

Curriculum 2013 in Double Major Class: the Teaching and Learning Process and the Problems

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Abstract

Indonesia has changed its curriculum for several times. The recent curriculum implemented is curriculum 2013 in which one of the purposes is to prepare productive ages to face ASEAN Economic Community (AEC). In curriculum 2013, one of the programs implemented by government for English subject is double major class. Therefore, this research aims to investigate the realization of English teaching and learning process based on curriculum of 2013 double major class and find out the problems faced by students and teacher during the teaching and learning process. This study used descriptive qualitative design to answer the problems of the study. This study was conducted by using observation, interview and document as the instrument. The data of this study were taken from the observation, questionnaire and interview. The results of this study show that; (1) the teacher only did observing, associating, and communicating steps in teaching English in double major class, (2) the problems faced by the students were on doing observing activity (66.7%), exploring activity (56.6%), associating (36.2%), and communicating (56.5%), while the problems faced by the teacher were there was no student asking on questioning step and limited time to look for information more in exploring step. From these findings the writers suggested the teacher to teach English in double major class based on curriculum 2013, to not dominate the class, to motivate students to be active in the class, and to give explanation to the students about the concept of curriculum 2013 and its implementation.

Key words: *Curriculum 2013, English teaching and learning process*

Introduction

Education is something which is very essential in a country. From the education itself, it can be seen how the country is. Furthermore, education becomes one of the tools to know how a country will be in the future. In an education system, of course, there is a reference used to guide the process in order to realize the goal of national education and produce good and

educated societies. That kind of reference is called curriculum.

There are many definitions of curriculum from many theoreticians. Like what Caswell and Campbell (1935) said that curriculum is all of the experiences children have under the guidance of the teacher. In line with Caswell and Campbell, Dorris Lee and Murray Lee (1940) also stated that curriculum as: "... those experiences of

the child which the school in any way utilizes or attempts to influence". From those statements, it can be known that curriculum is as experiences. These opinions are then followed by another education experts like Romine (1945) who said that curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils had under direction of the school, whether in the classroom or not. In addition, curriculum is also as a plan or learning program which every teacher should follow. Taba (1962) states that a curriculum is a plan for learning: therefore, what was known about the learning process and the development of the individual had bearing on the shaping of a curriculum. Curriculum as a plan seems the same as the curriculum formulation based on our education law which is used as the reference in implementing education system.

Now everyone knows that Indonesia has changed its curriculum for several times since the character of the curriculum is flexible. It means that the curriculum can be changed depends on the development of the education itself. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a) 1945's grammar translation-based curriculum, (b)

1958's Audio lingual based-curriculum, (c) 1975's revised audio lingual-based curriculum, (d) 1984's structure-based communicative curriculum, (e) 1994's meaning-based communicative curriculum, (f) 2004's competency-based curriculum, (f) and what Indonesia is implementing is curriculum 2013. It has been around three years since Indonesia implemented this curriculum. The basic principle of curriculum 2013 does not only transfer knowledge from teachers to the students, but also apply the knowledge in the students' real world life. The Ministry of Education and Culture called this change as the demography sale. As the reason to be the cause of the 2013 curriculum changing, the Ministry of Education and Culture declared that in 2035 Indonesia would be full of productive age population. Thus, the ministry took the response by changing curriculum. Hopefully, through education Indonesia will have productive ages and is ready to face what is called ASEAN Economic Community (AEC). Everyone who is involved in this kind of community is supposed to be able to make a good relation by having a good communication as one of the preparations. Definitely, communication that is happened needs a proficiency of international language, English. And to

prepare it, teachers are regarded as the main role in the preparation process. In this case, teachers are demanded to make the students learn and think scientifically.

But then, what is the instrument for if there is no well-implemented process even though the instrument is very good one? What are plans and programs for if there is no application in real action? Can a plan result something? Of course, it will never happen. A plan will be meaningful if there is action agreeing with that plan. They should support each other. Therefore, in the context of plan there is implementation in it which means what the students are doing are agreed with the plans planned. Since education as a purposive process, then it must be designed appropriately with the objectives determined. In this case, teachers must teach students based on what the curriculum has instructed in which curriculum 2013 uses scientific approach as the method in teaching and learning process, in this case in teaching English.

In curriculum 2013, there are three categories for English subject class. They are compulsory, interest, and double interest. The teaching and learning process in double interest class is longer than the other two classes:

compulsory, and interest. The time allotment for teaching English in this class is 3 hours of lesson. Moreover, the material is more complex. In handling this situations, teacher is demanded to be more creative in his/her way of delivering material and in keeping the class' atmosphere to be more comfortable for students. It is such a challenging task for teacher to motivate and challenge the students to be active participator in learning process in which demand the students to be able to observe, ask and reflect. The realization of curriculum 2013 urge the teacher to meet the government's standard in relation with skills and competencies. No matter how good this new curriculum is, it will be nothing if the schools, teachers and students are not ready in implementing the new curriculum. Based on this situation, the problems to be discussed in this study are:

1. How is the process of English teaching and learning based on curriculum 2013 in double major class of SMAN 3 Demak?
2. What problems are faced by teacher and students in the process of teaching and learning English based on curriculum 2013 in double major class of SMA Negeri 3 Demak?

This study aims at describing the English teaching and learning process based on curriculum 2013 and to reveal the problems faced by the teacher and

students in English teaching and learning process based on curriculum 2013.

Review of Related Theories

Teaching Process

Teaching is a complex process in which the teacher does not only deliver information to the students but also there are many activities which the teacher must do. According to Muhammad Ali (2004: p. 12) teaching is all efforts intended to make the students do learning process based on the objectives formulated. From that statement, it is known that the final result which is going to be reached is the students do learning process. And to realize it, surely who takes the role in this is a teacher. While the word “process” is from Greek “*processus*” which means “heading forward.” According to Chaplin (1972), he said that a process is a change which related to behavior or psychological. It can be concluded that process is a step of changes in the terms of cognitive, effective, and psychomotor behaviors that happened on students’ selves. As the result teaching process is steps of delivering information from the teacher to the students with activities in the classroom or out of the classroom.

In curriculum of 2013 the teaching process is done by applying scientific approach. It covers five steps. They are:

a. Observing

Observing activity focuses on the meaningful learning. This method has specific goodness, such as providing object media evidently, students are happy and being challenged, and the implementation is easy (Majid & Rocman, 2014:75). By observing students can find out some facts that there is a relation between object analyzed and the teaching materials used by the teachers. The activities on observing are done by doing the following steps:

- 1) Determining objects observed
- 2) Making guidelines of observation based on what are going to be observed
- 3) Determining data that needs to be observed clearly
- 4) Determining the place to be observed
- 5) Determining clearly how the observation will be going on to get the data easily

- 6) And determining the ways to notice the observation, such as using block note, camera, tape recorder, video recorder, and other writing tools.

The observation activities in the learning process concerns on the involvement of the students. In this case, teachers as the guide should know how the students will involve on the observation. There are some types of observation as the following:

a. Common observation

In this observation the students are as complete observers. It means they are taking role as subjects who are doing observation. The students are not involved at all with doers, objects, or situation observed.

b. Controlled observation

It is almost the same with common observation. The students have no relation with the object, doer, or situation and they are not involved with as well. But in this observation, the object or doer is placed in a special room or situation. Therefore, in this kind of observation there is an experiment value.

c. Participant observation

Different from common and controlled observation, in

participant observation the students take a role actively with the doer or object observed. For example in language learning, when using participant observation, the students should come and stay to the place where the society are using the language observed. In addition, students will directly make socialization and use the language observed in doing the communication.

During the learning process, the students can do two kinds of observation. They are structured and unstructured observation.

1) Structured observation

In this observation, subject, object, or situation observed is planned already systematically with the teacher guidance.

2) Unstructured observation

While in unstructured observation, the object, subject, or situation is not planned yet. It is not planned what is going to be observed. In this case, the students should make a record, not, or save the information of the object, subject, or situation on memory spontaneously.

b. Questioning

Questioning skill is one of the basic learning skills that students are supposed

to have in the class. Asking as a term is not easily defined. Brown (in hasibun, et al., 1988: 19) means ask as "...any statement which tests or creates knowledge in the learner (every statement that review or create a self learner in science). From it, it can be known that in questioning step the teachers are supposed to push the students in asking something.

Majid and Rochman (2014) identified some functions of questioning in the learning process. They are explained as the following:

- 1) Rising up the curiosity, interest, and attention of the students on a theme or topic of learning.
- 2) Motivating and inspiring students to be active in learning process and developing questions from and for them themselves.
- 3) Diagnosing the problems of students on learning and presenting the problem solving as well.
- 4) Making the students used to think spontaneously and fast and ready in responding problems appeared.
- 5) Driving students to participate actively in discussing, augmenting, developing thinking skill, and taking the conclusion.

c. Exploring

Literally, exploration means (1) an investigation; assessment; exploration

of the field with the aim of gaining more knowledge (about the state), especially natural sources that are in place; (2) activities to acquire new experiences of the new situation (KBBI, 2008: 379). As the result, the aim of exploring is to make the students' knowledge more and more.

An activity of exploring is the next teaching and learning step after questioning in the implementation of scientific approach in 2013 curriculum. This step is done by looking for information as much as possible from any sources by any ways. Furthermore, students can pass this activity by reading books more, taking a look at phenomena or an object, even doing an experiment. From those kinds of activity, students can gap information they want o the teacher has. This is in line with Permendikbud Number 81a in 2013, that exploring activities are conducted through experiment, reading sources other than textbooks, observing the objects/ phenomena/ interview with a resource person and so on. Then the expected competencies are to develop an attitude of conscientious, honest, polite, respectful on the opinions of others, the ability to communicate, implement the ability to collect information through a variety of ways to learn, and develop the habit of learning and lifelong learning.

d. Associating

The purpose of associating in the implementation of 2013 is to get the review that teachers and the students are active doers. According to Majid and Rochman (2014: 85) "Associating is a process of thinking logically and systematically based on the empirical facts which can be observed to get the conclusion in the form of knowledge". It means that when someone is using their logic to think about something with a good system, they have associated something.

Associating activity in the context of 2013 curriculum teaching and learning tends to a theory of association learning. The term of association means an ability of grouping ideas and associating phenomenon to save as a memory. A capability to process information by associating and thinking rationally is very good for students. They should do it to find out the correlation between information and another, find out a pattern from the correlation of information, and take a conclusion from the pattern figured out.

Associating activity can be finished by two ways. Those are inductive and deductive association. Inductive association is a way of associating by taking a conclusion from a phenomenon which is general. It

means associating inductively is a process of taking conclusion from cases that is real individually or specifically becomes a conclusion which has characteristic of general. While deductive association has an inverse meaning. This association does an associating by taking a conclusion of statements or phenomena which are general become specific.

e. Communicating

On the last activity in teaching and learning process, hopefully the students are able to communicate the works done with their friends in group as well as individually. Having a good competence of communication is very essential for a student, for this kind of competence has the same grade as a competence of knowledge, skill, and experience. To have this, a student can do cooperation with their friends in the case of discussion, sharing, etc. The term "communication" has been derived from the Latin "communis," that means "common". Thus "to communicate" means "to make common" or "to make known", "to share" and includes verbal, non-verbal and electronic means of human interaction (Velentzas & Broni, 2014: 117). The main point two sides communication is happening. A communication aims as a tool to present a result of conceptualization orally,

written, picture, diagram, and graphic as well.

Curriculum 2013

One of the efforts in improving the nation's civilization is ultimately able to adjust to the shifting paradigm of development based on the utilization of the wealth of civilizations, the government; in this case the Ministry of education and culture released a curriculum of 2013. Ministry of Education and Culture (Kemendikbud) in a website *kaltimpost.co.id* cited by Drs. Bambang Sri Wahyono, M. Pd., *Academics and Practitioners Education*, stated that curriculum of 2013 has three advantages better than the School-Based Curriculum (KTSP).

Research Methodology

Design of the study

Since the objectives of this study were to investigate and then describe the realization of English teaching and learning process based on curriculum 2013 in double major class and the problems faced by teacher and students in the process of english teaching and learning process based on curriculum 2013, the writers applied descriptive qualitative design for this study. Bogdan and Taylor (1975) in Moleong (2002: 3) states that qualitative methodology is the procedure of research that produces

Through this curriculum, it is expected to create the Human Resource (HR) civilized; the educated human resources (knowledgeable and skilled) and cultured. In the draft of curriculum development, public testing materials, by the ministry of education and culture, hinted that the desired learning in the curriculum of 2013 is learning that emphasizes personal experience through observation (listening, seeing, reading, and hearing), associating, asking, concluding, and communicating. It added that the desired learning process that is centered on the learner (student centered active learning) with the contextual nature of learning.

descriptive data in the form of words written or spoken of the people and behaviors that can be observed. A descriptive study determines and reports thing. It means that it analyzes everything naturally and the writers have no control over the condition and the situation, and can only measure what already exist. The descriptive method of this study is aimed to explain classify, and analyze the data from some instruments.

Subjects of The Study

The subjects of this study were the teachers who were teaching English in double major class and the tenth grade

students who were studying in English double major class of SMA Negeri 3 Demak.

Roles of The Researcher

In this study, the writers had a role as data collector, data observer, data analyzer, and data reporter. The writers collected the data and then observed it. Next, the writers analyzed the data and reported it in the form of description.

Place of The Study

In this study, the study was conducted in SMA Negeri 3 Demak. This is one of the senior high schools in Demak which is implementing curriculum of 2013. This school is located on Jl. Sultan Trenggono No. 81, Demak, Central Java.

Instrument of The Study

Sugiyono (2008: 222) stated that in qualitative research, the instrument was the writers themselves. The writers should be validated by themselves about their ability in conducting research. To get the data needed, the writers used three instruments: observation, questionnaire, and interview.

1. Observation

There are two types of observation. They are participant observation and non-participant observation (Nworgu: 1991) in Jekayinfa (2007: 2). In participant observation, the researcher is involved in where the research is

taking place. While for non-participant observation, the researcher does not take the part in the place of research. Since the writers did not take the part in teaching and learning process, as the result this study used non-participant observation.

2. Questionnaire

Questionnaire is a technique of collecting data which is done by giving some questions or written statements to the respondents to be answered. Refers to Mahmud (2011: 178-179), questionnaire can be divided into three kinds. They are opened, closed, and semi closed questionnaire. Opened questionnaire is questionnaire in which the researcher does not provide answers, so that the respondents use their own sentences in answering. The other types are closed questionnaire. In this study, respondents are asked to select one of the answers which have been provided by the researcher. While the last is semi opened questionnaire in which the some questions or statements are provided to make the respondents answer and give opinion freely based on the answers choice provided. In this study, the writers preferred using closed questionnaire for the writers wanted the respondents

to answer the questions by choosing one of the choices provided.

3. Interview

Estenberg (2002) in Sugiyono (2012: 319) defines the interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Hence, in this case the writers gave some questions to the respondents who were being interviewed about matters related to the topic of the study. And the respondents were the teachers who were teaching in English double major class and the students who were studying in English double major class on the tenth grade in SMA Negeri 3 Demak. Interview which was used by the writers was structured interview. Structured interview is a method of collecting information through a personal interview which is usually carried out in a structured way (Kothari, 2004, p. 97).

Technique of Collecting Data

In a qualitative research, the main collecting data technique is

Finding and Discussion

Indonesia has implemented curriculum 2013 for three years. In the curriculum 2013, scientific approach is one of

participant observation, deep interview, document analysis, and triangulation (Sugiyono: p. 401). To collect the data, the writers collected the data through observation. In this case, what was going to be observed was the English teaching and learning process based on curriculum 2013 in English double major class. Then an interview was also conducted to know deeper about what problems that the teacher had during the English teaching process in double major class. The one to be interviewed was the teacher. In addition, questionnaire was given directly to students after the observation done to know the problems they faced during the English teaching and learning process.

Technique of Analyzing Data

Since this study applies the descriptive design, then the writers describe the phenomenon since curriculum 2013 is implemented in the English teaching and learning process and the problems emerged in relation with its implementation in the English teaching and learning process.

approaches used in teaching and learning process in the form of scientific method. To success the implementation of scientific approach in teaching and

learning process, the teacher should involve five steps. They are observing, questioning, exploring, associating, and communicating.

From the research findings, the writers found out that the English teaching and learning process did by the teacher was not based on the curriculum 2013. It can be seen from the observation result in X.4. In the first meeting, the teacher did the step of observing. He showed a video about asking and giving advice. After observing, there was no student asking about the video. It means that the questioning step was missed since on the curriculum 2013 after doing the observing step, the next step that should be done is questioning step. Furthermore, the teacher also did not give a question to the students. The next step after observing that was done by the teacher was associating. It can be seen from the activity that the teacher had the students to analyze the video. The students were supposed to find out the sentences which consisted of giving advice expressions stated by the speakers. From the previous sentence, it indicates that collecting information step was also missed. Whereas, before doing the associating step, the teacher should guide the students in exploring their minds by finding out the other

references about the material learning, such as book, article, and interview even doing an experiment. After analyzing the video, the students were asked to create a short dialogue and present it in front of the class. It indicates that teacher did a communicating step. It can be seen from the activity that was supposed to be done by the students in which the students had to make a discussion when creating and then practice the dialogue in front of the class. After doing the steps of scientific approach, the teacher did not do a conclusion or reflection.

In the second observation, the researcher found out that in this meeting the teacher only got to present the dialogue for groups who had not presented the dialogue created on the previous meeting. Afterward, the activity was continued by asking the students about the material learned and making the conclusion of the material. It can be known that in the second meeting the teacher just did a communicating step. Another step was ignored by the teacher.

Another observation was also done in X.1. The writers observed the same teacher. In this class, the teacher did a perception before doing the main activity in the first meeting. It was done by asking the students what they would

say if there was someone asking them an advice. Next, he teacher directly had the students to read the material on their handbook and read it for about 15 minutes. This activity is included into an observing step. Yet, the questioning and exploring steps were missed. It could be seen that after the students read the material, the students were listened to the teacher's explanation. The teacher explained about the expressions of asking and giving advice. He also told the formula of using 'should', 'ought to', and 'had better'. After that, he got the students to do exercises on their worksheet. Doing exercises was included into associating step. And for the communicating step, the teacher discussed the exercises. The students were had to answer the questions on the exercises.

While the observation result on the second meeting in X.1, the writers can describe that the teacher did an observing step. It can be known from the activity of showing a video between two women. In this activity, the students were asked to watch the video. The next step which was done by the teacher was associating. It could be known from the activity that after explaining the material, the teacher had the students to work in a group of 5 to create a short dialogue. Then, the communicating step

was done after the associating. It was concluded from the presentation that was supposed to be done by each group after finishing the group discussion.

From all activities done it can be seen that the teacher took over part on whole teaching and learning process. He still used teacher-centered learning system in the teaching and learning process. He did not give the chance to the students in understanding the material without being explained before. Supposedly, in curriculum of 2013 the teacher is only as facilitator. The actor is the students. The teacher's job is only giving facilities to the students, guiding them and helping them when they get problem. As implementing curriculum of 2013, the teacher should know that students have an essential role in making this success. The teacher cannot ignore their existence since one of the objectives in the implementation of 2013 curriculum is preparing the productive ages to face ASEAN Economic Community (AEC).

Problems were appeared in the process of English teaching and learning in double major class. It could be known from the result of questionnaire and interview conducted and analyzed by the writers. The researcher found that there were some problems faced by students and teacher during English teaching and

learning process based on curriculum of 2013 in double major class. The first is about problem faced by the students. The first problem was in doing the observing step. There were 46 (66.7%) students got difficulty on the activity done during the English teaching and learning process in double major class. It was caused because they did not understand what the native speakers said when watching a video. Sometimes when they were asked to read a handbook they got difficulty because they did not understand what was explained on the book. The reason was they did not understand English. They need explanation from their teacher to get the point of the material.

Moreover, 56.6% students got difficulty on doing exploring step. The students only had a handbook. They do not have another reference. In English teaching and learning process, the teacher never asked them to come to library, do an interview for resources, or even do an experiment. The only resources that they have is hand book and the teacher. Likewise, the students got problem on associating step. Even only 25 or 36.2% students from all the respondents had it, it should be considered. While for the communicating step, 39 (56.5%) students got trouble on it. It could

happen since they did not have a good confidence on their skill. Otherwise, some of them actually did not understand about the material. On having a group discussion only a few of them took a part in it. While the rest only joined the group without having any participation or they are just passengers in the group. Although their teacher already explained the material in detail, some students were still confused. It can be seen from the frequency of the students who got problem on doing individual work in the class. More than fifty percent; 39 students or 56.5% of them wrote checklist on 'NO' column for the individual work question. And the worst problem faced by the students was none of them knew about the concept of scientific approach implementation. Although they knew that their school was applying curriculum of 2013, but they did not know that in this curriculum they were supposed to be active. In this curriculum, students are the doer while teacher is only a facilitator. They should take a part in whole learning process. They should be more attractive in getting information and knowledge more from any activity done.

Instead of the problems faced by the students, the writers also investigated the problems faced by the

teacher in English teaching and learning process based on curriculum of 2013. The teacher had problems on the process of questioning activity and exploring activity. In the questioning activity, he could not make the students motivated to ask question based on the object observed before. He claimed that his students never asked questions in the teaching and learning process since he was sure that his students were afraid of asking. They did not have an enough confidence to ask even actually there were some questions they wanted to deliver. The teacher explained that even he stimulated them by asking whether any question or something which was not understood yet, there was no student asking.. This is supported by the answer from the interview conducted by the researcher that *“yang cukup sulit yaitu pada tahap menanya. Sangat sulit untuk memancing siswa untuk bertanya. Sebenarnya mereka ingin bertanya tetapi takut. Dipancing dengan pertanyaan pun mereka susah untuk menjawab.”* On the other hand, the ministry of education and culture (2013:157) states that Questioning has function to encouraging and inspiring students to actively learn and develop questions. Consequently it is clear that the teacher could not stimulate and

inspire the students to make the questions though effective less.

Another problem was also faced by the teacher in doing exploring activity. It was caused by the limited time that they had. From the interview conducted, the teacher said that *“...Untuk tahap eksplorasi kadang waktunya tidak cukup untuk meminta siswa mencari referensi dari sumber lain.”* Though the teacher had time to teach English in cross interest for 135 minutes, he still felt that it was not enough. Having a lack of time cannot be the reason of missing the step. Supposedly, the teacher should be able to manage the time well since the time is 45 more than compulsory class. Whereas, exploring step is the chance for the students to get information more for what they have observed before. This can acknowledge them about the object.

Conclusion

To success the implementation of scientific approach in teaching and learning process, the teacher should involve five steps. They are observing, questioning, exploring, associating, and communicating.

Based on the observation , the writers found out that the English teaching and learning process did by the teacher was not based on curriculum 2013. The teacher applied teacher-

centered method in delivering the material. There were some failures in performing the teaching and learning based on curriculum 2013. The teacher misses the questioning and exploring steps in the teaching and learning process.

Based on the results of the questionnaire analysis, the writers found

out that the students faced some problems in doing observing activity (66.7%), exploring activity (56.6%), associating (36.2%), and communicating (56.5%). While the teacher faced problems in doing questioning caused by none of the students asked him question related to the material.

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