

# STRATEGIES APPLIED BY ENGLISH TEACHERS TO OVERCOME THE PROBLEMS IN IMPLEMENTING 2013 CURRICULUM AT SMAN 1 LINTAU BUO

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## Abstract

SMA N 1 Lintau Buo has applied 2013 curriculum almost 5 years, but English teachers who teach there still face some problems in implementing it. This study aims to investigate English teachers' problems and their strategies to overcome the problems. This study adopted descriptive qualitative design, and the data were collected through interview of three English teachers at SMAN 1 Lintau Buo. Finding showed that there were some problems faced in implementing 2013 curriculum. They got difficulties in using many types of authentic assessments and the rubrics, the shortage of English duration (2 credit hours) that made students were not ensure to improve their English competences at school, and difference materials between 2013 curriculum and 2006 curriculum (materials for UN especially for twelfth grade). To solve these problems, the teachers had different strategies. They used some of authentic assessments (affective and psychomotor), calculated and managed effective weeks, made lesson plans, *prota* and *prosem* properly in order to all materials can be taught to the students, and completed 2013 curriculum materials in first semester and focused on UN materials in second semester.

**Keywords:** *implementing 2013 curriculum, problems, strategies*

## 1. Introduction

Curriculum is one element that can make a significant contribution for realizing the development of education's quality. Designing new curriculum is one of government's responses toward the educational issues happen in Indonesia. As stated in the Law No.20/ 2003 about National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for implementation learning activities to achieve specific educational goals. In 2013, the Indonesian Ministry of Education and Culture released the Curriculum 2013. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemdikbud, 2013). In the Regulation issued by the Minister of Education and Culture (*Permendikbud*) No. 81a/2013, it is stated that the process learning according to the curriculum 2013 is a process of education provide opportunities for students to be able to develop any pattern learning that occurs inside the two ways interaction between teachers and student, meaning that teachers do not have to always be the more dominant (author translation). To sum up, 2013 curriculum is a curriculum that focuses on 4C (Creative, Communicative and Collaborative, Critical Thinking, and Character Building).

Since the 2013 curriculum was introduced in the mid of 2013, it has already been more than 5 years of this implementation. There are many socialization and trainings which already been conducted throughout teachers training program gradually. But, some of English teacher still faced problems in implementing it. In addition, Endang Darsih

(2014) found that there were three problems faced by the teachers in implementing 2013 curriculum, they were: quite hard to apply authentic assessment, adapting with the learning revolution based on 2013 curriculum, duration of English is very short (only two credit hours). Irma Nur Khasanah (2015) found that (1) the barriers in teaching learning planning were choosing the right method and making the right instrument of authentic assessment, (2) the barriers in teaching learning process based on the lesson plans is using media is not optimal by the teacher, (3) the barrier in learning evaluation is using non-authentic assessment that also gives the biggest emphasis on cognitive domain. It is not same as the mandate of 2013 curriculum in *permendikbud* to use authentic assessment. Then, Ali Syofian (2016) found that some of teachers faced difficulties in applying scientific approach used in English teaching based on the curriculum 2013 especially in questioning and associating phases. And last, M. Zaim (2016) showed that teachers were not able to implement the observing and questioning steps optimally yet. To conclude, there are many problems faced by English teachers in implementing 2013 curriculum from 2013 to 2016 such as difficulties to apply authentic assessment, short duration in teaching and learning English in the classroom, and difficulties to apply scientific approach. Therefore, this study is also interested to investigate any problem faces by English teachers in implementing 2013 curriculum in Tanah Datar Regency especially at SMAN 1 Lintau Buo in 2018. Not only to investigate problems in implementing 2013 curriculum but also to know about strategies applied by English teachers to overcome their problems.

English teachers need some strategies and have different strategies to overcome their problems. It can be from others experiences or they create by their own researches. Brown (2007: 119) defines strategy as a particular method of an approaching a problem or a task, a mode of operation for achieving particular end, or a planned designed for controlling and manipulating certain information. Then, Chamot in Brown (2007: 132) defines strategy as procedures that facilitate the learning task, strategies are more than conscious and goal driven. Furthermore, Chandler in Arnoldo and Nicolas (1986: 2) states that strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of actions and the allocation of resources necessary to carry out these goals. In conclusion, a strategy can be said as planned action or particular method of a task. It can be inform of procedures or application of certain action and important source to reach certain goal. To sum up, strategy helps teachers to reach their goal and to overcome their problems.

Considering the explanation above, this study had investigated three English teachers at SMAN 1 Lintau Buo, Tanah Datar Regency. This school has applied 2013 curriculum almost 5 years. It intends to portray the implementation of 2013 English curriculum. This study was sought to do the following: (1) to find out the problems faced by English teachers in implementing 2013 curriculum, (2) to find out the strategies applied by English teacher to overcome the problems in implementing 2013 curriculum.

## 2. Review of Related Theories

### 2.1 Curriculum

According to Richards (1985: 70) curriculum is an educational program in which it is: (a) the educational purpose of the program (the ends); (b) the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means); (c) some means for assessing whether or not the educational ends have been achieved. In addition, Brown in Endang (2014) defines curriculum as a series of activities that contribute to the growth of consensus among the staff,

faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. Moreover, definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals. To sum up, curriculum is a set of rules that should be done by educators to reach their goals.

## **2.2 2013 Curriculum**

Curriculum of 2013 is competency and character based curriculum. It was born as a response to the various criticisms of School Based Curriculum 2006. The Ministry of Education and Culture in Endang (2014) states that 2013 Curriculum is a means of integrating values systems, knowledge and skills, has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters. To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also observation, inquiry, analysis, reasoning, description, inference, evaluation and creation.

## **2.3 Implementation of 2013 Curriculum**

Implementation is a process of applying ideas or concepts into practices. Oxford Advanced Learner's Dictionary in Irma (2015), implementation is stated that the implementation is put something into effect. In addition, implementation is an attempt to integrate the new concept or idea into practice (Zaim, 2016). Then, Fullan in Zaim (2016) mentions that implementation is a process of putting into practice an idea, program or set of activities new to the people attempting or expected to change. Implementation of any new program or policy involves changes in materials, teaching approaches, and beliefs. Moreover, Print in Zaim (2016) states that implementation is a short-term phenomenon that attempts to integrate the new curriculum into existing practice. To conclude, implementation of 2013 curriculum is a process of applying a set of purpose, content, teaching method and materials into practices to reach educational goals by educators especially for teachers who teach English.

## **2.4 Strategy**

There are several definitions of strategy according experts. Oxford online dictionary defines strategy as a plan of action designed to achieve a long-term or overall aim. Brown (2007:119) defines strategy as a particular method of an approaching a problem or a task, a mode of operation for achieving particular end, or a planned designed for controlling and manipulating certain information. Then, Chamnot in Brown (2007:132) defines strategy as procedures that facilitate the learning task, strategies are more than conscious and goal driven.

Furthermore, Chandler in Arnoldo and Nicolas (1986:2) states that strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of actions and the allocation of resources necessary to carry out these goals.

To conclude, a strategy can be said as planned action or particular method of a task. It can be in form of procedures or application of certain action and important source to reach certain goal. It means that strategy helps someone to overcome his problem and reach his goals.

**3. Method**

The research was descriptive qualitative design because it investigated a phenomenon which is described by Cresswell (1994) as an approach which inquires often makes knowledge claims based primarily on constructivist perspectives. The researcher physically went to the people, setting, site or institution to interview or record in its natural setting. The research was conducted at SMA N 1 Lintau Buo on Saturday, 20 September 2018 because this school has applied the 2013 curriculum since 2013 to now. Three English teachers were chosen as participants of the research. In collecting the data, this research used an interview. The interview format used was open-ended questions which allow the respondents to give totally free answers and then recorded by using a smartphone. The data of interview was then transcribed which is finally analyzed and interpreted.

**4. Finding**

The purpose of this study is to portray the problems faced by English teachers in implementing 2013 curriculum and their strategies to overcome the problems in implementing 2013 curriculum. The following table was the findings of this study:

No	Teachers	Problems	Strategies
1	Teacher A	Short duration in teaching English so that it is hard to improve students' competences in English in classroom	Teacher calculates effective weeks in every semester then manages them into <i>prota</i> , <i>prosem</i> , and lesson plans properly in order to all materials can be taught to the students well. Teacher also gives some tasks (home work) to the students to ensure the students comprehend about the materials at home
2	Teacher B	Difficulty in using authentic assessment especially affective and psychomotor assessments	Teacher only uses <i>observasi</i> techniques and instrument in affective assessment. She does this assessment from she comes to the classroom; she sees the activities of the students during in the classroom, until she leaves the classroom. This assessment not only uses inside classroom but also outside classroom. In psychomotor assessment, she uses <i>praktik</i> (speaking and writing), and <i>portofolio</i>
3	Teacher C	Difficulty about difference materials between 2013 curriculum and 2006 curriculum especially materials for UN for XII	Teacher completes 2013 curriculum materials in first semester and then she focuses on UN materials in second semester

	grade because materials of 2013 are less than 2006 curriculum. In real, all materials in 2006 curriculum are tested in UN	
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#### 4.1 Teachers' Problems

Based on the table above, it could be shown that there were three problems faced by the English teachers in implementing 2013 curriculum at SMAN 1 Lintau Buo. First, teacher "A" who taught English in X grade said that English is only taught by teacher two credit hours in a week. It is hard for the teacher to improve students' competences in classroom.

*"Hmmm, problem that I face in implementation 2013 curriculum is English only has 2 credit hours in a week. It is not enough for us as English teachers to teach English. It is not fair for us because Indonesia and Mathematics subjects have more than 2 hours credit in a week, even though Indonesia, Mathematics, and English are subjects that are tested in UN."*

Second, teacher "B" who taught English in XI grade stated that she had difficulty in using authentic assessment especially to assess affective and psychomotor of the students. There are many types of authentic assessments. In affective assessment, there are four techniques and instruments: *observasi, penilaian diri, teman sejawat, and jurnal*. In psychomotor, there are four techniques and instruments: *praktik, produk, proyek, and portofolio*. The teachers must do those assessments, not only inside classroom but also outside classroom.

*"In 2013 curriculum, there are many types of authentic assessments that must be done by English teachers. I get difficulty to assess students' affective and psychomotor. It is hard to do all kinds of assessments such as assessment from teman sejawat, jurnal, proyek, produk"*

Third, teacher "C" who taught English for XII grade got difficulty about the difference materials between 2013 curriculum and 2006 curriculum especially materials for UN for twelfth grade. English materials in 2013 curriculum are less than 2006 curriculum. Although the government released 2013 curriculum, but in implementing, materials of UN still includes the materials of 2006 curriculum.

*"I am as English teacher for XII grade get problem in implementation 2013 especially about difference materials between 2013 curriculum and 2006 curriculum. Materials of 2013 curriculum are less than 2006 curriculum then in real; materials for UN include all of materials in 2006 curriculum so that I get difficulty to manage materials of both curriculums."*

#### 4.2 Teachers' Strategies

To solve the problems above, the teachers had different strategies for different problems. First, to overcome the shortage time in teaching English, the teacher "A" calculated the effective weeks in every semester then managed them into *prota, prosem, and lesson plans* properly in order to all materials could be taught to the students well. She also gave some tasks (home work) to the students to ensure the students comprehend about the materials at their home.



*“The way to overcome my problem is by calculating effective weeks in every semester, and then managed them into prota, prosem, and lesson plans properly. I also give students homework to improve their English at their home. We ever discuss this problem with the others teachers in Tanah Datar Regency, we have a plan to send a petition to government to add credit hour for English as Indonesia and Mathematics subjects that have more than 2 credit hours in a week.”*

Second, strategy of the teacher “B” to overcome her problem in using authentic assessments in affective and psychomotor assessments, the teacher only used *observasi* techniques and instrument in affective assessment. She did this assessment from she came to the classroom; she saw the activities of the students during in the classroom, until she leaved the classroom. This assessment not only uses inside the classroom but also outside the classroom. In psychomotor assessment, she used *praktik* (speaking and writing), and *portofolio*.

*“Because many types of authentic assessments in 2013 curriculum especially in affective and psychomotor assessments, I use observasi in affective assessment, and I use praktik assessment for speaking and writing, and also portofolio.”*

Third, strategy of teacher “C” to overcome her problem about difference materials between 2013 curriculum and 2006 curriculum especially materials for UN for twelfth grade is the teacher completed 2013 curriculum materials in first semester and then she focused on UN materials in second semester.

*“Strategy that I use to overcome my problem is I complete English materials in 2013 curriculum in first semester, and then I continue to teach English materials in 2006 curriculum in second semester so that students get all of materials that will be tested in UN.”*

## 5. Discussion

Based on the findings above, English teachers still faced problems in implementing 2013 curriculum especially for all English teachers who teach English at SMAN 1 Lintau Buo. Since 2013 curriculum is released by government in 2013, it still causes problem for teachers till now (2018). To conclude, 2013 curriculum should be revised by government based on the problems that still found in the field.

The problems that faced by English teachers at SMAN 1 Lintau Buo includes of shorting time of credit hour of English subject is less than 2 others subjects (Indonesia and Mathematics) that have same capacity as 3 subjects that are tested in UN. Government should open its eye how to solve this problem; at least it gives same credit hour like Indonesia language. Then, for authentic assessment problem, there are so many types of authentic assessment that must be done by teachers. It causes difficulty for them to implement them. At least, government considers again about types of authentic assessments what should be the crucial one to assess. Next, last problem that faced by teachers who teach English for XII grade is materials UN still use materials in 2006 curriculum. It is the biggest mistake of government where it releases 2013 curriculum but in real condition, it still inserts materials of 2006 curriculum in UN. Therefore, as an agent of change of curriculum, government is responsible toward the problems that come up in implementation of 2013 curriculum. As English teachers, they should not blame the government about the problems, but they should be creative teachers to overcome their problems by applying different strategies that help them to reach their goal in teaching

and learning English subject as has been done by English teachers at SMAN 1 Lintau Buo.

## 6. Conclusion

Although SMAN 1 Lintau Buo has applied 2013 curriculum almost 5 years, English teacher still faced some problems in implementing it. Considering of the results of data analysis, some points can be concluded. There are three problems faced by English teachers; using authentic assessments, duration of English is very short (2 credit hours), and catch up UN English materials especially for the twelfth grade. Based on their problems, they have three strategies to overcome their problems; the teacher uses some of authentic assessments in affective and psychomotor assessments that are *observasi*, *praktik* and *portofolio*, the teacher plans her effective weeks, *protas*, *prosem*, and lesson plans in order that all of materials can be taught well, and give some home works to make all materials can be learned by students at their home, the teacher teaches all of materials in twelfth grade in first semester, then she catches up the materials that will be tested in National Examination in the second semester.

It is recommended that the teachers put more efforts on applying the 2013 curriculum in the teaching and learning process. In other words, the teachers have to improve their various teaching, methods, and their creativity and adapt to the advancement of knowledge and technology. As a result, the teaching and learning process will be run well and make the students more motivated in learning English. If the teachers always do the best things in teaching and learning process, the problems that they face in implementing 2013 curriculum seems like a healthy gap because there is no curriculum that can be appropriate for all.

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