

The Implementation of Curriculum 2013 in English Language Teaching and Learning by English Teachers at SMA n 3 Kota Jambi Academic Year 2016/2017

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Abstract

Curriculum is undoubtedly and inseparable part of education. The newly introduced and implemented one is called Curriculum 2013. Involving a “scientific approach”, this curriculum is expected to answer both the needs and the challenges to improve the quality of education in Indonesia. The teacher’s role is very necessary in the success of Curriculum 2013 implementation. If the teacher implements it well, the students with real good quality will be created as the objectives of Curriculum 2013. The objective of this study is to know the implementation of Curriculum 2013 by the English teachers in teaching learning planning, teaching learning process, and learning evaluation. The research used descriptive qualitative method. Data were collected through questionnaire and interview. Subject of this research were five English teachers. The research shows that the English teachers in SMA N 3 Kota Jambi have implemented the teaching learning planning especially in the arrangement of lesson plan and refers to the syllabus in accordance with the Curriculum 2013 despite some obstacles that they found. The teachers have implemented teaching learning process in accordance with the Curriculum 2013 development which included in pre-activity, main activity and post activity during the teaching and learning process. In learning evaluation, the English teachers performed quite well in accordance with Curriculum 2013. Nevertheless, some teachers find obstacles in the scoring criteria.

Key Words: Implementation, Curriculum 2013, English language teaching and learning, English teachers

Background

In order to improve the quality of National Education, the Government has set a national education vision that is the realization of national education system as a strong and authoritative social institution to empower all Indonesian citizens to be a quality human being in proactively respond to the challenges of over-changing

era. To realize this vision, the government had done some steps, such as held education as a civilizing process and empower the students to do long life education.

Other Government’s effort in improving the education is through the curriculum renewal. Curriculum renewal is fundamentally expected to solve some big problems in education. These big problems, among others, about the low quality

of education that is reflected in the low acquisition of learner learning achievement is still below the minimum completeness criteria (KKM) that has been determined. The learning process approach is still dominated by the teachers' role as a source of information (teacher centered) that puts more students as passive object that directly receive information from the teachers, not as an active subject so that their abilities have not been fully explored. Our education doesn't fully provide opportunities for students to develop the ability to think holistically and less in attention to individual mastery learning.

The latest renewal of curriculum is curriculum of 2013. Curriculum 2013 is a continuation and development of competency based curriculum that has been initiated in 2004 to include attitudes, knowledge, and skills in an integrated manner. The implementation of curriculum which have been actively began since July 15th, 2013 led to pros and cons responses from the experts and practitioners in education and other communities.

Number of education institutions in Indonesia appointed by the ministry of education and culture to implement curriculum 2013 in the academic year of 2013/2014 were 6500 educational institutions ranging from elementary to high school level. SMA N 3 Kota Jambi is one of the schools which are designated by the government as piloting the implementation of curriculum 2013. The readiness of teachers is very important. Teachers should be competent, not only mastered what should be taught (content) but how

to taught students a challenging, fun, motivating, inspiring, and give the students space to carry out the process of observing, asking questions, finding out, and reflect. In addition to teacher competence should also have a maintained commitment and responsibility.

Based on my first observation during Teaching Practice (*PPL*), I found that teachers' comprehension especially English teacher on curriculum 2013 at SMA N 3 Kota Jambi still limited. First, some of them have difficulties in manifesting curriculum 2013's materials into the lesson plan (*RPP*). Furthermore, the longer period of teaching experience, the level of comprehension of the new curriculum actually lower. Groups of senior teachers, over 20 years in teaching experience, have lower understanding of curriculum 2013 contents compare to group of young teachers with under eight years on teaching experience. Second, English language teaching and learning at SMA N 3 Kota Jambi is still face some problem, such as the teachers are still often as model of learning (teacher oriented). Some students are not active yet in learning activities because some teachers give much explanation on their subject. So that the activities undertaken by the students usually only heard and wrote, students rarely ask questions or express their opinions. Discussion between groups is done but not all the members active so that the interaction and communication between students or between students with their teacher is still not established during the learning process. The students are still embarrassed to ask the teacher if they have difficulty in

understanding or completing the task given, so that the result of students' learning achievements are not maximum.

Based on the background above, the researcher wants to conduct research on the implementation of curriculum 2013 in the English language teaching and learning at SMA N 3 Kota Jambi in academic year 2016/2017.

Curriculum

Article 1 [19] of Act No. 20, 2003 on National Education System state that:

Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.

Further Kumaravadivelu (2006: 75) says that a well-designed language teaching curriculum/syllabus seeks mainly (a) to clarify the aims and objectives of learning and teaching, and (b) to indicate the classroom procedures the teacher may wish to follow. More specifically, Breen in Kumaravadivelu (2006: 76) says that curriculum should ideally provide the following:

- A clear framework of knowledge and capabilities selected to be appropriate to overall aims;
- Continuity and a sense of direction in classroom work for teacher and students;
- A record for other teachers of what has been covered in

the course; a basis for evaluating students' progress;

- A basis for evaluating the appropriateness of course in relation to overall aims and student needs, identified both before and during the course;
- Content appropriate to the broader language curriculum, the particular class of learners, and the educational situation and wider society in which the course is located.

Based on some explanations above, curriculum is a set of instructional activities consisting of several important elements namely purpose, content, procedures, resources and tool of assessment. It does not only cover the planning of both school and out of school activities. curriculum serves in the level of paradigm on which the educational practice is based. Meanwhile, syllabus is focused on realizing what is designed in curriculum. This definition implies that curriculum is broader than a syllabus and that a syllabus is part of curriculum.

Types of Curriculum

The experts on curriculum categorized types of curriculum according to their own classification. Goodlad & associates (1979: 6) were perhaps the first to suggest several key distinctions. He determined that "there were five different forms of curriculum; the *ideological curriculum*, the *formal curriculum*, the *practical curriculum*, the *open curriculum*, and the *experiential curriculum*".

Glatthorn (2000) in Bilbao (2008) describes seven types of curriculum operating in the schools, those are (1) recommended curriculum, (2) written curriculum, (3) taught curriculum, (4) supported curriculum, (5) assessed curriculum, (6) learned curriculum, and (7) hidden curriculum.

Summarizing from the types of curriculum given above, researcher used the terms the recommended curriculum, the supported curriculum, the written curriculum, the supported curriculum, the taught curriculum, the tested curriculum, the learned curriculum, and the hidden curriculum. Four of these curricula (the written, the supported, the taught, and the tested) are considered components of the intentional curriculum. The intentional curriculum is the set of learnings that the school system consciously intends and it's the contradiction to the hidden curriculum. Our curriculum now, Curriculum 2013 is a kind of intentional curriculum.

Curriculum 2013

The development of Curriculum 2013 is a further development of the Competency-Based Curriculum that was initiated in 2004 and 2006, which includes attitudes, knowledge, and skills competencies as an integrated manner. The three competencies mention above have its own way of activities to acquire (psychological process). Below is the detail of activities to acquire attitudes, knowledge, and skills competencies:

Table 2.1
The detail gradation of attitudes, knowledge, and skill

<i>ATTITUDE</i>	<i>KNOWLEDGE</i>	<i>SKILL</i>
<i>Receiving</i>	<i>Remembering</i>	<i>Observing</i>
<i>Performing</i>	<i>Comprehending</i>	<i>Questioning</i>
<i>Appreciating</i>	<i>Applying</i>	<i>Experimenting</i>
<i>Comprehending</i>	<i>Analyzing</i>	<i>Associating</i>
<i>Practicing</i>	<i>Evaluating</i>	<i>Presenting</i>
		<i>Creating</i>

Source: The Regulation of Ministry of Education and Culture Number 22 Year 2016

Curriculum development needs to be done because of the various challenges facing internal challenges, external challenges, and the improvement of mindset. Internal challenges, among others, the condition of education associated with the demands of education, which refers to eight (8) National Education Standards which include management standard, cost standard, infrastructures standard, educators standards, content standards, process standards, assessment standards, and graduation competency standards. Other internal challenges associated with the development of Indonesia's population factor seen from the growth of the productive population.

Curriculum 2013 is designed with the aim to prepare the Indonesian people that have the ability to live as individuals and

citizens who believe, productive, creative, innovative, and affective and able to contribute to the life of society, nation, and world. The curriculum is an instrument of education to be able to bring the Indonesian people to have competence of attitude, knowledge, and skills that can be productive, creative, innovative, and affective citizens. In line with the directives of the law, the government also established educational vision 2025 that is creating a smart and competitive Indonesians' people.

Based on the aim above, curriculum 2013 has its own characteristics, such as; (1) *Mengembangkan keseimbangan antara pengembangan sikap spiritual dan sosial, rasa ingin tahu, kreatifitas, kerja sama dengan kemampuan intelektual dan psikomotorik;* (2) *Sekolah merupakan bagian dari masyarakat yang memberikan pengalaman belajar terencana dimana peserta didik menerapkan apa yang dipelajari di sekolah ke masyarakat dan memanfaatkan masyarakat sebagai sumber belajar;* (3) *Mengembangkan sikap, pengetahuan dan keterampilan serta menerapkannya dalam berbagai situasi di sekolah dan di masyarakat;* (4) *Memberi waktu yang cukup leluasa untuk mengembangkan berbagai sikap, pengetahuan dan keterampilan;* (5) *Kompetensi dinyatakan dalam bentuk kompetensi inti kelas yang dirinci lebih lanjut dalam kompetensi dasar mata pelajaran;* (6) *Kompetensi inti kelas menjadi unsur pengorganisasi (organizing elements) kompetensi dasar, di mana semua kompetensi dasar dan proses pembelajaran dikembangkan untuk mencapai kompetensi yang*

dinyatakan dalam kompetensi inti; (7) *Kompetensi dasar dikembangkan didasarkan pada prinsip akumulatif, saling memperkuat (reinforced) dan memperkaya (enriched) antar mata pelajaran dan jenjang pendidikan (organisasi horizontal dan vertical). (Permendikbud no. 68, 2013: 3)*

There are significant differences between curriculum 2006 and curriculum 2013. Such differences can be seen in the following table:

Table 1
Differences between curriculum 2006 and Curriculum 2013

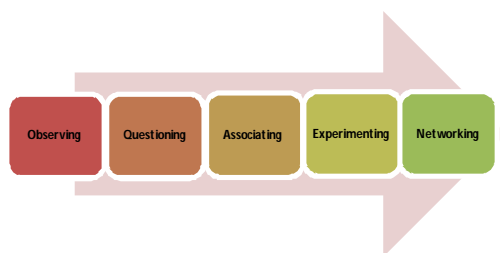
ESSENTIAL DIFFERENCES BETWEEN CURRICULUM 2006 WITH CURRICULUM 2013		
KTSP 2006	CURRICULUM 2013	EXPLANATION
Certain subjects support the specific competency	Each subject supports all competencies (attitude, skills, knowledge)	All levels
Subjects designed to stand alone and have its own basic competencies	Subjects designed related to one another by having basic competencies bound by the core competencies of each class	All levels
Each subject teaches with a different approach	All subjects are taught with the same approach (scientific)	All levels
ICT is the subjects themselves	ICT is used as a medium of learning	SMP
Indonesian as a knowledge	Indonesian as a means of communication and a carrier of knowledge	SMP/SMA/SMA/SMK

CHANGES FOR ALL SUBJECTS	
The material structured to provide knowledge to students	The material compiled balance include attitude competence, knowledge, and skills

Curriculum 2013 emphasizes on modern pedagogical dimension in learning using a scientific approach. Scientific approach in learning all subjects include observation, questioning, experimentation, and then processing the data or information, presenting data or information, followed by analyzing, reasoning, then concluding and creating. For the specific subjects, materials, or certain situations, it is not always appropriate to apply it procedural. In this condition, of course, the learning process should continue to apply the values of scientific approach and avoid the values of nonscientific.

The chronology of a scientific approach can be drawn as follows:

Figure 1
Scientific approach in learning process (kemendikbud, 2013: 155)



The explanation of scientific approach as follows:

1. Observing

Method of observing prior the meaningful learning. This method has certain advantages, such as the media presents in a real object, learners happy and challenged, and

easy implementation. This method is very useful to fulfill the curiosity of the learners. So, that the learning process has a high significance. Learners with observational methods can find the fact that there is a relationship between the object being analyzed with the learning materials used by teachers.

2. Questioning

Effective teachers can inspire students to improve their attitudes competence, skills, and knowledge. By the time the teacher asked, at that moment he was guiding learners to learn well. When the teacher answers the students' questions, actually he pushes his students to be a good listener and good learner. Unlike the assignment which need a real action, questions intended to obtain verbal responses. The form "question" is not always in the form of "interrogative sentence", but also can be in the form of a statement, as long as they want a verbal response.

3. Associating

The term "associating" in the learning process with the scientific approach adopted in curriculum 2013 to describe that teachers and learners are active participants. The point certainly in many ways and the situation should be more active learners rather than teachers. Associating is the process of thinking logically and systematically over – the empirical facts that can be observed in the form of knowledge to obtain conclusions.

4. Experimenting

To get the real or authentic learning, learners have to try or to do the experiment, especially for compatible materials or substances. On the subjects of science, for example, students should understand the concepts of science and its

relation to everyday life. Learners must have skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face every day.

The application of this methods intended to develop various areas of learning objectives, the attitude, skills, and knowledge.

5. Networking

Translated as learning network or collaborative learning. Collaborative learning is a personal philosophy, is more than just learning techniques in classroom. Collaborative is the essence of interaction and lifestyle philosophy that puts people and meaning of collaborative as an interaction structure, well-designed and deliberately manner to facilitate collective efforts in order to achieve the goals.

On collaborative learning, the authority and the function of the teacher is as a directive teacher or manager to learn, instead, to educate the students to be more active. If collaborative learning is positioned as a personal philosophy, it touched on the identity of the students, especially if they interact with each other or the teacher. In collaborative situations, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. By this kind of ways will grow a sense of security, so it allows the learners to face various changes and demands of learning together.

Implementation of Curriculum 2013

Mulyasa (2009: 179) explains that the implementation of the curriculum can be interpreted as the actualization of written curriculum in the form of learning. This definition is

in line with Miller and Seller in Mulyasa (2009: 179) that: "in some cases implementation has been identified with instruction..". Furthermore, it is explained that implementation of curriculum is a process of applying concept, idea, program, or curriculum order into learning practice or new activities so that the changes occur in a group of people who are expected to change.

Meanwhile, Saylor in Mulyasa (2009: 179) says that instruction is thus the implementation of curriculum plan, usually, but not necessarily, involving teaching in the sense of student, teacher interaction in an educational setting.

Curriculum implementation will lead to the implementation of learning namely how to keep the curriculum content can be optimal and appropriately mastered by students. In this case, the task of teachers in curriculum implementation is conditioning and facilitating the learning environment in order to provide ease of students learning, so that students are able to interact with external environmental and behavioral changes in accordance with the Content Standards and Graduate Competency Standards.

In terms of pursuing the successful implementation of the Curriculum 2013, the learning of curriculum 2013 implementation should refer to the Process Standard which is stated in the National Education Standards. Process Standard is a criterion regarding to the implementation of learning in the education unit to achieve Graduates Competency Standards. Process Standard was developed refers to Graduate Competency Standards and Standard Content which are established in accordance with the provisions of Government Regulation No.19 Year 2005 on National Education Standards

as amended by Government Regulation No. 32 Year 2013 concerning Amendment Government Regulation No. 19 Year 2005 on National Standards of Education.

Regulation of the Ministry of Education and Culture No. 65 Year 2013 about Standard Process on Primary and Secondary School wrote that, "In accordance with the Standard Competency, learning objectives include development realm of attitudes, knowledge, and skills elaborated for any educational institution. "The three domains of competence have acquisition path (psychological processes) are different. characteristic competence along the path difference acquisition participate affect the characteristics standard process. To strengthen the scientific approach (scientific), thematic integrated (thematic on each subject), and thematic (in a subject) disclosure should be applied based learning / research (Discovery / inquiry learning). To encourage the ability of learners to produce contextual work, both individual and group then it is very suggested using learning approaches produce works based troubleshooting (project based learning). Details of gradation attitude, knowledge and skills as follows:

Table 2
Details of Attitude, Knowledge, and Skill Gradation

Attitude	Knowledge	Skill
Accepting	Remembering	Observing
Performing	Conceiving	Questioning
Appreciating	Applying	Trying

Experiencing	Analyzing	Reasoning
Practicing	Evaluating	Presenting
-	-	Creating

Source: The Regulation of Ministry of Education and Culture Number 22 Year 2016

In the Regulation of Education and Culture Ministry Number 65 Year 2013 about the process standard of primary and secondary school, "learning process fully directed to the development of the third realm in whole / holistic, it means that between the development field and the other fields cannot be separated to." Thus, the learning process as a whole gave birth to the personal qualities that reflect the integrity of mastery attitude, knowledge, and skills.

Teaching Learning Planning

According to Nana and Sukiman (2008:40), explained that the "teaching learning planning is elaboration, enrichment and the development of the curriculum. In addition, refer to the demands of the curriculum, in planning should also consider the learning situation and conditions, and the potential that exists in each school. "

Meanwhile, according to Nana Sudjana (1998:48) states that teaching learning planning is an activity of project what actions will be implemented in a learning activity teaching that is to coordinate (organize and respond) learning components, so that the direction of the activity (the destination), the contents of the activities (the material), the way of delivery activities (methods and

techniques), as well as how to measure it (evaluation) into a clear and systematic way.

From the opinions, it can be concluded that the planning of learning is one of the things that can help teachers in carry out their task in the learning process to help the achievement of a goal or purpose easier with paying attention to the components which include objectives, materials, methods or techniques, as well as an evaluation or assessment.

As the principles in developing or arranging the lesson plan according to regulation of the Ministry of Education and Culture Number 81A Year 2013 are as follows:

- a) Lesson plan is compiled by teachers as the translation of the curriculum idea and based on the syllabus that has been developed at the national level into the learning plan that will be realized in learning. So, in this case the teacher must be able to translate the ideas that is contained in the Curriculum 2013.
- b) Lesson plan always emphasize the learning planning that later encourage the students in active participation in the process of teaching and learning. Lesson plan should not deviate from the objective of Curriculum 2013 that is to make the students to become independent human and do not stop learning (lifelong learner), the process of student-centered learning so that it can develop motivation, interest, curiosity, creativity, the initiative, inspiration, independence, spirit of studying, learning skills and the habit of learning.

- c) The development of lesson plan will emphasize the learning process which develop reading culture and writing of students. The learning process in the lesson plan is designed to develop passion of reading, comprehension of various writing, and expressing various forms of writing.

- d) In the lesson plan, there are ways and steps that can be performed by teachers to provide feedback and follow-up. Lesson plan contains the draft program of the giving positive feedback, reinforcement, enrichment, and remedy.

- e) Designing the lesson plan notice the relevance and the cohesiveness between one learning material with other learning material. Lesson plan must be such that the relevance and the cohesiveness between core competence and basic competence, learning materials, learning activities, assessment, and learning resources become a whole unity in the form of meaningful learning experience for students.

- f) Applying information and communication technologies. Lesson plan is compiled by considering the application of information and communication technologies in integrated, systematic, effective and appropriate to the situation and conditions.

The development of the lesson plan is made by teachers independently and/or collectively through discussion of teachers of subjects (*MGMP*) in a certain school and it is facilitated and supervised by school principal or senior teacher who are selected by the principal.

The development of the lesson plan which done by teachers in a group through the MGMP between school or region is coordinated and supervised by the supervisor or the Department of Education. These activities may take in the form of school work meetings which is organized before the new academic year.

Regulation of the Ministry of Education and Culture Number 81A Year 2013 Appendix IV (2013:40) describes the steps of lesson plan development, as follows:

- a) Reviewing the syllabus. In General, for any of the materials on any syllabus there are four basic competences that complies with core competence (attitude to the God, the attitude of self and on the environment, knowledge, and skills). To reach the four basic competences, in the syllabus formulate students' activities generally in learning based on standard processes. Those students' activities are the details of exploration, elaboration, and confirmation, namely: observing, questioning, gathering information, processing and communicating.
- b) Identifying learning material that support the achievement of basic competence considering the learners potential; relevance to the characteristics of the area; the level of physical growth, intellectual, emotional, social, and students spiritual; benefit for students; academic structure; actualization, depth, and the broadness of learning material; relevance to the students' needs and the demands of the environment; the time allocation.
- c) Determining the objectives. The objectives can be organized

covering all basic competences or organized for each meeting. The objectives refer to the indicators, and at least contains two aspects: Audience (students) and Behavior (capability aspect).

- d) Developing the learning activities that are designed to provide a learning experience that involves mental and physical process through interaction between students, students with teachers, environmental, and other learning resources in the effort of achieving the basic competences.
- e) Outlining the types of assessment. The assessment of students' basic competences achievement done based on the indicators. Assessment is conducted using tests and non-test in the form of oral and written, performance observation, measurement of the attitude, the assessment of the work in the form of assignments, projects and/or products, the use of portfolios, and self-assessment. Things to note in designing the assessment are as follows:
 - 1) Assessment directed to measure the competence achievement i.e. basic competences in the third core competence and fourth core competence.
 - 2) Assessment use reference criteria, i.e. based on what learners could do after following the process of learning, and not to determine the position of a person towards their group.
 - 3) Planned system is a system of continuous assessment. In a sense, all indicators are billed, then the result is analyzed for determining basic competences which have

owned and which have not, as well as to know the difficulties of students.

- 4) Assessment results are analyzed to determine the follow-up in the form of previous learning process improvement, remedy program for students whose achievement of competencies are under the passing grade, and enrichment programs for learners who have met passing grade.
- 5) Scoring system must be in accordance with the learning experience in learning process. For example, if learning use approach of field observation assignment then the evaluation must be given on the process such as interview techniques, as well as products in the form of field observations results.
- f) Determine the time allocation, based on the number of effective weeks and time allocation of subjects per week by considering the amount of basic competences, broadness, depth, difficulty level, and the importance level of the basic competence. Time allocation which stated in the syllabus is the estimated time average to master basic competence needed by students. Thus, the allocation is specified and adjusted again in the lesson plan.
- g) Determine the learning resource. Learning resource is reference, object and/or material used for learning activities in the form of print and electronic media, resource person, as well as the physical environment, nature, social, and culture.

Research Design

The method of this research is a descriptive qualitative research which applies an objective descriptive analysis as regards the implementation of curriculum 2013 in the English language teaching and learning at SMA N 3 Kota Jambi. According to Fraenkel and Wallen (2006: 430) qualitative research refers to studies that investigate the quality of relationships, activities, situations, or materials. In this type of research there is a greater emphasis on holistic description-that is, on describing in detail all of what goes on in a particular activity or situation.

Bogdan and Biklen in Fraenkel and Wallen (2006: 430-431) describe five general characteristics of qualitative research; The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research; Qualitative data are collected in the form of words or pictures rather than numbers; Qualitative researchers are concerned with process as well as product; Qualitative researchers tend to analyze their data inductively; How people make sense out of their lives is a major concern to qualitative researchers.

Based on expert opinions above, researcher concludes that qualitative method is an explanation of the fact that exists in the form of actual description. In relation to definition above, the researcher uses qualitative to describe the implementation of curriculum 2013 in the English language teaching and learning at SMA N 3 Kota Jambi.

Object of the Research

This research was conducted at SMA N 3 Kota Jambi which is located on Jl. Guru Muktar No.1, Jelutung. The first reason why this school is being chosen in this research is because this school is one of the piloting schools which are highly selected by the government to implement curriculum 2013 in Jambi. Therefore, this school is highly recommended to be the suitable object of the research. The second reason is the consideration since the English teachers in this school are teaching in the piloting school their opinions as the subject of this research are considered reasonable and good to be one of considerations. The last reason is because the researcher more enjoys to do the research in this school since the researcher had experience when doing *Praktik Pengalaman Lapangan* (teaching practice) for three months in this school.

The subject of the research is all English teachers at SMA N 3 Kota Jambi. There are five English teachers who teach English from tenth grade to twelfth grade. For ethical reason, their names are made anonymous. As the previous table shows that there are five teachers, all of the teachers become the sample of this research. This technique of sampling called purposive sampling.

Technique and Instrument of Data Collection

Research instruments and data collection techniques used are as follows:

1. Questionnaire

According to Marzuki (2000: 65), questionnaire also called mail survey or correspondence because of the interaction with the respondents done by list of questions which is sent to them. Marzuki also divided questionnaire

into two kinds; direct questionnaire and indirect questionnaire.

In this research used questionnaire about the implementation of Curriculum 2013 in English teaching and learning as the research instrument. In arranging an instrument it is a need to determine the research variable to be searched. From the variable was given the operational definition and then measured indicator are established. Then those indicators are outlined become question items or statements. Finally, the question items or statements will be made as questionnaire.

2. Interview

Fraenkel and Wallen (2006: 449) state interviews can provide us with information about people's attitudes, their values, and what they think they do. The purpose of interviewing people is to find out what is on their mind-what they think or how they feel about something. As Patton (2002: 340) has remarked:

Based on the previous explanations above, interview is about the construct of someone's presence, feeling, motivation, demands, and concern. By doing an interview with the English teachers, the more explicit information the researcher gets. It is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with Curriculum 2013. Research instrument used in the interview is an interview guideline and a tape recorder to record the interviews.

Table 3
Interview guideline about The Implementation of Curriculum 2013 in English Teaching and Learning by the English Teacher

Variable	Indicator	Description	Item number
The Implementation of Curriculum 2013 in English Teaching and Learning by The English Teacher	Teaching Learning Planning	Developing the syllabus and arranging the lesson plan	1,2,3
	Teaching Learning Processes	Pre activity, Main activity, and Post activity	4,5,6,7
	Learning Evaluation	Conducting students assessment	8,9,10
Amount			10 Questions

Finding

The research was done at 10 April until 18 April 2017. The interview and questionnaire sheets were given to the all teachers not in the same time. It considered to each teacher’s availability. There are 54 items of questionnaire statements and five alternative answers given. The questionnaire was divided into three sub variables, i.e. teaching learning planning, teaching learning process, and learning evaluation. The five alternative answers are FI (Fully Implemented), MI (Mostly Implemented), SI (Slightly

Implemented), and NI (Not Implemented).

From the questionnaire result found that there is no teacher chose NI (Not Implemented). It means that every questionnaire statement has already implemented by the English teachers. Total number of each alternative answers are different. The highest is MI (Mostly Implemented) 136 points, followed by FI (Fully Implemented) 103 points and SI (Slightly Implemented) 31 points.

There are 10 questions which were asked to the five English teachers in the interview session. The interview questions were divided into three sub variables, i.e. teaching learning planning, teaching learning process, and learning evaluation. From the interview result found that all of the teachers have good understanding in arranging the lesson plan based on the syllabus in Curriculum 2013. There is no significant obstacle in arranging the lesson plan but some teachers find obstacles such as in implementing the scientific approach to suit the time allocation, in figuring out the appropriate learning activities and providing the textbook. Modifying and enriching the learning material also required and it has done by all teachers. In general, English teachers of SMA N 3 Kota Jambi have performed the main activity, pre-activity, and post activity well in based on the lesson plan they made. English teachers of SMA N 3 Kota Jambi also have performed the learning evaluation quite well in accordance with Curriculum 2013 despite the obstacles. Furthermore, they also have applied the attitude value and character building in their lesson as the Curriculum that concerns to the attitude competence besides the knowledge and skill competencies.

Discussion

1. The Implementation of Curriculum 2013 in Teaching Learning Planning

According to the questionnaire results which show that most of the English teachers in SMA N 3 Kota Jambi are able to develop the syllabus. Eventhough there are two teachers [Mr. IZ and Mrs. MN] who sometimes still need adoption or references from other school in developing the syllabus. But fortunately, most of them have been able to do it independently (without adoption from other school).

In arranging the lesson plan, Mr. AH completely arranges the lesson plan based on the syllabus contents which is already provided by the government. He also considers to the scientific approach in his lesson plan. Eventhough he does not fully develop the lesson plan by himself but sometimes still adopting from other school or other sources. He also has concern to the students' need in arranging the lesson plan. This can be seen since he considers to the level of intellectual and potential of the students, students' learning styles, learning speed, social skill, background of the students and also develop the curiosity of the students. Furthermore, he also builds encouragement to the students to develop the spirit of learning, independence, learning skills and the development of inspiration, motivation, creativity and interest of the students. Mostly Mr. AH uses the latest reading source as supplementary book or learning material in teaching and learning activity. Mr. AH always describes the core competence and base competence in his lesson plan. This is needed since the indicators come

from the development of base competence. As a teacher, Mr. AH also requires supporting learning resource from information technology such as computers and the internet eventhough there is already English textbook from the government.

Mr. NF in his lesson plan also still based on the syllabus contents. But different with the previous two English teachers, Mr. NF tends not to use scientific approach in his lesson plan. This can be seen from his choice in questionnaire number 5. He might use another approach which suitable in his teaching learning activity and of course still in accordance with the Curriculum 2013. He also develops the lesson plan independently (without any adoptions). Mr. NF always make considerations in his lesson plan such as the level of intellectual, learning styles, learning speed, and social skill and background of the students. He also tries to encourage his students to develop the spirit of learning, independence, and learning skills. Mostly he uses the latest reading source as supplementary book or learning material in teaching and learning activity. Mr. NF always describes the core competence and base competence in his lesson plan. In his lesson plan, Mr. NF links the subject taught with the diversity of cultures. Mr. NF also requires supporting learning resource from information technology such as computers and the internet.

Mrs. NI mostly arranges the lesson plan based on syllabus content. It means that she does not fully refer to the syllabus in every occasion. She also uses scientific approach in her lesson plan. Mrs. NI does not fully develop the lesson

plan by herself but sometimes still adopting from other school. But she fully shows big concern in her students' need in arranging her lesson plan. This can be seen from her considerations in the level of intellectual and potential of the students, students' learning styles, learning speed, social skill, and background of the students. She also designs the lesson plan in a way to develop the students' curiosity, encourage developing learning spirit and learning skill and also considering the inspiration, motivation, creativity, and interest of the students. But she seldom uses oral reinforcement toward students' achievement. Mrs. NI fully determines the learning method and aspects that will be assessed in the lesson plan. She is also fully use information technology such as computers and the internet as supporting learning resources.

However, there are still obstacles found in arranging the lesson plan. The problems are various such as the time allocation given should be suitable to the material in lesson plan. [Mr. NF] (*A little bit hard to share the time because the material should be suit the time allocation given by Curriculum 2013 because we know in KTSP we have four period of teaching a week but in Curriculum 2013 English only given two period teaching a week*). Teacher also find difficulty in determining the appropriate material of the topic with the students' needs in order to achieve the learning objectives based on Curriculum 2013. [Mr. IZ] (*The obstacle is to find the most suitable activities so that the class will be interesting*).

English teachers also realize that it is needed to find other way to

enrich and modify their material in order to make the learning activity become more meaningful to the students. There are many ways in enriching their English learning material such as from the internet, other books, modify the learning activity, through other English teacher from other school and so on. [Mrs. MN] (*Of course, by getting some sources perhaps through the internet or through friends from other schools. So, we share together. or from magazine perhaps. These are the way when you want to enrich English learning material*). [Mr. NF] (*I search the possibility to develop and enrich the material from any other sources like other similar textbook and also from internet and form library*). [Mr. AH] (*Technology helps the teachers so much, so I always use internet to enrich the English learning material*).

In summary, based on the questionnaire and interview results, the English teachers in SMA N 3 Kota Jambi have implemented the teaching learning planning especially in the arrangement of lesson plan and refers to the syllabus which made by the government in accordance with the Curriculum 2013. This in line with the regulation of Ministry of Education and Culture Number 65 Year 2013 about The Process Standard of Elementary and Secondary Education and the regulation of Ministry of Education and Culture Number 81A Year 2013. Furthermore, in implementing the Curriculum 2013 toward lesson plan teachers are able to link and combine between basic competence, learning material, learning activity, indicator of competence achievement, assessment, learning

source and the application of information and communication technology which they design in wholeness of a learning experience.

2. The Implementation of Curriculum 2013 in Teaching Learning Process

Pre-activity is the initial activity in a learning that is intended to evoke the motivation and focus the attention of the students to participate actively in the learning process. In Pre-activity of the learning, teachers usually do apperception activity to the students. According to the questionnaire result, shows that in pre-activity of the learning, Mr. AH already does base on the Curriculum mandate in pre-activity of the learning. He fully prepares the class to be conducive before starting the learning, inviting students in observing facts before discussing the learning material, and explain the learning objectives. In main activity, Mr. AH mostly uses discovery learning approach and project based learning approach. He also fully involves students in characteristic competence of attitude and knowledge. But in skill competence, he does it mostly not fully like others competence. Mr. AH provides the on-going assessment during the main activity process. In post-activity, Mr. AH mostly provide the evaluation through questions to the students, inform the students about lesson at the next meeting, provide assignment to the students. He also always invites the students to conclude the learning material in the meeting.

Based on the explanations of questionnaire result above, in general English teachers in SMA N 3 Kota Jambi have implemented the Curriculum 2013 well in teaching

learning process. But, among the five teachers, teacher who has great understanding and implementation is Mr. AH.

Meanwhile from the interview result, shows that during the pre-activity of the learning, teachers usually do apperception activity to the students. In general, English teachers of SMA N 3 Kota Jambi do apperception in way of asking the students about general things as the leading question to the topic of the learning material. [Mr. AH] (*Apperception that I always use is the apperception that describes the material in general. First, I try to check the students' knowledge about the material that I will teach at the time. From the general one then go to specific. So, we ask them generally first and if they have understood the material that we will teach at the day of course we try to make the conclusion or try to implement only the difficult one*). [Mrs. MN] (*Actually, the thing that I do many times in pre-activity is by giving them some questions, leading them to the topic that we are going to discuss together*). [Mrs. NI] (*So far, the pretest that I just give them are some of questions or games that relate to the material that I'm going to teach to my students*).

3. The Implementation of Curriculum 2013 in Learning Evaluation

In the Standard of Educational Assessment, assessment of students learning outcomes includes the assessment of attitude, knowledge, and skills competencies which done in balance, so that it can be used to determine the relative position of each student in the predetermined standard.

According to the questionnaire result, in conducting the planning of

students learning evaluation, Mr. AH has showed a very good performance. This is seen in determining the aspects of learning output (attitude, knowledge and skill) which is going to be evaluated in balance. He also always selects the appropriate assessment techniques in accordance with the indicators. In determining the assessment procedure, Mr. AH always considers the KKM. Unfortunately, Mr. AH rarely conducts an assessment based on students' portfolio. Mr. AH always conducts assessment through practice test, conduct students' daily test, mid-term test, final semester, and oral test to his students. Mr. AH usually conducts project assessment and individual/group homework. In assessing the students' attitude competence, Mr. AH tends to use self-assessment by asking his students' weaknesses and strengths in the form of self- assessment sheet than using observation and peer evaluation. In reporting the result of students' evaluation, Mr. AH usually conducts knowledge and skill report but in attitude report he always conducts it.

In conducting the planning of students learning evaluation, Mr. IZ has showed a quite good performance. Mr. IZ usually determines the aspects of learning output (attitude, knowledge and skill) which is going to be evaluated in balance. He also usually selects the appropriate assessment techniques in accordance with the indicators. But in determining the assessment procedure, Mr. IZ rarely considers the KKM. In assessing the students' skill competence, Mr. IZ usually conduct an assessment based on students' portfolio and project. Furthermore, he always conducts

assessment through practice test. In knowledge competence assessment, Mr. IZ usually conducts daily and mid-term test. He also always conducts final semester, oral test, and conduct assessment in the form of individual/group homework. In assessing the students' attitude competence, Mr. IZ always completely use three ways of assessment procedure i.e., self-assessment, observation and peer evaluation. In reporting the result of students' evaluation, Mr. IZ always conducts knowledge, attitude and skill report.

Based on the explanations of questionnaire result above, English teachers in SMA N 3 Kota Jambi have implemented the Curriculum 2013 quite well in learning evaluation. But, among the five teachers, teacher who has great understanding and implementation is Mr. IZ. From the result also known that among several techniques and instruments which are used for assessment, conducting assessment based on students' portfolios, self-assessment and peer evaluation are rarely implemented by the teachers.

Meanwhile from the interview result, the learning evaluation which is done by each English teacher in SMA N 3 Kota Jambi is varied. Some teacher conduct learning evaluation during the teaching learning process and after giving the material. [Mr. AH] (*There are two kinds of evaluation I use. First is when the teaching and learning process and the second is at the end of teaching and learning process*). [Mr. NF] (*In every meeting I use the first is progress evaluation (Penilaian Proses). I give the students question just to evaluate whether the student understand with*

the material and also at the end I will give post-test to evaluate whether the indicator that we have arranged in lesson plan it is understood by the students or not). Furthermore, the English teachers give learning evaluation in many forms such as task, practice, game and etc. [Mr. IZ] (In the form of exercise, in the form of game, in the form of speaking, reading. I don't really have to do the formal exercise but we can see whether or not they achieve the study objective by looking, observing at their activities in every material). [Mrs. MN] (Of course, by giving them task and then practice. This is the way depends on the teacher by giving them some practices or some assignment).

In assessing the learning output of the students, each English teacher has their own opinion about the obstacles that they found. Different capability of students is one of the obstacles which makes it hard for teacher in scoring the learning output. [Mrs. NI] (*I get so many obstacles in assessing the learning output of each student because in English we have four basics such as reading, speaking, listening and writing). They have really bad capability in writing because sometimes they got error analysis so sometimes it makes me hard to give them the score. There is an example one of my students is really strong in listening and writing but in fact she is really bad in speaking. So, it's a little bit hard for me to give the score).* Another challenge is the assessment considered to be very demanding. Most of teachers argue that the scoring criteria are complicated and very time consuming. [Mr. AH] (*In the individual assessment which is held during the learning process, it*

is difficult to get the enough time to assess all the students in one meeting but when we continue to the next meeting we go to different material so the last material can't be assessed to the students. In assessment after the learning process (collective process) the obstacle is it is difficult to have enough time for giving feedback or report to the students immediately. This is because we need time for correction). [Mr. NF] (So that's the obstacle that I found to give my full attention, my full reflection for each student. According to the Curriculum, every student worksheet or the result of the test should be given the comment but it's impossible I think because I should evaluate more than 300 students so it is hard for me).

In summary, based on the questionnaire and interview results, generally English teachers of SMA N 3 Kota Jambi have performed the learning evaluation quite well in accordance with Curriculum 2013. This is in accordance with the theories in the regulation of Ministry of Education and Culture Number 66 Year 2013 about Standard Evaluation of Education, which explains the scope of assessment, learning output assessment include attitude competence, knowledge competences, and skill competence which are done in balance. Nevertheless, some teachers find obstacles such as the different capabilities of students and scoring criteria are complicated and very time consuming. But all of the problems can be solved by the teachers. As the Curriculum that concerns to the attitude as the priority, teacher has role in building the characters of the students in many ways during the teaching and

learning process by adjusting the value to the real life.

Conclusion

The English teachers in SMA N 3 Kota Jambi have implemented the teaching learning planning especially in the arrangement of lesson plan and refers to the syllabus in accordance with the Curriculum 2013. The teaching learning planning which is covered in lesson plan used scientific approach based on almost all the principles of lesson plan arrangement mentioned in the regulation of Ministry of Education and Culture of Curriculum 2013 and syllabus. The obstacles of this dimension are implementing the scientific approach to suit the time allocation, in figuring out the appropriate learning activities and providing the textbook.

The teacher organized the teaching learning process based on the lesson plans that have been prepared. The teachers used scientific approach quite well. The teachers have implemented teaching learning process in accordance with the Curriculum 2013 development in reference to students learning in active, independent and critical, Problem-Based learning, learning pattern which base on teamwork, the use of learning characteristic in accordance with competence characteristics and the application of discovery learning which included in pre-activity, main activity and post activity during the teaching and learning process.

Generally English teachers of SMA N 3 Kota Jambi have performed the learning evaluation quite well in accordance with Curriculum 2013. Nevertheless, some teachers find obstacles such as the different capabilities of students,

the using of some instruments and scoring criteria seems complicated and very time consuming.

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