

THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON CURRICULUM 2013 APPLIED BY AN ENGLISH TEACHER OF JUNIOR HIGH SCHOOL

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ABSTRACT

Curriculum 2013 has been implemented by many schools, including a junior high school at Kediri. English teachers, who implement it, must have sufficient knowledge on what to teach, how to teach, and how to assess students' competence, etc. The idea of implementing this curriculum is that graduates of school levels are able to compete with the graduates from other countries. Students should have communicative competence in English which covers four language skills. Therefore, this research aims at answering the question: "How is the implementation of teaching English based on Curriculum 2013 applied by an English teacher of junior high school at Kediri?" The subject of this research is an English teacher of junior high school at Kediri. It is a qualitative research which focused on the material development, teaching steps, and classroom management. The data was found from observation during teaching and learning process, interview the teacher, and documentation. The result showed that in teaching English the teacher developed the materials by modifying and extending the tasks based on the Richard and Harmer's theory. Then, in delivering the materials, the teacher tried to implement the scientific approach, although the application was different from the concept from the scientific approach proposed by the government. Furthermore, the teacher also managed the classroom well by applying group works, and setting the comfortable condition in the class during teaching and learning process.

Key words: teaching English, Curriculum 2013, materials development, teaching steps, classroom management.

I. INTRODUCTION

English is taught as a foreign language at school from elementary school up to university levels in Indonesia. The goal is to equip the school graduates with an international language so that they can compete with other school graduates from other countries. By having good competence of using English for communication, they can compete other job seekers in global market. In other words, they are expected to be able to communicate using English to support their jobs.

Students are considered to be able to communicate if they can not only understand other's ideas, feeling and information, but also express their feelings, ideas, and information to others. Therefore, they should master four skills in learning English which should be mastered by the learners: listening, speaking, reading and writing.

All Indonesian schools and teachers work hard to improve their learners' English competency achieve the government's education goal. Realizing this fact, English teachers play an important role to succeed the program. As Brown (2007: 7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students are understand and able to do and produce something.

In 2013 the Indonesian government published new curriculum which is popular as 2013 Curriculum. Ideally, the English teachers must have some competences in order to apply the curriculum. They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc. This idea is supported by Harmer (1998) and Richard (2001) who stated that English teachers should have competencies to develop and adapt the materials based on the students' need and ability by modifying and extending the content and task. Besides, they should be able to deliver the materials in good order based on the steps of teaching by applying some teaching techniques in order to attract the students' attention and build up the students' motivation to study English, and also able to arrange and manage the classroom and everything in the classroom (students, students' seat, classroom facilitation, etc) and also manage the teacher itself before and during teaching and learning process (manage discipline, manage the voice and performance, etc) in

order to create a good and comfortable learning condition and makes the teaching and learning process runs well (Brown, 2001:205).

One of the schools which were recommended to implement 2013 curriculum is SMP Negeri 2 Grogol. One of the English teachers from this school has been trying to apply the curriculum in teaching English. Knowing the fact, the researchers were interested in observing him when he taught English in the class. Therefore, this research aims at answering the question: "How is the implementation of teaching English based on Curriculum 2013 applied by an English teacher of junior high school at Kediri?"

II. RESEARCH METHODS

This research was held in one of junior high school at Kediri. It is a qualitative research in which the subject of this study was an eighth grade English teacher. This study focused on the teacher's behavior or activities during teaching and learning process. In order to know and get a deep description about the implementation of teaching English dealing with the materials development, teaching steps and classroom management in that school, this research employed a qualitative research method by using case study type. The data was found from observation during teaching and learning process, interview the teacher, and documentation.

In the observation activity, the researchers played a role as observers who came to the class and observed the teacher's activities as the subject of research during teaching and teaching process by making notes and recording the activities without participated in the class activities. Then, to support the data found from observation activity, the researchers conducted an interview in form of semi structured interview where she asked some questions to the teacher dealing with the teacher's personal identity and educational background, teacher's teaching experiences and about teacher's activities during teaching and learning process dealing with the way the teacher develop materials, the steps of teaching and manages the classroom. The last technique in collecting the data was documentation. It was by analyzing the teacher's lesson plan, teaching media.

The data was analyzed by following three stages: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

III. FINDINGS AND DISCUSSION

This part presents the findings and discussion which will be divided based on the material development, teaching steps, and classroom management.

a. Material Development

In developing material, the teacher used some strategies which were based on the Richard and Harmer theory. He re-organized the sequence of the tasks from easy to complex degree of complexity and based on the lesson. The strategy was in line with Richard's theory; the teacher may decide not to follow the sequence of activities in the unit but to reorder them for particular reason. Then, he added and replaced the materials with his own materials in order to give a real situation and used English in the students real communication was in line with the Richard's theory: Teacher can replace the materials in the textbook with one of the teacher's own. It can be useful for students' because the teacher's own materials probably interest him or her more than the textbook and it may well be more appropriate for students' need and ability. and then, the teacher also deleted some task because according to him, it was too easy and students could study by their self. This way was in line with Harmer's theory: The book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps section of units throughout the book omitted.

b. Steps of Teaching

Because this school was one of the schools in Kediri which was recommended to implement 2013 curriculum, in delivering the materials, the teacher should follow the steps of teaching based on scientific approach. Based on the "Kemendikbud's" book entitled "*Materi Pelatihan Guru Implementasi Kurikulum 2013*", the steps of teaching are: pre-teaching activity, whilst activity (observing, questioning, experimenting/collecting data, associating and communicating) and post teaching activity. Here the description of each step:

1) Pre-teaching activity

In this stage, the teacher opened the lesson by greeting, preparing the students psychologically and physically to follow the process learning, reviewing

the previous materials, and explaining the next materials which are going to be studied. Those activities was based on the “Permendiknas” no. 41 year 2007 about Standard Process, which is focused on build up the students’ motivation in learning (English) and encourage them to involve in the teaching and learning process actively

2) Whilst activity:

In this stage, the teacher should build up the students curiosity, interest and attention toward the topic, encourage and motivate students to become actively involved in lessons, check the students’ understanding and students’ problems during teaching and learning process, encourage the students to speak or use the language, etc. This is the phase of observing and questioning.

In fact, the teacher did not apply all the materials presented in the book provided by the government. The teacher did not build up the students’ curiosity by asking some question about the text or material, he just directly asked the students to look at their book and read some example of texts (short messages). While the students reading the message, the teacher checked the students’ pronunciation and helped them to pronounce some difficult words.

In exploring phase the students collect the data to get the real or authentic application how the language is used, so they have to do experiments. The students are assigned to understand the concepts of the language and its relation to everyday life. They learn how the language is used in real life in faced in everyday life.

In the application, the teacher did not totally apply that concept. After reading the texts, the teacher asked the students to make a group consist of 4 members and discuss about the meaning of the word (short message) and also identify the content (sender, receiver and the topic). Those activities only encouraged the students to understand the information or situation based on the book and not the situation in the students’ real life.

The next step is associating. It is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions. The term “associating” refers to the ability to group diverse ideas and associate diverse events as experiences. When the

experiences are stored in the brain, they will interact with the previous events or experiences. There are many activities in order to increase the students' association ability, some of them are, preparing the materials based on the curriculum, avoiding to use lecturing technique, just give a brief and clear instructions with provided some examples to the students, and checking every students' work as soon as possible and provided by feedback, etc.

Based on the result of observation, the teacher only asked the students to do the task in group and checked the answer together. Then, he gave another example of short messages and explained how to write a short message. The activity of explaining made the students only rely on the teacher's explanation and did not encourage the students to comprehend the text independently and make conclusion toward the material, so the concept of associating was not totally achieved at this teaching and learning process.

Finally, the last step is communicating. Based on the observation, after all the students understood about short message and how to write it, the teacher gave a situation. Then he asked the students: "Please, text your friends and make an appointment with them to go to swimming class together next Wednesday". After giving the situation, he asked the students in group to make the outline, and when the students came home he asked them to practice to text each other and sent the result to the teacher by short message service (sms).

Those activities was in line with the concept of communicating in the scientific approach, which consists of three steps; summarizing, presenting, and communicating. Summarizing step can be done individually or in a group, presenting can be done by present the project or result of discussion in form of oral and written.

3) Post activity

In this stage, the teacher gave confirmation toward the materials which have been studied in that meeting, gave or just reminded the students to do homework, and then lead the students to sing the National song, pray and greet the students. All those activity was in line with the "Permendiknas" no. 41 year 2007 about Standard Process, that consist of some activities, such as: making summary/conclusion about the lesson, providing feedback toward the process and

the result of teaching and learning activity, giving the information about lesson plans or materials for next meeting, etc.

c. Classroom Management

The teacher was able to manage the classroom well. The following are the results of the observation on classroom management. First, the teacher was able to manage himself of his personalities. It covers discipline, performance,

a) Discipline

The teacher has a good time management and discipline during teaching and learning process. He came to the class on time, and divided the time allocation in good way: 10 minutes for pre-teaching activities, 60 minutes for whilst activities (observing-communicating) then 10 minutes for post activity. So, the teaching and learning process finished on time and based on the lesson plan.

b) Voice and body language (performance)

The teacher was able to manage his voice and his performance well. The teacher had a loud voice with low speed, and clear pronunciation. All of the students were able to catch his voice easily even though they sat in back row. During teaching and learning process the teacher used more target language, and to help the students understand his explanation and meaning, he used body language. Then to build up the students' behavior in speaking English, he encouraged the students to use English even tough in a simple sentence, and helped them when they got problems in choosing the correct verb and in speaking in correct grammar. Then to help the students understand about the teacher means or some new vocabulary without translating that word, the teacher use body language and facial expression.

Those activity was in line with the Brown's theory, that another fundamental classroom management and become one of the first requirements of good teaching is having good voice projection. Teachers do not have to have a loud, booming voice, but their voice need to be heard by all the students in the room. Then, for beginning level class teacher should slow down their normal rate of delivery and should have clear articulation. And teacher also can use nonverbal massages during teaching and learning process. In language class, especially where students

may not have all the skills they need to understand verbal language, their attention is drawn to nonverbal communication.

Second, the teacher was able to manage the classroom to make the teaching process run well. He applied group work consists of 4 members. Then, in order to limit the time, when the teacher applied group work, he always directed and helped the students to move their chairs and sit face to face quickly. During the discussion activity, he always monitored the students by coming to each group and asked their difficulties or just to check their work.

Those activities were in line with the Brown's theory that the teacher should arrange the students' seat based on the activities: in small or big group discussion, pair work or individual work. They may change the students' seat make the students not boring by applying variation in students' seat (in row, semi circles, U shape or moving seat). So, by applying the group work it would build up a good communication and relationship among the students and it made the students learned to work together, build up their responsibilities, and worked in efficient way and also gave another type of learning situation that made the students more refresh and had more spirit to join the teaching and learning process.

IV. CONCLUSION

Considering the findings and discussion above, it can be concluded that the subject of the research was able to implement the teaching English based on 2013 curriculum, in terms of developing materials, the steps of teaching, and classroom management, although there were some aspects that must be improved. The teacher developed the materials and managed the classroom well. He adapted and matched the materials on the textbook with his students' needs and ability. Then because of his discipline of time which dealing with time of attending the class, managing the allocation time during teaching and learning process, and supported by his way in order to communicate with his students that using loud, clear and low speed voice and also using body language to help the students understand the meaning, he was success to manage and make the teaching and learning process run well.

In contrast, there was still a problem in the teaching and learning process dealing with the steps of teaching. Because this school was recommended to implement 2013 Curriculum, the teaching and learning process should use scientific approach. However, the process was not based on the steps of scientific approach. It means that the teacher should explore the concept of scientific approach and the way to implement each its steps.

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