

**THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON
AT SMP MUHAMMADIYAH 1 SURAKARTA**



**Submitted as a Partial Fulfillment of Requirements for
Getting Bachelor Degree of Education in English Department**

By:

HENDRIK PURNOMO

A.320120124

**DEPARTMENT OF ENGLISH EDUCATION SCHOOL OF
TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2018

APPROVAL

**THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON
AT SMP MUHAMMADIYAH 1 SURAKARTA**

PUBLICATION ARTICLE

by:

HENDRIK PURNOMO

A.320120124

Approved and to be Examined by the Consultant Team

Consultant



Fitri Kurniawan, M.Res.Ed

NIDN. 0610108503

ACCEPTANCE

THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON AT
SMP MUHAMMADIYAH 1 SURAKARTA

PUBLICATION ARTICLE

by:

HENDRIK PURNOMO

A.320120124

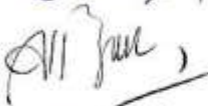
Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on March, 2018

Team of Examiner:

1. Fitri Kurniawan, M.Res.Ed
(Chair Person)

()

2. Aryati Prasetyarini, S.Pd., M.Pd
(Member I)

()

3. Dra. Rini Fatmawati, M.Pd
(Member II)

()

Dekan




Prof. Dr. Hasmantono Prayitno, M.Hum.

MPA 1965042819930300

TESTIMONY

Herewith, I testify that there is no plagiarism in this publication articles. As far as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there are options of masterpiece which have been written or published by others, except those in which the writings are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 26st March, 2018

The researcher



Hendrik Purnomo
A.320120124

THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON AT SMP MUHAMMADIYAH 1 SURAKARTA

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penerapan kurikulum 2013 dalam pelajaran Bahasa Inggris di SMP Muhammadiyah 1 Surakarta dan untuk mengetahui permasalahan (jika ada) penerapan kurikulum 2013 dalam pelajaran Bahasa Inggris di SMP Muhammadiyah 1 Surakarta. Penelitian ini adalah penelitian kualitatif. Subjek penelitian adalah guru SMP Muhammadiyah 1 Surakarta. Objek penelitian adalah implementasi kurikulum 2013 dalam pelajaran Bahasa Inggris di SMP Muhammadiyah 1 Surakarta. Metode pengumpulan data adalah wawancara. Teknik analisis data adalah reduksi data, tampilan data, dan verifikasi. Hasil penelitian menunjukkan bahwa penerapan kurikulum 2013 dalam pelajaran Bahasa Inggris di SMP Muhammadiyah 1 Surakarta menunjukkan bahwa guru menggunakan berbagai metode seperti problem based learning. Procedure nya : pengamatan, menanya, mengasosiasikan, mempraktekkan dan komunikasikan Permasalahan pa' implementasi kurikulum 2013 terdiri dari, 1) Alokasi waktu, 2) Kondisi siswa.

Kata Kunci: Kurikulum 2013, Pelajaran Bahasa Inggris, SMP Muhammadiyah 1 Surakarta

ABSTRACT

The objectives of this study are to find out the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta and to find out the problems (if there any) the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta. The research is qualitative research. The subject of the study is the teachers of SMP Muhammadiyah 1 Surakarta. The object of the study is implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta. The method of collecting data is interview. The technique of analyzing data are data reduction, data display, and verification. The result of the study shows that the teacher used method problem-based learning. The procedure of method problem based learning is observing, questioning, associating, experimenting, and communicating. The problems the implementation of 2013 Curriculum consists of, 1) Time alocation, 2) Student's condition.

Keywords: 2013 Curriculum, English Lesson, SMP Muhammadiyah 1 Surakarta

1. INTRODUCTION

In education, curriculum is the most important thing besides teacher, tools, and the others. Curriculum is used to become the basic concept in education and to be

the indicator of the success of education. Oemar Hamalik (1990: 32) the curriculum is very important tool in order to realize and achieve the goal of school education. In Indonesia has applied many curriculums for education such as: the Curriculum 1968, 1975, 1984, 1994, 2004, 2006. And now, the education world tries to explore the new curriculum 2013. The phenomenon of curriculum change in Indonesia has ups and downs in accordance with the prevailing government policy, but each has their own characteristics even though there is part of it still the same (Putra, 2011: 16). The other researches also said the same thing about 2013 curriculum, where the implementation of it especially on making students more active was not easy. Dyah (2014) that students never got feedback on communicating, the students never did present their work entirely experimenting. From all of the curriculum that exist each has purpose for the development of Indonesian education. Each curriculum appears as the development of previous curriculum, and the last curriculum is 2013 its considered as renew curriculum because its the perfection of all previous curriculum, but still it has problem on the implementation at school for teacher and also students.

It is important to know about the development of curriculum especially the last 2013 curriculum. According to Kurniasih (2013) there are several important things from the change or refinement of the curriculum, such as student activeness, holistic assessment, character education, appropriate competence, good evaluation system. As a perfection of the previous curriculum, it still has a lot of obstacle, such as difficult to arrange the material based on target, hard to make all students to be active because each students have their own capability, making students more active can make the students not focus. Budiono and Suparno (2015: 748) said that teachers sometimes did not give the core teaching materials the continuation of it there will be no base teaching materials that will be reached on lesson plan the material become no purpose. Not all school in Indonesia used 2013 curriculum, then they are back to use KTSP. Through this research hope that people will know how does 2013 curriculum really work, from

how teacher make the teaching planning, from how the teacher do the 2013 curriculum steps in main activity, and from how the teacher make the students more active.

This happens in all levels of education ranging from Elementary School, Junior High School and Senior High School, also exception in SMP Muhammadiyah 1 Surakarta. In the previous curriculum the teacher becomes a benchmark to achieve the highest success score of learning, but with the curriculum of 2013, the learning must be transformed into the demands of creativity and knowledge of a teacher must be high, because today students really need are about (1) resource-locating skills, (2) information skills, (3) thinking & reasoning skills, and (4) communication skills (As'ari, 2014: 3). Currently English language learning in SMP Muhammadiyah 1 Surakarta has implemented the 2013 curriculum to achieve the desired learning objectives. Utaminingsih (2008) in the development of curriculum implementation competence standard refers to graduates Graduate Competency Standards (SKL), the basic and core competencies competency-oriented soft skill. The learning process emphasize the ability of soft skill for all subjects with characteristics of learning: thingking talking meaning. Communication and critical thinking as methods and instruments in learning. Management model based curriculum development of soft skills is expected to improve the quality of basic educaiton. Based on these facts only based on the ability alone (the formulation is directed to the development of the skills of speaking, listening, reading, writing). Developing students skill to be more attractive become the teacher's target on SMP Muhammadiyah 1 Surakarta.

Creativity of a teacher's ability to make learning English better and interesting in accordance with the material to be provided. New things as standard changes to standardization standards, content standards, and standard assessment (Hidayat, 2013: 127). Three things that must be considered for the development of the 2013 curriculum is the determination of competencies to be achieved, the development

of strategies to achieve competence, and evaluation (Mulyasa, 2014: 69). 2013 curriculum focuses on developing the character of students Graduate Competency Standards (SKL) there are at least three important reasons why the 2013 curriculum will not be able to achieve the stated goals. The first course is a curriculum development process that is not preceded by a thorough research. Next is the assumption that with a syllabus made from the center, the teacher will not be bothered to compile himself and the last is the preference of teaching materials as one of the solutions to the success of the curriculum implementation, while it is necessary to achieve the standard of competence graduates (SKL) are more accurate than the curriculum (Muhammad Nuh, 2013: 183). However, the application of the curriculum at SMP Muhammadiyah 1 Surakarta which is the center of the curriculum is similar to the fact that in fact, by teachers in the planning, implementation, assessment This is due to government regulations on process standards and standards often can change.

Based on the description above researcher interested in conducting research with some reasons, The researcher has experienced teaching English in this school when he was at Field Experience Program or in Indonesian, it is called *Program Pengalaman Lapangan (PPL)* the teacher of SMP Muhammadiyah 1 Surakarta has no problem in applying 2013 curriculum especially English teachers. Some of Junior High School still stand with 2013 curriculum and some of them back to KTSP. Making students active with 2013 curriculum considered as a hard thing because the teacher also has time to finish the material that they have to teach. Because of that reasons, the researcher interested in doing the research of 2013 curriculum in this research entitled “ THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON AT SMP MUHAMMADIYAH 1 SURAKARTA”

2. **RESEARCH METHOD**

Type of this research is descriptive qualitative research. The participants of this research English teacher at SMP Muhammadiyah 1 Surakarta. The object in this research is implementation of 2013 curriculum in english lesson at SMP Muhammadiyah 1 Surakarta which include, find out the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta and the problems (if there are any) of the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta. In this study, technique of data collection is interviewing English teacher about implementation 2013 curriculum in English lesson. Method of analyzing data of the research is qualitative research. The steps of this analysis are: reduction of the data, display of the data and verification of the data.

3. **FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the set emerging from the initial coding and the data collected from the research participants. The interview data focused on the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta and the problems (if there are any) the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta.

3.1 Finding

3.1.1 The implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta.

The objective of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta.

There are some objectives that reached by the teacher on teaching learning English by using 2013 Curriculum at SMP Muhammadiyah 1 Surakarta. Based on the interview from the researcher and the teacher there objective that was reached, it can be seen below interview;

Sebetulnya tujuan dari belajar dan pembelajaran dengan berbagai macam kurikulum itu sama, yaitu mengembangkan kemampuan siswa secara akademis untuk bisa digunakan secara praktis di masyarakat. (Appendix 1, Statement 4)

Actually the objective of teaching learning from all curriculum relatively the same that is to improve the student's skill academically and can be used practically in society. (Appendix 1, Statement 4)

Based on the above interview it can be found that the objective of teaching learning 2013 curriculum is suitable with the objective based on Sisdiknas (educational government) rule that is "Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop". But there is also objective that reached by the students, that is about the creative skill and imagination on every teaching learning process. The teacher said that the students able to create great imagination and creative in developing their skill on every lesson, especially english. It can be seen below interview;

Sebetulnya dengan kurikulum 2013 kita bisa membuat semua yang ada di dalamnya lebih kreatif, tidak hanya siswa tetapi juga guru. Siswa dituntut lebih kreatif karena sistem dalam kurikulum 2013 lebih menekankan kepada keaktifan siswa. (Appendix 1, Statement 2)

By using 2013 curriculum it can makes all teacher and student more creative. This is because studets sued to be more active on curriculum 2013. (Appendix 1, Statement 2)

Based on the above interview it can be found that one of the objective of 2013 Curriculum also to make the students to be more creative. The teacher said that there is not only the students but also the techer that must be creative, teacher always tried to make a lot of

improvisation to make students more active and creative. Teacher makes new approach when his teaching learning process not run well.

3.1.2 The material used by the teacher to teaching English 2013 Curriculum.

The material should be appropriate to the competencies because it must be able to increase the student's skill and knowledge in English. Based on the in terview that each skills has different teaching method , the material used by the teacher of course witll enfluence the teaching learning English method and the most important think is that it must be able to develop the students' competence and knowledge. The material should help the students understand the lesson easily. The lesson of the material reflected the decision concerning with the primary goal of the material. Eventhough all material were easy, it still depend on the teacher them selves.

The material used in teaching English consists of two books, first teacher book and student book. For teacher book of SMP Muhammadiyah 1 Surakarta especially for 7 grade, the teacher used "Buku Guru Bahasa Inggris When English Rings the Bell" 2016 revision edition. The book consists of 130 pages and written by Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. While the student book the teacher used "Bahasa Inggris When english Rings a Bell" 2016 revision edition. The book consists of 194 pages, written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah, and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

3.1.3. The implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta.

The implementation of 2013 Curriculum at SMP Muhammadiyah 1 Surakarta on English learning, the teacher only implemented on 7 grade. While for 8 and 9 grade students the teaching learning still used KTSP. The teacher said that;

Kurikulum yang digunakan di sekolah ini kelas 7 sudah menggunakan kurikulum 2013. Tetapi... kalau untuk kelas 8 dan 9 belum menggunakan kurikulum 2013 masih menggunakan kurikulum KTSP. Karena itu nanti penerapannya secara bertahap diharapkan hasilnya akan bagus kedepannya. (Appendix 1, Statement 3)

The curriculum used on this school, only 7 grade that is used 2013 curriculum. While 8 and 9 grade, the teaching learning still used KTSP. It is because the implementation will be step by step and the result will be good for the next. (Appendix 1, Statement 3)

Based on the above interview it can be seen that the implementation of 2013 curriculum only for 7 grade. 7 grade is the beginning of new study, it must be good if the students learn supposed to be active first. So on the next grade they will not shocked and surprised with the teaching learning process. It is good so they learn from 2013 Curriculum first.

While on the English teaching learning process of 2013 Curriculum, the teacher used some of the teaching approach for making the students more active, such as scientific approach, communicative approach and contextual teaching approach. The teacher was able to use scientific approach methods there are: problem-based learning, task-based learning, inquiry-based learning, discovery learning and project-based learning.

It can be seen on below interview;

Dalam penerapannya sendiri sih, guru bisa menggunakan metode problem based learning procedure nya seperti: mengamati, mempertanyakan, menjajaki, mengaitkan, dan berkomunikasi... ada juga pendekatan lain yang digunakan oleh guru, ada yang menggunakan pendekatan komunikatif approach, ada juga guru yang menggunakan pendekatan kontekstual itu sih, kuncinya untuk skill speakingnya. (Appendix 1, Statement 5)

In the implementation the teacher able to implemented of method problem-based learning procedure those are: Observing, Questioning, Associating, Experimenting, and Communication... there are some teaching method that is used by teachers, such as communicative approach, contextual teaching approach, and the point is the teacher targeting the speaking skill. (Appendix 1, Statement 5)

Based on the above interview the teachers used different teaching approach for 2013 Curriculum. The most important thing is the teaching approach for making the students more active, such as scientific approach, communicative approach and contextual teaching approach. The teacher was able method problem-based learning. The procedure those are: observing, questioning, associating, experimenting, and communicating. Each teaching approach of course will be different for each skills. There are 4 skills in English that is common in Junior high school, senior high school or in university, such as reading, writing, speaking, and listening.

The teacher said that;

Yaa... untuk reading proses pembelajaran nya kita suruh membaca lalu kita benarkan pelafalannya, untuk skill writing kita suruh untuk membuat teks narasi, deskriptif dll. Nanti kita benarkan penulisanya lalu untuk skill s peakingnya kita suruh untuk praktek langsung berbicara dengan bahasa Inggris sedangkan untuk skill listening kita dengar kan percakapan saja. (Appendix 2, Statement 7)

For reading we asked students to read then there is correction from teacher, for writing we asked them to make simple narative,

descriptive text and again we make correction if there is mistake. For speaking we asked them to practice orally in English while for listening we play conversation audio and they have to listen to it. (Appendix 2, Statement 7)

The above interview shows that the English teacher uses simple teaching learning, such as read the text then correction, making the text then correction, oral English speaking then correction and listen the short and simple conversation audio. All of the teaching learning method above is simple and suitable for 7 grade students and it is also suitable for 2013 Curriculum to make the students more active.

The conclusion is that the approach and methods the implementation of 2013 Curriculum at SMP Muhammadiyah 1 Surakarta is good and suitable with the purpose of the curriculum. The teacher less in giving the theory and make the students more active in learning process. Less in theory means not giving only practice but give short and clear theory and reach it with practice.

3.1.4. The Problems of (if there are any) Implementation of 2013 Curriculum in English Lesson at SMP Muhammadiyah 1 Surakarta.

Based on the interview with the English teacher, there are problems the implementation of 2013 curriculum at SMP Muhammadiyah 1 Surakarta, it can be seen below.

3.1.4.1 Time allocation

Time allocation means that, teacher needs more time to implementing the 2013 curriculum. It can be seen on below interview;

Saya rasa kebutuhan waktu pelajaran memang tidak bisa singkat, karena ada tuntutan agar siswa lebih aktif jadi perlu waktu yang benar-benar cukup

supaya berjalan dengan baik. (Appendix 2, Statement 11)

I think the time for teaching learning process must not short, to make the teaching learning process run well, it takes more time because we have to make students more active. (Appendix 2, Statement 11)

Based on the above interview it can be seen that the teacher need more time to make the teaching learning using 2013 Curriculum success. Need more time because the teacher have to make the students more active and creative. While at SMP Muhammadiyah 1 Surakarta the time is standard the teacher must have an extra work to fulfill it.

3.1.4.2 Student's condition

The student's condition at SMP Muhammadiyah 1 Surakarta are varies from smart and ordinary students. For smart students, teacher did not have to guide them much but for ordinary students, teacher need extra work to guide them supposed they have the same level with the smart. It can be seen on below interview;

Yaa... biasanya yang paling sering jadi penghalang ya siswa di kelas ngga semua paham bahasa inggris, bahkan ada yang tidak suka bahasa inggris. Nah kalau mau sukses pelajarannya ya semua harus bisa jalan bareng dan sama-sama bisa bahasa inggris. (Appendix 3, Statement 17)

Not all students know English or even some of them did not like English. If i want to make my English lesson success, all students must love English and together they can learn English. (Appendix 3, Statement 17)

Based on the above interview it can be seen that the students at SMP Muhammadiyah 1 Surakarta the students are variety attitude responsible, sometimes teacher has difficulties to make all students can reach the goal of teaching learning process.

3.2 3.2. Discussion

Based on the above analysis related to the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta there are found that the objective of 2013 Curriculum are suitable with the objective based on Sisdiknas (educational government) rule that is “Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop” and “ increasing the student’s creative skill”. Teacher always tried to make a lot of improvisation to make students more active and creative. Teacher makes new approach when his teaching learning process not run well.

The material used in teaching English consists of two books, first teacher book and student book. For teacher book of SMP Muhammadiyah 1 Surakarta especially for 7 grade, the teacher used “Buku Guru Bahasa Inggris When English Rings the Bell” 2016 revision edition. While the student book the teacher used “Bahasa Inggris When english Rings a Bell” 2016 revision edition. The book consists of 194 pages, written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah, and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

The implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta showed that the teacher used problem-based learning. The procedure of method problem based learning is observing, questioning, associating, experimenting, and communicating. Each teaching method of course will be different for each skills, all of the teaching learning method above is simple and suitable for students and it is also suitable for

2013 Curriculum to make the students more active. In SMP Muhammadiyah 1 Surakarta the 2013 Curriculum can be implemented good.

The problems the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta consists of, 1) Time allocation, where the teacher at SMP Muhammadiyah 1 Surakarta need more time to make the teaching learning using 2013 Curriculum success. Need more time because the teacher have to make the students more active and creative. 2) Student's condition, where the students at SMP Muhammadiyah 1 Surakarta the students are vary and sometimes teacher has difficulties to make all students can reach the goal of teaching learning process.

There are relevance between this research and previous, the research did by Dyah (2014), she showed that students never got feedback on communicating, the students never did present their work entirely experimenting. While this research showed that method problem based learning all five procedures of the implementation 2013 Curriculum runs well, because the teacheris also supported by the education equipment on teaching learning process. Hence, both is not relevance on the 2013 Curriculum implementation and it can be seen that at SMP Muhammadiyah 1 Surakarta, the school it self has prepared everything to face the 2013 Curriculum.

4. **Conclusion**

From the previous analysis, the researcher draws the following conclusions. These conclusions answer the problem statements of this research. The implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta showed that there are some teaching method that is used by teachersare improve the student's skill academically and create great imagination and creative in developing students' skill on every lesson, especially English. The problems implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta consists of time allocation and student's

condition. Based on the above result it can be said that: It can be implemented on Junior High School, but the teacher must be professional, As a teacher they have to realize that any kind of curriculum have good purpose for students, The teacher must be good in managing their time in selecting good material and teaching method and must be balancing because there is nothing perfect

REFERENCES

- As'ari, Abdur Rahman. (2014). *Ideas for developing cricital thinking at primary school level*. Islamic University of Muhammadiyah Makasar
- Rahmawati, Dyah, Arum. (2014). "A Descriptive Study of The Implementation of Curriculum 2013 in Teaching Reading At The Tenth Year Students of SMA N 1 Sukodono in Academic Year of 2013/2014". Surakarta: Institut Agama Islam Negeri (IAIN)
- Kurniasih. (2014). *Sukses Mengimplementasikan Kurikulum 2013*. Jakarta: kata pena
- Shobirin, Ma'as.(2016). *Konsep Dasar dan Implementasi Kurikulum 2013 di Sekolah Dasar*. Yogyakarta: Dee published
- Nuh, Muhammad. (2013). *Peran, Fungsi dan Problematika Kurikulum 2013*. Jakarta: Kementrian Pendidikan Republik Indonesia
- Utaminingsih, Sri. (2008). "Management of Primary Education Curriculum Development Based on Soft Skill". Published Research Kudus: Universitas Muria Kudus
- Budiono and Suparno. (2015). *Analisis Kesesuaian RPP SMP Unggulan di Pasuruan Dengan Kurikulum 2013*. Surabaya:Pendidikan Biol FMI toPA, Universitas Negeri Surabaya
- Hamalik, Oemar. (1990). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara. Hal
- . (2002). *Metodologi Penelitian Kualitatif*. Bandung: PT. remaja Rosdakarya