TEACHERS’ PERSPECTIVE ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH

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TEACHERS’ PERSPECTIVE ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH

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ABSTRACT

The objective of this study is to describe the English teachers’ perspective on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu Karanganyar. The type of this research is descriptive research. The writer gets the data of this research from informant and document. The method of collecting data is interview. The techniques for analyzing the data are reducing the data, displaying the data, and drawing conclusion and proposing suggestion. The results of this study are: (1) Teachers’ perspective on the implementation of the 2013 Curriculum in teaching English is divided into five aspects: (a) the change of the 2013 Curriculum implementation: the teacher creativity is necessary to make the teaching-learning process more interesting; designing Lesson Plan is more detail and it refers to syllabus made by the government, (b) the positive and negative effect of the 2013 Curriculum; positive effect: the teacher and students must be more creative and active in teaching-learning process; the assessment not only taken by examination, but also taken from another aspects; the government provides the textbook and syllabus for the school; the students must be active for solving their problem because the teacher just become a moderator; negative effect: the teacher have not enough training and knowing of the 2013 Curriculum, so they do not apply well the method of the 2013 Curriculum in the teaching-learning process, (c) the approach of teaching-learning process in implementing the 2013 Curriculum: scientific approach; including observing, questioning, experimenting, associating, and networking, (d) the purpose of the 2013 Curriculum: building students character; having good spiritual and social attitudes; ready to face the global era, (e) the difficulties of the teaching-learning English: the students have wrong spelling and pronunciation; they less self confidence; they felt bored in the class; they did not well about the grammar. (2) Teacher’s effort to develop their knowledge about the 2013 Curriculum: increasing the teaching ability cooperatively among teachers, monitoring the students ability intensively, increasing the communication with students’ representative.

Keywords : implementation, perspective, the 2013 Curriculum, English
A. INTRODUCTION

Education is a long-term investment that should be organized and prepared, with the hope that it can achieve competence, such as knowledge, attitudes, and skills reflected in life. So education is compulsory for all citizens that should be implemented to improve the progress of the country.

According to the decree above, Indonesian people should get education as good as possible to achieve that goal. There are many factors to increase the quality of education, namely curriculum, teaching method, teacher’s capability, teaching-learning process, good learner, and so on.

One of the important factors to improve the education quality is curriculum. The education system is not successful without it, because curriculum plays an important role for the success of an education for learners. The existence of learners who have an beyond view and future thinking is caused by a curriculum that can build the learners’ progressive mindset. A lot of learners do not understand the social reality caused by a curriculum lead the learners to textual learning not education contextual learning.

Curriculum in Indonesia has already changed in some occasions, starting with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum), 2006 (School Level-based Curriculum). At this time, the government has implemented the 2013 curriculum as the revision of School Level-Based Curriculum development.

Teachers play an important role in helping the development of learners to achieve his goal optimally. In the classroom, the teacher has two main activities, namely teaching and classroom management activities. Djuwairiah (2014:6) states that “considering the important role of teachers in implementing reform, and reviewing the history of teacher education in Indonesia, it is evident that
teachers’ involvement in curriculum decision-making at the school level has been minimal”. Djuwairiah (2014:6) also states that “as the curriculum was newly regulated, different interpretation was believed to emerge among teachers as the main stakeholders of curriculum development and its implementation”.

In the implementation of the curriculum, the teacher has important role to realize what is written in the curriculum. Teacher role in implementing the curriculum has the main ranking to reach the national education goal. So, the curriculum can be said to be successful or not depends on how the teacher transfers what is written in the curriculum to the teaching learning activity. The teacher plays important role in implementing the curriculum, he feels the strength and drawback of its curriculum, so the teacher must have the perspective on how the curriculum is implemented.

The 2013 Curriculum is applied at SMP N 2 Colomadu Karanganyar since 2014. The background of English teachers at SMP N 2 Colomadu Karanganyar is good. They have done applying the teaching-learning process in the 2013 Curriculum, so they has knowledge about the implementation of the 2013 Curriculum. In this research, the writer is interested in interviewing the English teachers at SMP N 2 Colomadu Karanganyar in order to know they perspective on the implementation of the 2013 Curriculum in teaching English.

Concerning to the phenomena above, the writer is interested in conducting research paper entitled TEACHERS’ PERSPECTIVE ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH.

The objective of this study is to describe the English teachers’ perspective on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu Karanganyar.

B. RESEARCH METHOD

In doing the research, the writer uses descriptive research. The descriptive research is used to analyze the data because the aims of this research are to describe the teacher’s perspective on the implementation of the 2013
curriculum in teaching English, with the aspects: a) the change of the 2013 Curriculum implementation, b) positive and negative effect of the 2013 Curriculum implementation, c) the approach of teaching-learning process in implementing the 2013 Curriculum, d) the purpose of the 2013 Curriculum implementation, e) the difficulties of the teaching-learning English; and to describe the teachers’ efforts to develop their knowledge about the 2013 curriculum.

The subject of the study is limited to five English teachers at SMP N 2 Colomadu Karanganyar. The object in this research is perspective of English teacher on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu Karanganyar.

The method of collecting data is doing interview with English teachers. The writer gets the data of this research from informant and document. In technique for analyzing data is reducing the data, displaying the data and drawing conclusion and proposing suggestion.

C. RESEARCH FINDING AND DISCUSSION

1. The Teachers’ Perspective on the Implementation of the 2013 Curriculum in Teaching English

   a. The Changes of the 2013 Curriculum Implementation

      Based on the interview with the English teacher, Mr. A.W, he feels easier in designs the lesson plan. Because in implementing the 2013 Curriculum they do not make syllabus by himself, only Lesson Plan based on the syllabus that is provided by the government.

      Based on the interview with the English teacher, Mr. S, the teacher’s creativity is necessary interest the teaching-learning process.

      Based on the direct interview with the English teacher, Mrs. N. A, same with Mr. S that is teacher’s creativity is necessary interest the teaching-learning process.

      Based on the direct interview with the English teacher, Mrs. S. R, Masa Orientasi Siswa (Students Orientation) in the 2013 Curriculum the
students is necessities to follow the compulsory extracurricular activity, Boy Scouts (Pramuka).

Based on direct interview with the English teacher, Mr. W. B, almost same with Mr. A designs the Lesson Plan is more detail and it refers to syllabus made by the government. Basic Competences determine the material which will be taught, Indicator (Indikator) is the goal learning process.

b. The Positive and Negative Effect of the 2013 Curriculum

Based on the direct interview with the English teacher, Mr. A. W, he thinks that in the 2013 Curriculum the positive effects are the teacher and students should be active and creative in learning process; there is increasing students’ competency because the balance existence of attitude competency (spiritual and social), knowledge competency, skill competency. The negative effects are the curriculum change is too fast to implementation, so the teacher still confuse; the evaluation process is unclear.

Based on the direct interview with the English teacher, Mr. S, the positive effect of the 2013 Curriculum is the assessment is not only based on examination, but also the assessment of spiritual, attitude, skill, practice. The negative effect of the 2013 Curriculum is he feels complicated in evaluation process, because the 2013 Curriculum is too fast to implementation.

Based on the direct interview with the English teacher, Mrs. N. A, the positive of the 2013 Curriculum is the document and material book was provided by the government, the syllabus was guideline to design the Lesson Plan. The negative effect of the 2013 Curriculum is the textbook material made by government just consists the main material, whereas not all of the teacher has creative and innovative in teaching-learning process.

Based on the direct interview with the English teacher, Mrs. S. R, the positive effect of the 2013 Curriculum is the competency was appropriate with the life requirement, example: character education, learning method,
the balance of soft and hard skills. The negative effect of the 2013 Curriculum is some teachers unfinished to understand the scientific approach.

Based on the direct interview with the English teacher, Mr. W. B, the positive effect of the 2013 Curriculum is the curriculum that based on competency is appropriate the functions and goals of National Education, that is the students should be active, creative, and innovative in problem solving.

c. The Approach of Teaching-learning Process in Implementing the 2013 Curriculum

Based on the direct interview with the English teacher, Mr. A. W, he told the approach of learning process is scientific approach, including: observing, questioning, experimenting, associating, and networking.

Based on the direct interview with the English teacher, Mr. S, he gave example when he taught his students. He told the approach of learning process is scientific approach, the learning model is Problem-based Learning, the method is Role Play.

Based on the direct interview with the English teacher, Mrs. N. A, she told the approach of learning process is scientific approach, including: observing, questioning, experimenting, associating, and networking.

Based on the direct interview with the English teacher, Mrs. S. R, she told the approach of learning process is scientific approach. She also told the learning model that was four models: Inquiry-based Learning, Discovery Learning, Problem-based Learning, Project-based Learning.

Based on the direct interview with the English teacher, Mr. W. B, he told the approach of learning process is scientific approach, including: observing, questioning, experimenting, associating, networking. The learning models are four, they are Inquiry-based Learning, Discovery Learning, Problem-based Learning, Project-based Learning.
d. The Purpose of the 2013 Curriculum

Based on the direct interview with the English teacher, Mr. A. W, he said that the goals of the 2013 Curriculum implementation are to create the next generation better that can speak English language well and right, ready to face global era and is ready to compete with the other countries.

Based on the direct interview with the English teacher, Mr. S, he said that the goals of the 2013 Curriculum implementation are to produce the students have a good speaking English within respectful and right, to build the human have stand alone and hard work to learning, have curiosity and good personality.

Based on the direct interview with the English teacher, Mrs. N. A, she said that the goals of the 2013 Curriculum implementation are to create the next generation smart and bright, is ready to face the global era, and cannot easy to hit the deception other country.

Based on the direct interview with the English teacher, Mrs. S. R, she said that the goals of the 2013 Curriculum implementation are to be smart people, can compete with other country, be creative, innovative, and have good spiritual and social attitude.

Based on the direct interview with the English teacher, Mr. W. B, he said that the goals of the 2013 Curriculum implementation are to build the good character, especially from affective aspect the students not only be smart but also have good attitude.

e. The Difficulties of the Teaching-learning English

Based on the direct interview with the English teacher, Mr. A. W, the obstruction faced by him is some students have poor pronunciation and less confidence.

Based on the direct interview with the English teacher, Mr. S, the obstruction faced by him is some students have less confidence, so they feel boring because they considered the English language is too difficult.
Based on the direct interview with the English teacher, Mrs. N. A, the obstruction faced by her is some students complained the English subject, they considered the English subject was hard to get.

Based on the direct interview with the English teacher, Mrs. S. R, the obstruction faced by her that is some students considered the English subject was difficult, so they felt boring.

Based on the direct interview with the English teacher, Mr. W. B, the obstruction faced by him is the less confidence of the students, poor vocabulary and grammar.

2. Teachers’ Effort to Develop Their Knowledge about the 2013 Curriculum

Based on the direct interview with the English teacher, Mr. A. W, he said that the efforts to develop his knowledge about the 2013 Curriculum are increasing the cooperative teaching ability among teachers, monitoring the students’ ability intensively, increasing the communication with students’ representative.

Based on the direct interview with the English teacher, Mr. S, he said that the efforts to develop his knowledge about the 2013 Curriculum are increasing the cooperative teaching ability among teachers, monitoring the students character intensively, providing the adequate facilitates of teaching-learning process.

Based on the direct interview with the English teacher, Mrs. N. A, she said that the efforts to develop her knowledge about the 2013 Curriculum are increasing the cooperative teaching ability among teachers, monitoring the students character intensively, evaluating the teaching-learning process in a routine.

Based on the direct interview with the English teacher, Mrs. S. R, she said that the efforts to develop her knowledge about the 2013 Curriculum are increasing the cooperative teaching ability among teachers, monitoring the students’ ability intensively, evaluating the teaching-learning process in a routine, increasing the quality of learning process.
Based on the direct interview with the English teacher, Mr. W. B, he said that the efforts to develop his knowledge about the 2013 Curriculum are increasing the quality of teaching-learning process, increasing the cooperatively in MGMP (Musyawarah Guru Mata Pelajaran) forum, monitoring the students’ character intensively, increasing the communication with the students’ representative, studying Garis Besar Program Pengajaran (Main Point of the Teaching Program).

From the research finding it is indicated that the English teacher in SMP Negeri 2 Colomadu has knowledge about the 2013 Curriculum. The writer describes the teacher’s perspective on the implementation of the 2013 Curriculum in teaching English, including the changes of the implementation of the 2013 Curriculum, the method of teaching-learning, the purpose of the 2013 Curriculum.

The changes of the implementation of the 2013 Curriculum based on interview with five English teachers in SMP N 2 Colomadu are the teacher’s creativity is necessary to interest the teaching-learning process, designing Lesson Plan is more detail and it refers to syllabus designed by the government. According to Mulyasa (2014:4) “teacher must perform optimally classroom management to realize a productive, creative, innovative, and character learning. For these purposes, teachers are required to understand a variety of models and approaches to learning in supporting the implementation of the active learning, with the scientific method, integrative themes, and contextual approach”. Based on the theory and the research finding, it is correlated that the teacher must have more creativity in the teaching-learning process. The English teachers in SMP N 2 Colomadu find it helpful with the syllabus provided by the government. Based on Minister of Education and Culture Number 58 Year 2014 about Junior High School/Madrasah Tsanawiyah of the 2013 Curriculum chapter 9, that is the syllabus is designed by the government and the research finding is in line.

The approach of teaching-learning process in implementing the 2013 Curriculum based on interview with five English teachers in SMP N 2
Colomadu is scientific approach. Scientific approach includes observing, questioning, experimenting, associating, and networking. According to Minister of Education and Culture Number 103 Year 2014 about Learning of Elementary School and High School chapter 2 point 8, that is the method of teaching-learning process. Based on Minister of Education and Culture Number 103 Year 2014 about Learning of Elementary School and High School chapter 2 point 8 and the research finding is in line.

The purpose of the 2013 Curriculum based on interview with five English teachers in SMP N 2 Colomadu is building students character, having good spiritual and social attitudes, ready to face the globalization era. The 2013 curriculum completes the approximation method based on the students’ creativity. Based on Minister of Education and Culture Number 81A, Year 2013 appendix IV about Curriculum Implementation, the new curriculum fulfils three main components of education: knowledge, skill, and attitude.

Teachers’ efforts to develop their knowledge about the 2013 Curriculum in SMP N 2 Colomadu based on interview of five English teachers are increasing the cooperative teaching ability among teachers, monitoring the students ability intensively, increasing the communication with students representative. According to Mulyasa (2014:53) “developing the learners creativity in accordance with the potential optimally”. The relation with the 2013 Curriculum and its implementation, the teachers should act as a facilitator, provider of ease learning for all learners, in order to develop the potential optimally”.

D. CONCLUSION

Based on the research finding, teacher’s perspective on the implementation of Curriculum 2013 at SMP N 2 Colomadu Karanganyar, the writer can draw some conclusions as follows:

1. The Teachers’ Perspective on the Implementation of the 2013 Curriculum in Teaching English
There are five the teacher’s perspective on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu. First, the changes of implementing the 2013 Curriculum are the teacher creativity is necessary to the teaching-learning process more interesting, designing Lesson Plan is more detail and it refers to syllabus made by the government.

Second, the positive and negative effect of the 2013 Curriculum. Positive effects of the 2013 Curriculum are the teacher and students must be more creative and active in teaching-learning process, the assessment not only taken by examination, but also taken from another aspects, the government provides the textbook and syllabus for the school, and the last the students must be active for solving their problem because the teacher just become a moderator. The negative effects of the 2013 Curriculum are the teacher have not enough training and knowing of the 2013 Curriculum, so they do not apply well the method of the 2013 Curriculum in the teaching-learning process.

Third, the approach of teaching-learning process in implementing the 2013 Curriculum is scientific approach. Scientific approach includes observing, questioning, experimenting, associating, and networking.

Fourth, the purposes of the 2013 Curriculum are building students character, having good spiritual and social attitudes, ready to face the global era.

Fifth, the difficulties of the teaching-learning English in SMP N 2 Colomadu are the students have wrong spelling, pronunciation, they less self confidence, they felt bored in the class, they did not well about the grammar.

2. Teacher’s Effort to Develop Their Knowledge about the 2013 Curriculum

They are increasing the teaching ability cooperatively among teachers, monitoring the students ability intensively, increasing the communication with students’ representative.
E. BIBLIOGRAPHY


