



THE 2013 CURRICULUM IMPLEMENTATION IN ENGLISH TEACHING LEARNING IN SMPN 1 ADIPALA IN THE ACADEMIC YEAR 2020/2021

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ABSTRACT

This study investigates the 2013 curriculum implementation in the *English teaching learning in SMPN 1 Adipala in the academic year 2020/2021*. The respondents of the study were three English teachers teaching in SMPN 1 Adipala. The researcher used descriptive study. There were 13 questions need to be answered by the respondents. The questions were close ended questionnaire. There are four problems investigated in the study. They formulated in the following questions :1). How do the teachers prepare the lesson plan? 2). How is the teaching learning activity? 3).How do the teachers use the media? 4).How do the teachers do the evaluation? The results of the study show that : 1). In preparing the lesson plan, all the English teachers agreed that preparing the lesson plan is important. The teachers arranged the objectives of the learning. They also arranged the material based on the objectives of the learning and the arranging of the learning activities was based on the scientific approach. In the teaching learning activity, no one of the three teachers applied all the scientific approach in the teaching learning activity. In the teaching learning activity the students were active. 3). In the using of media in the teaching learning activity, all of the three English teachers prepared the media , however, one teacher did not use pictures. They all used power point, video, LCD/Internet and they also used the book provided by the government. 4). In the evaluation in the English teaching learning, all the English teachers arranged the evaluation based on the objectives of the lesson. The English teachers also measured the four aspects required in the 2013 curriculum (spiritual, social, knowledge and skills).

1. Introduction

There have been several curriculum implemented in Indonesia and the newest curriculum is 2013 curriculum. This curriculum is focusing on achieving students' competencies and character building. The definition of curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals (Nugraheni : 2015). Curriculum 2013 emphasizes greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive abilities (Putra : 2014, Gunawan : : 2011a, Gunawan : 2011b). The teachers should be active in implementing the Curriculum 2013 in teaching and learning activities . The implementation of Curriculum 2013 will run well with the support of teachers including the English teachers. In teaching learning process, syllabus and lesson plan must be prepared effectively before teaching learning process, as it will be a teacher's guide.

In the implementation of 2013 curriculum, the Ministry of Education and Culture has developed a syllabus which consists of core and basic competencies, guidelines of learning materials, learning activities, assessment, time allocation, and sources of learning. As well as syllabus, lesson plans also play an important role in learning activity. Lesson plan is a collection of activities to achieve the objectives of learning. A well thought and careful design of lesson plan can help teachers stay on track and ensure the effectiveness of learning process. Planning helps because it allows teachers to think about what they are going to do with their students at class. In the teaching practices, a plan helps to remind teachers what they intended to do, especially if they get distracted or momentarily forget what they had intended. Learning activity in 2013 curriculum refers to the application of scientific approach. According to Handelsman, et al., (2007) scientific teaching approach refers to a pedagogical approach used in classrooms. Meanwhile the existing of media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught.

2. Methodology

In this study, the writer used descriptive method. Descriptive research or descriptive method is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the *how*, *what*, *when*, and *where* questions of a research problem, rather than the *why*.

The writer aimed to know the implementation of the 2013 curriculum in the English teaching learning in SMPN 1 Adipala in the academic year 2020/2021. The population of this study was three English teachers of SMPN 1 Adipala, Cilacap in the academic year of 2020/2021. The instruments were close ended questions. Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as “yes/no” or among set multiple choice questions. There were 13 questions that need to be answered by the respondents. They were divided into the following categories :1). How do the teachers prepare the lesson plan? 2). How is the teaching learning activity? 3).How do the teachers use the media? 4).How do the teachers do the evaluation ?. The questions given to the respondents by using whatsapp.

3. Findings and Discussion

This study aimed in investigating the implementing of 2013 curriculum in English Teaching Learning in SMPN 1 Adipala in the academic year 2020/2021. The researcher got the data from three teachers teaching in SMPN 1 Adipala. The data classified and categorized into four aspects: a)preparing the lesson plan, b) applying the steps of teaching learning activities, c) preparing the media, and d) the making of evaluation. The following explanation describes the result of this study .

Table 1. Preparing the lesson plan

No	Questions	Teacher 1	Teacher 2	Teacher 3
1.	Do you agree that preparing lesson plan is important?	yes	yes	yes
2.	Do you arrange the objectives of learning?	yes	yes	yes
3.	Do you arrange the material based on objectives of learning?	yes	yes	yes
4.	Do you arrange the learning activities based on scientific approach?	yes	yes	yes

The teacher's implementation in 2013 curriculum in the preparing the lesson plan can be seen in table 1. All the English teachers agreed that preparing the lesson plan is important. Three English teachers that were involved in the research also arranged the objectives of the learning. They arranged the material based on the objectives of the learning and the arranging of the learning activities was based on the scientific approach.

Table 2. Teaching learning Activity

No	Questions	Teacher 1	Teacher 2	Teacher 3
1.	Do you apply all steps in scientific approach?	No	No	No
2.	Are your students interested in your teaching?.	yes	yes	yes
3.	Are your students active asking questions in classroom?	yes	yes	yes

It can be seen in table 2 that no one of the three teachers applied all the scientific approach in the teaching learning activity. They gave the reason that not all the steps in the scientific approach had to be applied in one teaching learning activity. It can also be seen in table 2 that the students were active in the teaching learning activity they were also active in asking the questions during the teaching learning activity.

Table 3. Using the media

No	Questions	Teacher 1	Teacher 2	Teacher 3
1.	Do you prepare media in teaching and learning?..	yes	yes	yes
2.	Do you use pictures?	yes	No	yes
3.	Do you use power point, video, LCD or internet?	yes	yes	Yes
4.	Do you use government book?	yes	yes	yes

In the using of media in the teaching learning activity, it can be seen in table 3 that all of the three English teachers prepared the media in teaching learning, however, one teacher did not use pictures. They all used power point. Video, LCD/Internet and they also used the book provided by the government.

Table 4. Evaluation

No	Questions	Teacher 1	Teacher 2	Teacher 3
1.	Do you arrange evaluation based on objectives of lesson?	yes	yes	yes
2.	Do you measure four aspects in 2013 curriculum (spiritual, social, knowledge and skill aspects)	yes	yes	yes

Table 4 is the evaluation in the English teaching learning. It can be seen in table 4 that all the English teachers arranged the evaluation based on the objectives of the lesson. In the evaluation ,the English teachers also measured the four aspects required in the 2013 curriculum (spiritual, social, knowledge and skills).

4. Conclusion

Based on the results described above, the following conclusions can be drawn.

1. In preparing the lesson plan, all the English teachers agreed that preparing the lesson plan is important. The teachers arranged the objectives of the learning. They also arranged the material based on the objectives of the learning and the arranging of the learning activities was based on the scientific approach.
2. In the teaching learning activity, no one of the three teachers applied all the scientific approach in the teaching learning activity. They gave the reason that not all the steps in the scientific approach had to be applied in one teaching learning activity. Meanwhile it can be said that the students were active and interested in the teaching learning activity
3. In the using of media in the teaching learning activity, all of the three English teachers prepared the media , however, one teacher did not use pictures. They all used power point, video, LCD/Internet and they also used the book provided by the government.
4. In the evaluation in the English teaching learning, all the English teachers arranged the evaluation based on the objectives of the lesson. The English teachers also measured the four aspects required in the 2013 curriculum (spiritual, social, knowledge and skills).

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