The implementation of Curriculum 2013 in learning English at SMKN 2 Langsa

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ABSTRACT

The study aims to give information about how the implementation of curriculum 2013 applied at SMK N 2 Langsa by the teacher in learning English in the classroom. The study used the qualitative method. Through the method, the researcher would be observing the activity during the classes. The sample of this study was an English teacher at the tenth grade level of SMK Negeri 2 Langsa. The instrument of the study was taken by using document analysis such as learning tools, observation sheets, and interviews. Based on the data got from the study, the researcher found that the English teacher applied the curriculum 2013 well. It can be seen that tree characteristics in curriculum 2013 in teaching instruction were also fulfilled by the teacher in the learning process. The teacher used discovery learning as a teaching model to present the materials to be in line with the teaching objective.

Keyword: implementation, curriculum 2013, English
1. INTRODUCTION

1.1 Background of Study

Education is one of the major important things in this world. Education can change human behavior significantly, individually and collectively by teaching and training efforts and it is unavoidable that the curriculum is considered to play an important role in education. The curriculum is the planned interaction to students with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. That is why the teacher has to comprehend and take the instruction to curriculum and planning, developing a kind of teaching-learning process and the materials for the teaching-learning process before they get to class.

The curriculum is dynamic and is influenced by changes in many factors. According to David et al (2008:43) explains every curriculum has a particular educational function that upholds the values of educational developers and society at large. Curriculum 2013 is a government policy that should be applied in schools, especially in formal schools in Indonesia. No exception to SMK Negeri 2 Langsa where the researcher conducted the research. in English, most of the graduates of vocational high school (SMK) is still not satisfied, especially if they are dealing with a job that requires communicating with a foreign customer. Many students who have been studying English for three years in SMK still find some problems in achieving communicative competence. These phenomena are in contradictory with the concept of teaching English based on the content standard, especially concerning with the English teaching.

On the basis of the phenomena which are stated previously, it is important to conduct a study on the process of teaching English based on the standard process. This standard process has determined four guidelines that the teacher should consider when teaching English, including: planning, learning process, assessment and supervision (Permendiknas No.41 Tahun 2017). From the phenomena, which are defined above, it is important to do research on the process of teaching English based on the process standard curriculum 2013. Based on the pre-observation, the researcher found that the teachers of SMK Negeri 2 Langsa have applied this curriculum 2013. It is because one of the standards in the National Standards is applied to meet the need for standards in the evaluation of the process of learning English in this school. The purpose of this research can be stated as to find out how the implementation of curriculum 2013 by the English teacher of SMK Negeri 2 Langsa. This research focused on the implementation of curriculum 2013 by English teachers of the eleventh grade at SMK Negeri 2 Langsa.

2. METHODS

2.1 Research Design

This research uses a qualitative method for doing this study. It can mean that since the main objective is to describe how English teachers’ implementation curriculum 2013, the researcher would be observing the activity during the classes. This research created in the shape of qualitative research that can mean as a case study.

2.2 Subject of the Research

The subject of the research will be the teachers of SMK Negeri 2 Langsa who were in the academic year of 2018/2019. There are two English teachers who thought English subjects in first grades and the researcher will take only one teacher to be the observer. The method of choosing the sample, the researcher decided to use a random sampling method.

2.3 Data Collection Procedure

The data collection technique is the strategic step in the research because the main goal of the research is to obtain the data. This activity requires a research instrument to obtain the data, such as document analysis, observation sheet, and interview.

2.4 Data Analysis Procedure

The steps which are conducted by researchers to analyze the data are as expressed by Gratton and Jones (2004:235), suggest that qualitative data analysis consists of three procedures, namely: data reduction, data display, and conclusion drawing.

3. ANALYSIS AND FINDING

3.1 Analysis

The research which was conducted by researchers related to how the implementation of curriculum 2013 in learning English at tenth-grade students of SMK Negeri 2 Langsa that would cover three main aspects that are: plan, process, and evaluation.

3.1.1 Planning

Planning is the first stage for the teacher to prepare before class. Everything that supports in learning process preferred by the teacher to reach the goal in teaching. The teacher focuses on a lesson plan that has two main competencies, namely: basic competence and performance indicators.
3.1.1 Basic Competence

In the basic competence as basic instruction, the teacher gave a full explanation about the subject. Begin with a refresh for the subject before until given the new information for new subject discussion. The way used to build the students’ concept. At the second of main competence, it was stated that the teacher was aimed to develop students’ creativity related to the materials, which taught to the students. As it was obtained, to facilitate the students’ creativity in part of basic competence it recognized that asked students able to describe the subject in both written and spoken.

3.1.1.2 Performances Indicator

In the performance indicator, the teacher offered five indicators to measure students’ knowledge and activity showed in picture 1.

3.1.2 Process

In this subsection, the explanation is focused on the analysis of the result from a performance indicator known as the teaching objective in picture 2.

3.1.2.1 Materials

To support the teaching objective, the material was allocated as a crucial element to developing students’ comprehension in certain basic competence. In the context of teaching reading text, the teacher was delivered four big points in performing the material in the lesson plan. It was found at the real activity that all points applied in teaching activity.

3.1.2.2 Teaching Method

Since the scientific approach requires to apply five stages, it can be analyzed that the scientific approach was applied as required in curriculum 2013. As a way to apply the approach so there are some steps to follow such as, to start the discussion the teacher allowed students to observe pictures of tourism place in order their curiosity in learning the materials, would-be enthusiasts. Then to express students’ curiosity, they may express it in the form of a question. Therefore, in this second stage students did respond to the displayed picture while analyzing the characteristic of the picture. Meanwhile, in terms of model, the teacher has applied discovery learning by applying six stages as it is required on it.

3.1.2.3 Teaching Procedures

Regarding teaching procedures, the teacher stated it specifically by dividing the sequences of teaching into introduction, main activity, and close activity to easier the steps of teaching. All the activity cover in table 1.
Table 1. Procedure of Teaching

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teaching Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (8 Minutes)</td>
<td>- Preparing students to get ready facing the teaching process</td>
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<tr>
<td></td>
<td>- Motivating students contextually based on the beneficial of news item text</td>
</tr>
<tr>
<td></td>
<td>- Explaining the teaching goal</td>
</tr>
<tr>
<td>Main (75 minutes)</td>
<td>- Students observe the slide presentation displayed</td>
</tr>
<tr>
<td></td>
<td>- Students explain their fun story in watching TV</td>
</tr>
<tr>
<td></td>
<td>- Students explain the function of news item text</td>
</tr>
<tr>
<td></td>
<td>- Students acquiring 25 vocabularies related to the newsworthy event in Moscow</td>
</tr>
<tr>
<td></td>
<td>- Students finding the mean from those 25 words through appropriating with the</td>
</tr>
<tr>
<td></td>
<td>dictionary in 3 minutes</td>
</tr>
<tr>
<td></td>
<td>- Students listen the news recorded from radio reporting newsworthy event in Moscow</td>
</tr>
<tr>
<td></td>
<td>- Students fill the blank of text based on the recording</td>
</tr>
<tr>
<td></td>
<td>- Students check their finding to the truth answer guided by teacher</td>
</tr>
<tr>
<td></td>
<td>- Students got explanation about the characteristic of news item text</td>
</tr>
<tr>
<td></td>
<td>- Students change the text verbally into written</td>
</tr>
<tr>
<td></td>
<td>- Students answer the question to identify and mention function of the text, main</td>
</tr>
<tr>
<td></td>
<td>idea, and explicit information from news text.</td>
</tr>
<tr>
<td>Closing (7 minutes)</td>
<td>- Students summarizing the discussion guided with teacher</td>
</tr>
<tr>
<td></td>
<td>- Students got feedback from their activity given by teacher</td>
</tr>
<tr>
<td></td>
<td>- Giving assignment</td>
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<tr>
<td></td>
<td>- Informing the next material discussion</td>
</tr>
<tr>
<td></td>
<td>- Students doing reflection on the activity conveyed in writing on the journal</td>
</tr>
</tbody>
</table>

3.1.2.4. Media and Teaching Resource

To support the teaching activity effectively, it was gained that the teacher applied media and teaching resources accurately as it was stated in lesson plan. In media usage, the projector was applied in learning process. Meanwhile, in terms of teaching resource, it was stated that the teacher used English textbook for 1st grade and enriched by other resources such as grammar book and genre text to gain detail explanation on grammar and content. Besides that, internet was also involved as the additional resources in order the material could be improved based on the necessity. In short, in part of media and teaching resources it was found accurate which strengthen by applying both media and resources effectively in real teaching activity.

3.1.2.5 Evaluation.

For the assessment, it was obtained that the teacher assessed students through the accurate way. In each skill the specific instrument was applied in order the assessment could be evaluated objectively in the table 2.

Table 2. Skill of Instrument

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Pronunciation</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Accuracy</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Content</td>
<td>1</td>
</tr>
</tbody>
</table>
4. CONCLUSION

Based on data gathering showed that English teachers at SMK Negeri 2 Langsa applied for curriculum 2013 through some steps such as planning which is covered in lesson plan used scientific approach, for process the teacher organized teaching-learning based on the lesson plan that have been prepared, and for evaluation the teacher perceived that applying authentic assessment that very usefull for getting the result of the study.

5. ACKNOWLEDGMENT

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REFERENCE