpreted in some aspects of equipping documents, books, training, associating, and monitoring to achieve the smooth learning implementation. (Permendikbud No. 159, 2014).

Based on the data findings, the most English teacher stated that they had joined the curriculum training program for several times and brings many beneficial effect of understanding about the implementation of 2013 curriculum. So, in the teaching and learning they should be able to arrange the process of learning

appropriate the 2013 curriculum guidelines.

a. English Teaching and learning process

The 2013 curriculum represents several kinds of learning models to support the scientific approach such as inquiry learning, discovery learning, project based learning, and problem based learning, (Permendikbud No. 103, 2014).

In the classroom, most English teachers used discovery learning model, the student looked enthusiastic when they had to compete with other to find the answer whatever the English teacher asking relates the material. The students' activeness and creativity was exposed with this way.

Moreover, based on the data findings of infrastructure and facilities found that the classroom are very adequate to boost the creativity of English teacher. Most English teacher able to maximize the utilize of both that increased the suitability of the material, also combine with the learning media such as pictures and power point presentation that displayed on LCD made the learning activity be more effective. As the results, teacher able to implement scientific approach, student able to be active in learning process and the indicators of students' learning able to be achieved.

Besides, based on the data findings, the students are demanded to be active in learning process. This statement supported by the data findings that teacher one and teacher three lured the students to search or collect, analyze, until present data itself from some resources. So that, students has opportunity to expose all they have in learning process. Furthermore, the learning process supported by several teaching methods such as group discussion. Teacher one and teacher three the students learned how to work as a team in order to complete the assignment that was given. While, teacher two did not used any learning method because the material consists many theories such as tenses that

should be explained by teacher. Basically, the English teacher able to apply the teaching model and method appropriated with the material, so that, the teaching and learning process ran smoothly. As a result, teacher one and teacher three able to use scientific approach while teacher two cannot able to use scientific approach. It means the 2013 curriculum does not used in all kind of material.

Related to the assessment aspect, the teachers already implemented the assessment appropriate with 2013 curriculum guidelines. Based on the research findings, in the learning process, most English teachers lured the students to be active by asking some questions that should be answered voluntarily. In that case, the English teacher will get student activeness score or student self-assessment. So, the affective aspect assessment has done through it. Also, the English teacher gave assignment that should be solved as group discussion. Through this, teacher able to collect the data for cognitive assignment. After it, the work result will be present to the other student. With this, teacher is able to assess the student psychomotor assessment aspect.

The assessment of 2013 curriculum covering 4 core competence aspect (spiritual, social, knowledge, and skills). The result of learning assessment outcome is based on the 3 aspects of each core competence. Firstly, the affective aspect could be assessed by observation, peer assessment, self-assessment. Secondly, the cognitive aspect could be assessed by written test, oral test, and assignment. Thirdly, the psychomotor aspect could be assessed by project and performance, (Permendikbud No. 104, 2014).

Relates to the importance of time allocation aspect that arranged in lesson plan by teacher, lesson plan is the course instruction that will conduct by face to face in one meeting or more. The time allocation determined appropriated as the

need for the basic competence achievement and learning load considering with the amount of learning hours that available in syllabus and basic competence that have to be achieved, (Permendikbud No. 65, 2013).

Based on the interview result, teacher should take effort to adjust the teaching and learning with students' condition such as the ability in absorbing the material in each class is different and school situation such as sudden holiday and meeting. So, the time allocation that already arranged in one semester to implement 2013 curriculum is getting shortened, so that the teaching and learning process should be speed up. It means that the process of implementation of 2013 curriculum does not work as planned.

Based on the observation result, sometime the learning activities were not completely done. Teacher closed the learning process without material reflection or conclusion because the English group practice conversation practice took a long time even some students did not get opportunity to present their work results. It can be concluded that the aspect of the scientific approach especially on the communicating aspect needs extra time. In that case, the implementation of 2013 curriculum did not completely successful.

b. The English Teachers' Role in Teaching Process

Based on the data findings, sometimes, the English teacher plays as knowledge distributor or source of knowledge and facilitator with the 2013 curriculum guidelines that made the learning process be more structured and organized. With this reasons, teacher becomes a key of learning process that has the meaning of the success of learning process depends of the teacher can provide the content with their own ways that based on the 2013 curriculum guidelines in order

to create condition and situation for successful language learning.

Richards et al (1986, p. 23) states some role of teacher that are the teacher as a source of knowledge and direction, consultant, guide, catalyst, and a model of learning.

c. The Students' Role in English Learning

Based on the research findings, the student played a role as center learning. The students are engaged the learning activity that arranged by English teacher include asking and answering question, completing assignment, and perform the project. Farther, as center learning they have responsibility to build safe and positive situation in learning process for their action.

Learner center classrooms are those in which learners are actively involved in their own learning processes, (Hall & Hewings, 2001, p. 27).

d. The Impact of 2013 curriculum in English Teaching and Learning

In the teaching and learning process there are some obstacles encountered by English teacher in implementing 2013 curriculum.

1. The management of learning time in learning process. It is showed by the teaching process did not completely done and some students cannot presents the work result.

1. School situation such as sudden holiday and meeting does not predictable.

2. Kind of material that consists of many theories cannot be implemented scientific approach. It showed by English teacher two explained the whole material such as structure and tenses.

However, the benefit of 2013 curriculum implementation could be listed as follows:

1. It raises the students' motivation and passion in learning. It is showed by students in answering the question that English teacher asked voluntarily.

2. It builds the students' confidence. It is showed by student be active in searching the material.

3. It increases students' independency. It is showed by students played as center learning and teacher as facilitator.

Based on the discussion above, the implementation of 2013 curriculum gives positive and negative impact to the process of learning. Students able to be independent, active, and creative learner. Besides, all students cannot maximize their creativity and present the work result in learning process because of the learning time were getting shortened. So it can be concluded that the implementation of 2013 curriculum were done partially and imperfectly.

CONCLUSION

1. The 2013 curriculum was implemented in SMA Muhammadiyah 1 Ponorogo. For the preparation to implement this curriculum, all English teachers have joined the 2013 curriculum training program for several times. Automatically, they have the basic how to maximize the English teaching and learning such as learning administration, teaching method and model, etc. In the learning process most teachers used the learning model suggested by government (discovery learning) supported with the learning media (pictures) that suitable with the learning material. As the result, teacher able to implement scientific approach that become one of characteristics of 2013 curriculum. Consequently, student have opportunity to be active and creative learner.

2. Most English teacher took a role as facilitator while the students as center learning. It means that the teachers are planned the learning process with the students who active in learning process. The teachers are exposed the way to the learning material and the students as the participant who active in collecting, analyzing, and presenting the material with the teacher guidelines.

3. The implementation of 2013 curriculum did not completely successful because of some factors such as teacher should take effort to adjust the teaching and learning with students' condition such as the ability in absorbing the material in each class is different and school situation such as sudden holiday and meeting. So, the time allocation that already arranged in one semester to implement 2013 curriculum were getting shortened, so that the teaching and learning process should be speed up. It means that the process of implementation of 2013 curriculum did not work as planned. On the other hand, the implementation also brings positive impact. Student able to be independent, creative, and active learning. Considering the good effect for student, this school institution can continue to implement this curriculum, yet teacher should manage to eliminate the obstacles in implementing the 2013 curriculum in English teaching and learning.

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