The implementation of the 2013 curriculum in English language teaching

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Abstract: This study aimed at (1) describing the 2013 Curriculum implementation in the ELT process and (2) investigating the strengths and weaknesses of online learning. The researcher selected English language teaching at SMP Joannes Bosco Yogyakarta as a research site, especially for both a senior English teacher and seventh-grade students as the participants. The researcher used a case study. The case of this research was the teaching-learning process and the students’ problems at SMP Joannes Bosco Yogyakarta in learning English. The data used were recorded observation (teaching and learning process), document (lesson plan, syllabus, and curriculum), interview (the senior English teacher about the way of teaching) and questionnaires (for 7th-grade students about their difficulties). The collected data in this research were analyzed descriptively. Based on the data analysis, findings show that the teacher did not apply the scientific approach (observing, questioning, experimenting, associating, communicating) effectively or optimally. The strengths and weaknesses of online learning were various. The strengths were such as the process of ELT, media use, and students’ task or activity. The weaknesses were such as the teaching and learning were boring, students had no good internet connection, students could not concentrate very well, nobody accompanied them at home, and students got bored easily.

Keywords: 2013 curriculum, strength and weaknesses, teaching and learning process.


Introduction

In the COVID-19 era, the need for innovative solutions to optimize educational endeavours has accelerated. Many programs have sought to improvise with new technologies such as Zoom (Zoom, San Jose, California) and Slack (Slack Technologies, San Francisco, CA) (9). At the beginning of 2020, we were shocked by a new virus called Corona Virus or termed Covid-19. Then in Indonesia, the government issued and provided several policies regarding the Covid-19 outbreak. One of them was the prohibition of people gathering and doing activities outside the home, and advocating staying at home "Stay at home, worship at home, work from home, and learn from home." This was because this virus can infect people through physical contact, namely touch, air and airborne and must maintain social distance (physical distancing) of approximately 1.5 meters.

The Minister of Education and Culture of the Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas (Mendikbud, 2020b). Soon after that, the Minister of Education and Culture of the Republic of Indonesia has ordered all education units to run online learning from 24 March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staff (Mendikbud, 2020a). These policies led students to learn from home and teachers to work from home, too. It fully face-to-face learning in classroom setting into online learning which possibly till the end of the semester due to the COVID-19 pandemic. It became a new challenge for both students and teachers to run online learning. According to Cao et al. (2020), these actions certainly gave an impact on education, particularly students’ growth.

The 2013 Curriculum was administered nationally in the first two grades in each level of high school and elementary school. The purpose of the 2013 Curriculum, as stated in Permendikbud
(Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizens who are faithful, productive, creative, and able to contribute to society, nation, and mankind life. As stated in Permendikbud No. 68/2/2013, theoretically, the 2013 Curriculum is a learner-centred curriculum that is standardized by the government to aim for life skill competencies.

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remembering, understanding, applying, analyzing, evaluating, and creating. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching-learning process in the scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing a network for all subjects. Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying the scientific approach in the teaching-learning process, they are observing, questioning, experimenting, associating, and communicating.

According to Sanaky (2013), media help facilitate teachers to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as teaching variation and creating fun learning. Meanwhile, instructional media bring some advantages for the students such as increasing the student learning motivation, as well as variation, stimuli the student for thinking analytically in fun situations, and instructional media are also helpful in understanding the material systematically.

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance, tablets, smartphones, laptops, and computers which require an internet connection (Gonzalez & Louis, 2018). However, there are some problems that researchers found in the school during the English teaching and learning process in the class namely: students’ lack of vocabulary mastery, students’ low concentration, students’ low motivation, students’ lack of discipline, students’ boredom, speaking problem. The students sometimes find it difficult to concentrate during the learning process, they find it difficult to join the zoom meeting due to internet access especially those who live in the remote areas, the zoom meeting consumes too much data package that sometimes makes the student go out from the class suddenly.

The purpose of this study is to know the implementation of the 2013 Curriculum in the English language teaching process during online learning which takes place at SMP Joannes Bosco Yogyakarta and also to know the strengths and weaknesses of online teaching and learning. In this study, the researcher selected the English language teaching at SMP Joannes Bosco Yogyakarta as the research site, especially for the seventh-grade students. In the English lesson, the teaching and learning process was done virtually. In this case, the teacher applied the scientific approach. The five steps of the scientific approach: observing, questioning, experimenting, associating and communicating. Since pandemic Covid 19, the media commonly used by the teacher is the zoom application and Google classroom.

Methodology

This research includes the type of case study using quantitative and qualitative methods. The case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon. The case can be an individual, an institution or a group considered as a unit in the research. The participants of the study were both an English teacher and 7th-grade students of SMP Joannes Bosco Yogyakarta. The researcher described the English language teaching process of English language teachers at SMP Joannes Bosco Yogyakarta. The source of data in the study is subjects from which the data can be obtained (Arikunto, 2010: 129). In conducting the study, the researcher used zoom meeting recording when obtaining the data because it can be heard again when we want to collect the data as well as to gain the data accurately. The researcher gained the data by using some instruments to achieve the objective of the research, there were: recording, interview guidelines and zoom camera.

The researcher used several data collecting techniques to obtain the research data. The collecting technique is highlighted as follows:
1. **Observation**
   According to Miles and Huberman (In Sugiyono, 2007: p.204), is collecting data, reduction of In the observation, the researcher observed the English language teaching in the SMP Joannes Bosco Yogyakarta. The observation was done on December 17th, 2020. In observing the English language teaching, the researcher focused on basic competence, indicator, teaching activity (opening, while and closing), and scientific approach.

2. **Interview**
   In the interview, the researcher interviewed the English teacher at SMP Joannes Bosco Yogyakarta. In interviewing the teacher, the researcher focused on the curriculum, teaching and learning procedure, teaching and learning strategies, the method, the media the assessment and teacher qualification.

3. **Documents**
   In the documents, the researcher observed written documents such as syllabus and lesson plan to match what is planned and acted in teaching and learning. The researcher also observed the curriculum in the school to know the basic competence and indicator.

4. **Questionnaires**
   The researcher created the questionnaires which were appointed to the students to know their problems and difficulties in online learning. There were 12 items that they had to answer. The questionnaires were about the students' difficulties that they encountered during online learning.

**Data Analysis Technique**

Data, presentation of data and the last step is a conclusion. The techniques are as follows.

1. **Reduction of Data**
   Reduction data are a simplification through selection and it is focusing raw validity data become meaningful information, so easy to conclude.

2. **Presentation of Data**
   Data displays organize, compress, and assemble information. It makes the data compact and immediately accessible - so that the researcher can see a large amount of data at once, begin to understand what is happening and start to draw justified conclusions. There are many different ways to display data – graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc.) - and any way that moves the analysis forward is appropriate. Displays are used at all stages since it enables data to be organized and summarized, shows what stage the analysis has reached and is the basis for further analysis. Presentations of data contain a collection of information that is arranged systematically and easy to understand.

3. **Conclusion**
   The conclusion is the last step in data analysis, we must look at the results of data reduction, keep referring to the problem statement in the purpose to be achieved. Data has been arranged and compared between one to the other, it is to conclude an answer to the problem.

**Results**

1. **The 2013 Curriculum Implementation in ELT Process**
   **Table 1. Summary of the 2013 Curriculum Implementation in ELT Process**
   
<table>
<thead>
<tr>
<th>Activity</th>
<th>Scientific Approach</th>
<th>Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Implemented</td>
</tr>
<tr>
<td>Opening Activity</td>
<td>Greetings</td>
<td>Implemented</td>
</tr>
<tr>
<td></td>
<td>Prayer</td>
<td>Implemented</td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Asking students’ condition</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Read the students’ present list</td>
<td>Implemented</td>
</tr>
<tr>
<td>Main Activity</td>
<td>Observing</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Experimenting</td>
<td>Implemented</td>
</tr>
<tr>
<td></td>
<td>Associating</td>
<td>Implemented</td>
</tr>
</tbody>
</table>
The result analysis of the 2013 Curriculum implementation in the ELT process shows that the teacher applied the scientific approach in his teaching and learning process but he could not one hundred per cent apply the scientific approach optimally due to the pandemic situation.

2. Strengths and Weaknesses of 2013 Curriculum in ELT Process

The researcher conducted the questionnaires to 42 students and gave them questions about their perspectives about online learning. From various topics and questions are given to the students, most of the students had different points of view.

Table 2. The Students’ Media in Learning

<table>
<thead>
<tr>
<th>Perangkat</th>
<th>Tersedia dan bisa digunakan</th>
<th>Tersedia dan kurang bisa digunakan dengan baik</th>
<th>Tidak tersedia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>33</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Komputer/laptop/tablet</td>
<td>34</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Telepon pintar (smartphone)</td>
<td>38</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

It can be seen from table 2 that students have the devices to join the teaching and learning process during online learning. Most of the students have available devices to support them in online learning. From 42 students in the school, almost 78% of them had good internet connection which could be used very well at their home. Around 21% of the students stated that they could not use the internet very well. Overall, all of the students had an internet connection at their home; it meant that they could join the teaching and learning process from school. On the other hand, not all of the students had the facility like computers or smartphones in their homes. It could be seen that there were only 9% of students who did not have a computer and 7% of them who did not have a smartphone. The rest of the students stated that they had the laptop and also smartphone in their home even though only a few students stated that they had the facility but could not be used very well.

Table 3. The Strengths and Weaknesses of 2013 Implementation in ELT Process

<table>
<thead>
<tr>
<th>Strengths and Weaknesses</th>
<th>Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process of ELT</td>
<td>✓</td>
</tr>
<tr>
<td>Media Use in ELT</td>
<td>✓</td>
</tr>
<tr>
<td>Students’ Task/Activity</td>
<td>✓</td>
</tr>
<tr>
<td>Teaching &amp; Learning is boring</td>
<td>✓</td>
</tr>
<tr>
<td>Students find it difficult</td>
<td>✓</td>
</tr>
<tr>
<td>Good Internet connection</td>
<td>✓</td>
</tr>
<tr>
<td>Students cannot concentrate</td>
<td>✓</td>
</tr>
<tr>
<td>Nobody accompanies at home</td>
<td>✓</td>
</tr>
<tr>
<td>Students feel bored easily</td>
<td>✓</td>
</tr>
</tbody>
</table>

The results show that the media and the teaching and learning process during online learning can be done optimally to the students. The teacher also gives the task via google classroom that can be done by the students from home. On the other hand, the weaknesses of the teaching and learning process during online learning happen because it makes the students feel bored easily, the teaching and learning are boring, they also do not have a good internet connection and cannot concentrate very well.

Discussion
The following paragraphs are discussions based on research findings. Two research questions are focused on; the 1st regarding the implementation of the teaching and learning English process and the 2nd is about students’ difficulties based on students’ responses. This Chapter is connected to previous research done by previous researchers regarding teaching English in a foreign language context.

1. The 2013 Curriculum Implementation in ELT Process

The teaching and learning process during online learning was different from face to face learning. The data which are taken through recording and interviews showed that during online learning, the teacher could not implement the scientific approach optimally to the students. The implementation of the scientific approach in teaching and learning English virtually had problems, for example, in the observing activity; the activity was different from the lesson plan. In the questioning activity; students should make or ask the questions but the teacher did not allow students to ask. In the experimenting activity; students collected the data or could read from another source and it was supported from the teacher’s interview but on the other hand, the teacher did not give a few words to students to browse from another source such as the internet, etc. In the associating and communicating activity, there were no problems because the teacher applied it according to the lesson that he made.

The result of the research that was conducted by (Zaim, 2017) about “The implementing scientific approach to teach English at senior high school in Indonesia” concluded that the five steps of the scientific approach, could not be implemented optimally, in particular in observing and questioning steps optimally yet. Meanwhile, in experimenting and associating the teachers had applied them well, and in communicating the teachers had applied them optimally. In the observing activity, the teacher gave students a wide opportunity to recognize and be acquainted with the things to be learned. In teaching and learning English, observation can be done through the activities of seeing the object, reading, or listening but the problems faced by the students in observing were they have limited vocabulary to express the idea related to the things that they observed so that some students just keep silent. In the questioning activity, some students still have limited vocabularies only some students were eager to ask questions. It was seen that some students felt afraid of making mistakes. In the experimenting activity, the problem faced by the teachers was about the time. The time was too short for the students to comprehend the reading text and to follow the experiment procedures. In the associating activity, some students got difficulties in comparing information given with other information since they have limited vocabulary to understand the text and to express their idea related to the information that would be associated. In the communicating activity, the problems of implementing this stage were related to the limited time available so that only a limited number of students can communicate what they have done in front of the class. Besides, the students who had low competence in English were not confident to perform in front of the classroom.

The phase of the language focus learning strands in Paul Nation’s four strands was found in the communicating activity where the students were guided to focus and improve their knowledge of grammar. The language focus strand was applied because it seemed that the teacher only focused on teaching the grammar or tenses to the students during the teaching and learning process.

2. The Strengths and Weaknesses of 2013 Curriculum Implementation in ELT Process

The strengths and weaknesses of online learning were various such as the teaching and learning was boring, students could not concentrate very well, nobody accompanied them at home, students got bored easily, students did not have a good internet connection, and so on. Most of the students participated in online learning. Few students acknowledged that the teaching and learning were boring for them though they could concentrate well during the teaching and learning process with their parents’ companion. In the online teaching and learning process, most of the students had good internet connections in their home but the problem was that they got bored easily during the online class.

In brief, a few students of SMP Joannes Bosco Yogyakarta did not have really serious problems during the online learning. The problems encountered by the students when they were doing online learning from home were due to the network, media, and boredom. Another reason was because of the teaching strategy that was not fun during the teaching and learning process.

Conclusion
This research is qualitative and quantitative. The research was focused on the English teaching and learning process and about students’ difficulties during online learning at SMP Joannes Bosco Yogyakarta.

1. The 2013 Curriculum Implementation in English Teaching and Learning Process

In this school, there is a policy about the 2013 curriculum that the school can choose three or four of the steps in the scientific approach to be applied in one meeting. The example for one meeting teacher applies only observing and questioning. The rest of the steps can be applied in the next meeting in case there is not plenty of time to apply the five steps of the scientific approach. This statement has been stated by the teacher during the interview that he did not apply the scientific approach effectively during online learning.

The aims of the teaching and learning process are that students can know some new vocabulary from the text; students can show the structure of the descriptive text. In the teaching and learning process that has been done through zoom meeting, the researcher found that teacher gave the tenses of simple past and past continuous tense so that students can understand the description of things, animals, as well as students can know how to describe a person, a thing and many more.

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2. The Strengths and Weaknesses of 2013 Curriculum Implementation in ELT Process

From 42 students in the school, almost 78% of them had a good internet connection that could be used very well at their home and only around 21% of the students stated that they could not use the internet very well. Overall, all of the students had an internet connection at their home; it meant that they could join the teaching and learning process from school. On the other hand, not all of the students had the facility like computers or smartphones in their homes. It could be seen that there were only 9% of students who did not have a computer and 7% of them who did not have a smartphone. The rest of the students stated that they had the laptop and also smartphone in their home even though only a few students stated that they had the facility but could not be used very well.

The list of difficulties that students encountered during the online learning was not experienced or faced by all the students. Most of the students found those difficulties during online learning. It was only a few students who stated that they had no various difficulties during online learning such as they got bored, could not concentrate, the teaching and learning was boring, and they had no good internet connection. There are 30% of students agree and 7% of students strongly agree if they do not have any obstacles during online learning. On the other hand, 40% of students disagree and 21% of students strongly disagree and mentioned that they have many problems and obstacles when doing online learning.

References


