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Evaluating 2013-Curriculum Implementation on English Subject of Junior High School in Yogyakarta, Indonesia

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Abstract

The purpose of this study was to evaluate the implementation of 2013 - curriculum of English in three junior high schools in Yogyakarta, Indonesia. Evaluation is carried out by applying the Context, Input, Process and Product (CIPP) Model. This study invited a volunteer of a curriculum development expert, English teachers, and students to be the participants. The analysis of the documents, observation, and interviews indicated that the basic competence and the core competence met the students' needs. This study also found that there were no criteria concerning the targeted language form and the teaching-learning process focused more on practising in answering test drills to prepare the students for the national final exam. The findings indicated that students experienced difficulties with the vocabulary they had never been taught at school and were challenged with long sentences while the test designer had a problem in assessing the text level of difficulties. Findings also showed that the students' proficiency was moderate.

Keywords: *Content Standard, CIPP, English, Evaluation, 2013 curriculum*

Introduction

The Indonesian 2013 curriculum has been applied since 2013 but there are some issues about the implementation. Vocational high school teachers were reported as having difficulties in using assessment (Retnawati, Hadi, & Nugraha, 2016). Their research discovered that they found difficulties, in the assessment, some of which are in formulating indicators, designing the assessment rubric for the skills. Some English teachers experienced difficulties, in implementing the 2013 Curriculum such as, developing their teaching materials, finding media/learning materials, and compiling assessment rubrics (Muniroh, 2016). Furthermore, she argued that the difficulties occurred because there were no indicators for an assessment standard. In spite of these issues, the schools apply this curriculum as it is the government policy; however, they have to cope with the challenges within their daily teaching.

Challenges in implementing the curriculum may be accumulated in grade seven, grade nine, and grade twelve because both teachers and students should prepare for the national examinations. Based on the above issue, this study focuses on the 2013 curriculum of English subjects for grade nine as this grade is the middle school level of basic education.

Based on the findings of the previous research, the purpose of the present study is therefore to evaluate the implementation of the 2013 curriculum of English of grade nine, of some schools in Yogyakarta. It is to find out the aspects of the curriculum more comprehensively to discover the sources of the difficulties in applying the curriculum of 2013. The aspects evaluated are context, input, process and product. The context is about the objective of the curriculum, the input is about the teaching material, the process is on the teaching-learning process together with the assessment process and the product is about the outcome or students' competence.

Research Objectives

The research objectives are to evaluate the implementation of the curriculum of 2013 particularly on the context - the students’ needs, input - the teaching material, process – teaching and learning including assessment process and product – the outcome or students’ competence.

Research Significance

The findings of this research, particularly, may contribute to some issues of reviewing the content (core competence and basic competence) and assessment based on the 2013 curriculum. The result of the evaluation on all of the aspects – context, input, process and product will hopefully give lights about the **problems** in applying the curriculum of 2013. Will it be about the **context** informing the objectives of the curriculum? Will it be about **the input** which is related to the content of the curriculum? Will it be about **the process** in teaching-learning of English including the assessment? Will it be about the product or the outcome of the curriculum?

Literature Review

The curriculum development model according to Nation and Macalister (2010). consists of three outer circles and one inner circle divided into several parts. The outer circle contains various principles, environments, and needs that contain practical and theoretical thoughts that will provide a major influence in directing the learning process. The goals are located in the center of the circle.

After the goal, the circle has (a) the content and the sequencing the material (b) the format and presentation (c) monitoring and assessing. The following is a model of the design process section.

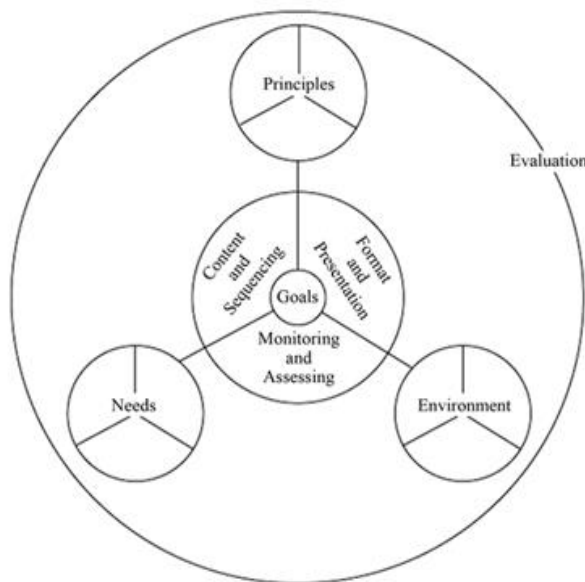


Figure 1 Model of Nation and Mcalister curriculum (2010)

Content of Curriculum

Content of the curriculum in support of the goal conveys some components - as proposed in the inner circle in the model (Nation & Macalister, 2010). Those components in the content are skills, topics, types of texts, language forms and language functions/speech acts which are to occur in a language curriculum so that the students undergo a good learning process. As stated in many curriculums, the skills/competence to be achieved by the learners are listening, speaking, reading and writing. Generating the skills, micro and macro-skills are also covered in a curriculum.

In the model proposed by Nation & Macalister (2010) topics or themes are in the inner circle, in content and sequencing part. Topics are very important since they will lead the students on what they are going to listen, speak, read and write. They must be around the students' lives and their interest and will enlarge their knowledge for their future life; accordingly, topics for adults are usually different from those for children.

Types of texts determined in the curriculum are called as functional texts and genre text. The example of functional texts are advertisements, memo, and invitation. The example of the genre of texts are descriptive, narrative, and recount texts. Some types of texts possess simpler generic structure such as those of descriptive and recount texts than those types such as hortatory, news items, and anecdotes. Therefore, the latter types are commonly taught in senior high school.

As mentioned earlier, the English curriculum also conveys language functions. They are what people do using language. As proposed by Van Ek and Trim (1998), the language functions are listed in six broad categories (a) parting and seeking factual information (b) expressing and finding out attitude (c) getting things done (4) socializing (5) structuring discourse (6) communication repair. These expressions under those language functions are especially involved in speaking competence namely speech act.

Vocabulary and grammar are very crucial as covered in the content in the inner circle of Nation and Macalister (2010) model of curriculum. The coverage of vocabulary and grammar will guide the teachers in their effort in developing the teaching material particularly in the content of the texts. These two forms of language significantly determine the difficulty level of English teaching material.

All the language aspects stated occurred in Indonesian curriculum of 1995 and are still covered in the Malaysian curriculum for their high schools. Some of the macro-skills in Indonesian curriculum of 1995 are guessing the word meaning from the context, summarizing a text of cause and effect, searching for information in a text.

In the Malaysian curriculum, a list of grammar and macro-skills are stated in the curriculum (Kementerian Pendidikan Malaysia, 2017). Some of the macro-skills are for example retrieving main ideas and supporting details in listening and responding to spoken audio and visual texts.

Some curriculum in Indonesia and Malaysia put lists of words (Supriani & Dardjito, 2018). The Indonesian curriculum of 1995 presented lists of words under some topics (Departemen Pendidikan dan Kebudayaan, 1995). The words under topics also occur in the Malaysian curriculum. Grammar lists are also described in the Malaysian curriculum for high schools. In the curriculum, *it is stated that grammar is an important aspect in language learning and pupils learn Grammar rules in context as well as in isolation* (Kementerian Pendidikan Malaysia, 2016). With specific time allocated for the learning of Grammar and with more practice, pupils will be able to learn the rules of grammar, relate them to previous knowledge and apply them in speaking and writing by producing the grammatically correct structure.

Content of Curriculum as a basis of instructional material

In developing course content, material developers or teachers need to refer to the content in the curriculum because this is the standard which is commonly presented in a syllabus. The English course content commonly comprises of listening (can be integrated with speaking) and reading (can be integrated with writing) texts which can be preceded by lessons of vocabulary, grammar, language functions and types of text.

Course content in the forms of texts is followed by tasks or exercises. The content of the texts mostly consists of words and grammar. The content of the text should be sequenced from simple to complex. The students and the teachers have the right to know which words and grammar language functions, they have to know so that they can follow the lesson especially in understanding the texts.

It is assumed that teachers or material designers will find it fixed to develop instructional material which is normally in the form of lesson plan if the content of the curriculum is completed with all the language forms mentioned earlier.

Content of Curriculum as the Basis of Assessment

A valid achievement test measures what has been learned on the course (Nation & Macalister, 2010). This is criterion validity (Brown, 2004) in which the assessment should be based on the objectives and the content of the curriculum. To have this kind of assessment, the assessment designers should be very careful in assessing

the goals and the content of the curriculum. Therefore, the content of the curriculum should be comprehensive. To have a good assessment, the content of the curriculum is to comprise all the components of the content in a curriculum, namely micro and macro skills (which are thoughts as indicators), theme /topics, language forms (vocabulary and structure), language functions. This comprehensive guide is really helpful because the assessment is commonly in the forms of reading texts, questions about the text, instruction concerning writing skills.

The most important variables determining students' success in reading tests are their understanding of the texts. The texts are about the content of the texts and text types. Most of the questions are about the content. Besides that, the understanding of the questions also determines the students' result in the exam.

Students' mastery of vocabulary and structure determine their understanding of the content of the texts. Furqon (2013) suggests that vocabulary mastery is contributive in helping students to comprehend the text. Yildirim, Mustafa, & Ates (2011) contents that vocabulary is a predictor of comprehending narrative and expository texts. This finding is consistent with Guo, Roehrig, and Williams (2011) who argues that vocabulary knowledge is of the major factor that influences reading comprehension. Knowing 90 % of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean (Hirsch, 2003).

Many research finds that structure mastery is related to reading comprehension. One of them is conducted by Choirunissa (2017) which found that there is a correlation between reading comprehension and structure mastery. Hence, the test-takers will also be successful in the reading test if they master the structure /grammar. How can the assessment designer determine the vocabulary and grammar/structure be covered in the text? The words and the structure should be listed in the curriculum. Thus, the list of words is for the teachers and the test designers. The teachers teach the words in isolation and texts and then the test designer develops the texts based on the word list in the curriculum. Any content in the texts of the test is all right for the students as long as the words are mastered by the test takers/students. Hence, a test will be valid if the curriculum contains a list of words which will be employed by the test designers.

On the contrary, when a curriculum does not convey a list of words, it is possible that the test will not be valid. It is assumed that the test designer will not know what words have been taught by the teachers. Another possibility is that the texts of the tests will comprise words beyond the learners' (test-takers) mastery. The consequence of this is the students' failure in the test.

The 2013 Curriculum for English Subject

Content Standard of English curriculum comprises core competencies (KI) and basic competencies (KD). The components in KI contains the character of students that must be built. KD contains themes, text types and speech acts (language functions).

The content standard does not convey a list of language forms (vocabulary and grammatical points) which are assumed to create problems to the teachers. In this case, teachers are assumed not to have good guidance in selecting English to be taught in terms of the level of difficulty. They only design or seek texts with the text types and themes as demanded by the curriculum. Also, they seek the dialogues which contain the language functions as instructed in the KD.

It is assumed that the test designers do not have sufficient knowledge about those language forms which have been taught. The author of the test questions will not have sufficient knowledge about vocabulary and grammar that have been taught by the teachers because the content standard does not include elements of the English language. The author of the exam developer may write exam questions with reading texts containing words and sentence patterns beyond the reach of the students. Another possibility is that the exam is very easy and not in line with the level of the students. Both will not provide good benefits to students in terms of improving English language skills.

Method

Evaluation is defined as the value decision of a unit such as judging the value of a program, product, or system (Nyabero, 2016). Evaluation involves evaluators, evaluate, and stakeholders (Mertens & Wilson, 2018).

The research design used in the first year was the design of evaluation research. The focus of this study is the curriculum, which is essentially a program. Yulia (2014) consistent with (Gay, 1985) affirmed that evaluation research comprises a process of collecting and analyzing data which focuses on quality, effectiveness, the significance of a plan, curriculum or implementation to decide on the plan.

In this research, the context-input-process-product (CIPP) model was used (Stufflebeam & Coryn, 2014). The CIPP model was also carried out by Olasehinde (2015) in evaluating curriculum in Nigeria. Besides, (Akpur, Bulent, and Karatas (2015) also evaluated the English language preparatory class curriculum with the CIPP model. Both researches evaluated the curriculum of teaching English as a foreign language.

Research Subjects

Respondents in this study comprised of teachers, students, experts on the curriculum and a developer of English exam questions. Teachers and students were taken from three junior high schools with the range of English score of the 50s to 55s based on 2017 national exam grade. The median score of 2017 English language learning outcomes is 50, 15. The three schools selected in this study were close to the median score. Experts regarding the English language curriculum were selected from Yogyakarta State University. The national exam questions developer involved in this research were teachers from Yogyakarta. There were several techniques for collecting 2013 curriculum evaluation following the CIPP as follows.

1. For context evaluation, the instruments needed were standard validation of content and assessment of the 2013 curriculum by interviewing experts in charge of the English curriculum, especially on the standards of content and the process of making and implementing assessments.
2. For input evaluation, in line with Zhang et.al. (2011), the required data were obtained from interviews with teachers and documentation related to lessons and also regional and national examination documents.
3. For process evaluation, the process of evaluation is carried out by interviews with teachers and students as well as regional and national exam developers. Interviews were conducted to see how the learning process started from designing lessons, implementing lessons to the process of setting up parameter for exam questions, regionally and nationally. This process was carried out to obtain data on how teachers designed English lessons and examination designer composed English test items. Also, this evaluation phase was to obtain data on how teachers taught and prepared students to face national examinations with interviews, including the difficulties they faced. Interviews were conducted with students as well as how they faced the exam.
4. For product evaluation, this product evaluation used regional and national exam scores. This was to find out the products from the implementation of the 2013 Curriculum Content Standards. The question was whether the implementation of the lessons had a good impact on students which meant students had good abilities in English. The implication was whether the grade obtained in regional and national exams was good.

Results and Discussion

Context

The context in this research deals with the curriculum and the wider use of education in general. Statements about the benefits are in the introduction of the curriculum 2013. According to the curriculum expert, the topics are suitable for the learners' needs. The themes are related to their school subjects. It is stated that the themes are also concerned with their daily lives. The goals of the curriculum are to enable the students to develop the students' communicative competence in English. It is in various types of texts and language functions which are supported by their language knowledge, social functions and text structures in formal and informal contexts.

According to the expert, it was hard to generate basic competence into indicators. As well, it is also hard to develop the teaching material. It is also agreed that the curriculum undergoes revisions showing that there is an original curriculum 2013 and revised curriculum 2013.

The national examination or UNBK refers to *irisan* (mixture) between curriculum 2016 and curriculum 2013. This mixture is also mentioned by the English teacher respondents. This can reduce the burden of the

government in writing the examination items. The *irisan* will reduce the coverage of the assessment. The government has produced a lot of examination items; therefore, more assessment designers are needed. In discussing the content standard, it is explained that the curriculum 2013 contains types of texts, language functions. Additionally, there is a shortcoming that language forms – vocabulary, grammar are not listed in the curriculum.

Input

According to Zhang et al. (2011), the data needed for input is obtained from the teacher and the documents related to the subjects of the lessons learned. The documents revealed in the input were the lesson plans which conveyed sub-themes consisting of types of texts and *tindak tutur*/speech acts from internet sources. They were prepared by the teachers according to Permendikbud no 65 year 2013. The subjects of the research show that they created the lesson plan and also, they prepared the students to face the national examination.

The teaching material also consisted of grammar, especially sentence patterns and tenses and vocabulary which were taken from the reading texts. Moreover, the teacher explained that in the process of text selection, they considered the text types in advance and then they decided the language forms taught. When they were asked about how to select the reading texts which were taken from the internet, in terms of the difficulty, the subject (a teacher) stated that they did not have a criterion to match the students' reading level.

Types of texts were introduced to the students so that the students understood it in the reading texts. The types of text selected were based on the curriculum. It was explained that the students were already familiar with types of texts.

The problems faced by the teachers were the students' vocabulary mastery. They found it difficult to comprehend the texts the type of which were understood well. It implies that the understanding of the text type did not enable them to comprehend the content.

It was hard to find English texts because people read Indonesian texts in Indonesia setting. Therefore, the teachers used the internet as their sources in selecting reading texts for their English classes. They usually selected the texts according to the text type determined in the lesson plan. For dialogues, they took the ones containing the speech acts determined in the syllabus based on the curriculum.

The teachers also explained that they prepared try-out for the examinations in the forms of reading texts with the tasks/exercise developed by the MGMP (English Teacher Association). These items were assumed as similar to the items in the national examination. The exercises/tasks given follow the texts in the forms notice, menu, label, advertisements, announcement, procedure, descriptive text, recount, narrative, invitation, report. They were usually in the forms of multiple-choice tests following some reading texts which were usually taken from the internet.

Process

In the process description, an evaluation of the learning and teaching process was presented. This was based on the interview the teachers, students and assessment designer. The process of the teaching material development involved a type of texts, generic structure, language functions, forms of the exercise/tasks/questions which at this time was in the level of HOTS (higher-order thinking skills). This was in line with the assessment designer who stated that the focus was on the type of texts.

The teachers and the assessment did not mention about the difficulty of the texts which were involved in the teaching and learning process and appeared in the examinations. The difficulty of the texts and the choices in the multiple choices depended on the students' mastery in vocabulary and grammar. Therefore, students also found difficulties in facing the texts which consist of words which had never been taught at schools. They also stated that they came across long sentences consisting of sentence patterns which had not been taught at schools. It was because the aspects of vocabulary and grammar did not have guidance in the curriculum of 2013.

The absence of vocabulary and structure in the curriculum also created problems for the assessment designer. It was difficult for the assessment designer to determine the text difficulty. What the assessment designer had to do was to try to find what the tasks/exercises were like in the previous examination. Thus, the difficulty of the students, the teacher and the assessment designer showed that the validity of the examination was questionable. The mechanism in designing a good examination is not very appropriate.

The teaching and learning were not in a proper learning process. The students just answered the questions from the questions of a text in preparing the exams. What they had to do was to apply the strategies in skimming and scanning and guessing words. They also had to learn and practice words and grammar. Without those strategies, the students' English competence will not improve to face the national examination.

Product

The product as the outcome of the teaching and learning process as revealed in their scores show that they do not make a good result. The average score is 64 from the maximum and minimum score of 100 and 26 respectively which is not satisfying.

Conclusion

There were various difficulties in implementing the curriculum of 2013. They had insufficient guidance in developing teaching material. The insufficient guidance is especially in the absence of language forms in the curriculum 2013, that is vocabulary and grammar. This created problems to teachers, students and assessment designers.

It is suggested that, at least, a list of words and grammar are to occur in the curriculum for each year. The list of words can be grouped in topics or word-level such as 2000 for year 7, 3000 for year 8 for junior high school students. Lists of grammar are also recommended to be included in the curriculum. Groups of grammatical points are assigned for different years considering the criteria from simple to complex.

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