

A Study of Teachers' Perception on English Curriculum for Vocational High School in Surabaya

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris SMK di Surabaya. Tujuan penelitian ini untuk menjelaskan persepsi guru bahasa Inggris terhadap K13, termasuk hambatan yang dihadapi ketika mengimplementasikannya di kelas. Penelitian ini adalah penelitian yang menggunakan metode deskriptif kualitatif, dengan guru bahasa Inggris SMK sebagai peserta penelitian. Data didapatkan dengan cara membagikan kuisioner. Hasil penelitian menunjukkan bahwa K13 bagus dalam mengembangkan aspek afektif, pengetahuan dan kemampuan siswa, sayangnya, ada beberapa hal yang di keluhkan oleh guru. Pertama, kompetensi dan materi pembelajaran terlalu umum, pembelajaran di SMK membutuhkan pembelajaran yang memasukkan bahasa Inggris spesifik yang sesuai dengan jurusan. Kedua, penilaian K13 terlalu rumit. Ketiga, guru menyatakan pengajaran membutuhkan waktu lebih dari sekedar dua jam tatap muka per minggu, dari yang awalnya empat jam per minggu.

Kata Kunci: Kurikulum, SMK, Persepsi

Abstract

This study investigates the perception of English teachers in Surabaya towards the implementation of K13 in vocational high school. The objective of this study is to describe the perception of *SMK* English teachers towards K13 curriculum, including the obstacles they face when they implement it in the classroom language teaching. This study is a descriptive qualitative study, with *SMK* English teachers as the participants. The data were obtained by administering questionnaire. The findings showed that K13 is good to develop students' affective competence, however, there are things which are complained by teachers. First, learning material and competencies are too general, it needs to include specific English related to the major of study. Second, the assessment is too complicated. Third, they demand more learning hours, since learning hour is decreased from four learning hours per week into two learning hours per week.

Keywords: Curriculum, SMK, Perception

INTRODUCTION

The development of the society demands human resource to develop to face the change. Curriculum, as a

device to prepare human resource, need to be developed. Primrose and Alexander (2013) stated that national curriculum is developed based on the need of national economy, society needs, and futures challenges and

aspiration of the nation. Indonesian curriculum has revised several times. Curriculum is a set of decree that regulates the teaching and learning directed to reach educational objectives (Hamalik, 1994). Richards (2001) described curriculum as an overall planning for teaching and learning which directed to reach educational aim. According to Taba (1962) there are three approaches in designing a curriculum: Child-centered, society-centered and subject-centered. Thus, there are tendencies on which approach is emphasized based on some factors: the contents, the needs of the society and the needs of the learner, which are influenced by what schools are pursuing or what the students need to attain in the end of their study (Taba, 1962).

As a vital aspect of education which holds an important role to develop human resources, as well as to answer global challenge, curriculum is revised to suit the demand. Bishop (1985), APPEID (1977) and Primrose and Alexander (2013) stated the curriculum needs to be developed to meet the requirements from the society, economy, politics, technology and future challenges. Today, 2013 curriculum is implemented. *Paparan Wamendikbud* (2014) stated several factors that increase the need to update the curriculum: the future challenge, competencies challenge, and learning process. Besides, this curriculum is to decrease the number of juvenile delinquency exist nowadays in this country. The main purpose of K13 development is to prepare a religious, creative, innovative, productive and affective, and able to contribute in social life human resource (Permendikbud no.68, 2014).

K13 demands learning process to implement scientific approach (SA). SA is a learning activity which involve observing, questioning, experimenting, associating, and networking stages. In networking stages, students are asked to creates oral or written text, and communicate it through the class. Further, the process of learning should make student participate actively in any classroom activities. Teachers, however, only guide the students in the learning process.

However, ministry of education released revised version of K13. It brought several changes. The assessment of spiritual and social manner is only on religion and civics. Scientific approach is now not a single approach used in the classroom. Teacher may use other approach suitable with them. Some new things are

put in 2013 curriculum revised edition. 2013 curriculum lesson plan now should consist of character building (*penguatan pendidikan karakter/PPK*), literacy, 4Cs and high order thinking skills (HOTS). PPK aims to strengthen students' religion, independency, nationalism, mutual cooperation and integrity. Literacy is now not only mean reading and writing. Government describes it as a broad aspect which also covers library literacy, media literacy, technology literacy and visual literacy.

Indonesia educational system diversifies curriculum based on the competencies that needs to be attained by the students. The diversification, based on *UU* no. 20/2003 section 36, is based on three categories: educational unit, regional potency and the students. Vocational high school is an educational unit in secondary level with Senior High School (*SMA*). *SMA* is held to prepare students to continue further study in university level, meanwhile *SMK* is held to prepare students for work. Depdiknas (1999) described the aim of *SMK* is for (i) registering jobs and improving their professional attitudes; (ii) choosing a career, competing and improving themselves; (iii) being middle-level workers for complying industrial needs nowadays and future; and (iv) being productive, adaptive and creative people.

SMK, which its purpose is to prepare ready to work human resources should have different curriculum with *SMA*. English as a subject being taught at *SMK* should also support students' professionalism. Students should be prepared with adequate language ability to be able to compete in the working field. Moreover, the starting of global community such as AEC, will raise the demand of skillful workers, as stated by Shippers and Patriana (1994) that working field needs skilled and managerial workers to be involved. AEC is an open market for ASEAN country not only for goods, but also for human resources (BBC, 2014). It is accommodating *SMK* graduates to work outside the country. Considering global community, the urgency of mastering English for the graduates as a means of communication to support their specialties significantly increases.

In English, there are gaps from one group to another in giving meaning of certain utterances (Louw-Potgieter & Giles, 1987). Seeing this phenomenon, the urgency to conduct class which based on the objectives of the learner

arise. The idea is, to make teaching-learning effective is by knowing specifically what students' need and giving them relevant context of study (Hutchinson & Waters, 1987). Thus, the idea of ESP (English for Specific Purposes) approach raised. In ESP, decisions of the syllabus, materials, techniques, test, administrative and course evaluation should be based on students' objectives. Richard (2001) stated that most used way to do so is by giving the students with authentic material appropriate with the context they would likely to meet in their real live.

Material designer is demanded to know exactly the objectives of the class. However, Hutchinson & Waters (1987) stated that the best material designer for ESP class is the teacher itself, since, teacher is the one who involved directly to the students in the classroom and able to do continuous need analysis during the class.

To make a coherent material for the students, teacher needs to make a framework of material development. Hutchinson & Waters (1987) stated four principles to make material development framework. First, there should be input for the students. It can be in a form of paragraph, dialogue, audio files, or audio video depending on the needs and facilities available, the fancy the facilities, the more a material designer can vary the input. Second, language focus. A good material should give opportunity for the students to analyze and synthesis the language itself. Third, content focus. A meaningful language learning makes the students received valuable information while they learn the language. Students need not only learning the language but also on the context they are used.

A material designer should put attention that a good material should give opportunity for the students to analyze and synthesis the language itself. Students have to be able to do so, say, to find the pattern of a sentences, so in further steps they can make their sentences using the pattern they found. Though the main point of learning language is to master the language itself, a combination between good language focus and good content focus is priceless. A meaningful language learning makes the students received valuable information while they learn the language.

However, a study by Yuana (2013), and Nuraeningsih and Kartika (2014) shows that *SMK* students are not satisfied with English learning they have. Yuana (2013), on her study, interviewed accounting students on what are they learning in language class. She found out that the students were learning General English, with no exposes on the specific language related

to their field of study. These practices led them to be unable to use proper language. The inability, based on a study by Nuraeningsih and Kartika (2014) made them unable to use machines' manual book or to communicate with foreigners who assembles the machines.

Based on the background of the study, the researcher formulated the research question as: "What perception do English teachers' of *SMK* have towards K13 curriculum? The aim of this study is to describe the perception of *SMK* English teachers towards K13 curriculum, including the obstacles they face when they implement it in the classroom language teaching.

Knowing teachers' perception is important to identify the obstacles they faced to find the solution. A previous study about the perception of English teachers in Syria was able to reveal several problems faced by teachers there. The problems were teacher's limited time for teaching CLT materials, insufficient funding, students' low English proficiency, teachers' lack of training in CLT, large classes, lack of support from colleagues and administrators, a focus on rote memorization in teaching and learning, students' resistance to a learner-centered classroom, students' lack of motivation for developing communicative competence, and students' resistance to class participation (Altaieb, 2013).

RESEARCH METHODOLOGY

Based on the research question, the researcher chose descriptive qualitative method to describe and interpret teachers' opinion about the implementation of 2013 in *SMK*. Ary et. al. (2010). The data of this study were obtained by administering questionnaire to all English teachers of vocational high school in Surabaya. In this study, the researcher used content validity, which means the questions in the questionnaire represents every element related to the research question. The researcher asked them the advantages, disadvantages, the obstacles related to K13 for vocational school, and the appropriateness of the concept to be implemented in *SMK*. In collecting the data, the researcher administered questionnaire to English teachers of state *SMK* in Surabaya. Sorensen (2010), stated that questionnaire is a part of research scale to measure attitude, value, opinion, and other characteristics.

In analyzing the data, firstly, the researcher digitalized teachers' answer in the questionnaire by making a digital copy in the computer. Secondly, the data were sorted and selected the needed answer regarding the provided question. In sorting the data, the researcher coded the result as learning model, teaching material and competencies, assessment, and administration. Each aspect contains the advantages and disadvantages of the new implemented curriculum. Thirdly, the researcher reported the sentences descriptively by describing one by one in detail supported with answers of the teachers which are quoted from the appendix.

RESULT AND DISCUSSION

The Result of Study

Teachers' opinion towards 2013 curriculum were classified into four aspects, they are learning model, teaching material and competencies, assessment, and administration.

K13 learning model becomes one aspect which got the most comments from the respondents among other aspects. There are seven different arguments that are given toward the learning model. Some respondents stated the good thing about the implementation of K13 is that its new approach implemented: scientific approach. By the implementation of scientific approach, learning processes are now focused on the activity of the students. Nasution (2013) stated that SA is an approach which focus on the students, or so called as student centered approach. By implementing this approach, some respondent stated, students participate actively in any activities and they have freedom to express their feeling and ideas towards the learning activities. Manchekar (2015) stated, SA is a technique to investigate knowledge by relating it to the primer knowledge.

Some respondents argue that the implementation of SA gives positive influence towards the students. Students are demanded to think creative and innovative, and to be honest and competitive. Other respondents added that SA trigger students to explore learning material. According to Wieman (2007), SA adopts scientific method in educational context. Further, he added that SA helps students to think and to do as a

scientist do. It nurtures students to own scientific understanding and problem solving mastery toward the problem they face in learning process.

Other respondents also stated that SA demands students to cooperate with their friends in solving the problems. Hutchinson and Waters (1987) stated that to make language learning meaningful it needs to consider students' emotional experience. Teachers should raise positive emotional feeling of the students'.

Another respondent stated that in K13, the role of teachers is not to lead the class anymore rather than only to facilitate the students to learn and to monitor students' developments. Harmer (1989) mentioned eight roles of a teachers. Teachers should be able to perform and switch between roles depending on class situation and target situation. The flexibility of switching roles will help them to conduct different stages of learning. However, the researcher found no respondent mentioned other approach besides SA applied although K13 revised edition stated that in the implementation of the curriculum does not have to implement SA. K13 does not use single approach anymore. Teachers may choose an approach which is suitable with their teaching purpose, materials, and students.

No.	TEACHERS' ARGUMENTS	TOTAL
1.	K13 uses students centered approach, which learning activity is focused on the students.	6
2.	By the implementation of SA, students are demanded to be active, creative, and innovative in the learning process to solve problems in the teaching-learning.	19
3.	Students are given chance to deliver their ideas towards what they are learning in the classroom.	1
4.	By the implementation of SA, students are learning to cooperate, being honest, and being competitive.	3
5.	By the implementation of SA, students are triggered to explore learning material.	2
6.	SA which adopt natural learning behavior is good since learning feels natural.	1
7.	Teachers now act as facilitator and	4

observer to monitor students' developments.

Table 1. Teachers' arguments toward learning model in 2013 curriculum.

The second aspect is about teaching material and competencies. Two respondents stated that K13 demands students to read various text. The purpose of it is to develop students' knowledge. According to Hutchinson & Waters (1987), text, video, or any other resources shown to the students is used as an input for them. The function is, to give them example of an appropriate use of the language. Even the curriculum demands students to read various texts, six teachers stated that there are not many provided learning material. They added, students have to find reading material by their own. In giving reading material to the students, Hutchinson & Waters (1987) stated that the best material designer is the teacher themselves. Teacher knows best what their students need in their learning. The most important thing in choosing learning materials are they are able to be analyzed and synthesized (Hutchinson & Waters, 1987). Richards (2001) stated that learning material must accommodate learning need, interest, and demands of learning the language. Twenty-two respondents admitted that the same learning material given for *SMK* and *SMA* lead to ineffectiveness. Students of *SMK* have to learn various text which maybe having no relation to the major they took. Murcia (2001) stated a good learning material should consider about subject matter, vocabularies and structures, exercises, illustration, and appearances. Krashen (1983) mentioned two qualifications of a good learning material: appropriate of complexity, and interesting.

One respondent stated that some students are having no idea about the text being discussed. Hutchinson & Waters (1987) stated that in learning the language, it is not just a matter of the language components itself, students also use their primer knowledge to process the information they gather from the learning process. The purpose of this cognitive processes is to gather meaning from the information served to them.

One respondent mentioned that K13 focuses on developing students' affective and knowledge competencies while putting less attention on the development on students' skill competencies. It is inline with the regulation which stated in the attachment of

Permendikbud no. 21 (2016), that k13 develops holistic students' competencies. It develops students' spiritual manner, social manner, knowledge, and skills. The development of each competencies is based on students' psychology development, context of study, relation, unit of study function, and society (The attachment of *Permendikbud* no. 20, 2016)

No.	TEACHERS' ARGUMENTS	TOTAL
1.	K13 provides variety of texts which develops students' knowledge	2
2.	Lack of provided learning material.	6
3.	Too many things to be learnt, meanwhile, time allocation is very limited	6
4.	Ineffective learning material since it is the same material as SMA has.	22
5.	For some text, students are having no idea on the text about.	1
6.	Focusing on affective and knowledge, while skills are lack of priority.	1

Table 2. Teachers' arguments toward teaching material and competencies in 2013 curriculum.

The third aspect is about the assessment in K13. Seven respondents stated that k13 is not only assessing knowledge and skill competencies, but also affective competencies. Bloom (1956) stated that human learning behavior is into three competencies: affective, knowledge, and skill competencies. Thus, it is important to assess all of the competencies, as assessment is measuring someone's degree based on their quality (Mousavi, 2009). One respondent stated that k13 assess students in detail in each KD. Assessment, is an ongoing process to measure students' competencies whenever students participates in classroom activity (Brown & Abeywickrama, 2010). Therefore, it is important that teachers assess students continuously, whether it is accidental or supplementary.

One respondent stated that the assessment applied is too theoretical. Further, another respondent stated that it is too many and too complicated. Unfortunately, there is no further explanation in what way the assessment is too theoretical, too many, and too complicated. Bachman (2004) stated that there are many techniques in assessing students' performance. It can be through observation,

multiple choices test, essays, portfolio, questionnaires, oral interviews, self-reflection, and observation. However, there is no specific technique which is better than the others. Each technique is appropriate for testing certain skill or language area.

One respondent stated that teachers have to share their time between preparing to teach or preparing to assess. He added, most teachers focused more on preparing to assess rather than to teach. Measuring students' performance is essential to know how well students understand the learning (Hattie, 2007). By knowing the students' understanding, teachers can decide further treatment for them.

No.	TEACHERS' ARGUMENTS	TOTAL
1.	Assessment in K13 is not only assessing knowledge and skills competencies, but also affective competency.	7
2.	K13 assess students in detail in each KD.	1
3.	Assessment applied is too theoretical.	1
4.	Assessment applied is too many and too complicated.	8
5.	Teachers have to spare their attention between preparing their teaching and assessing the students.	1

Table 3. Teachers' arguments toward assessment in 2013 curriculum.

The fourth is about the administrative task. Twelve respondents stated that their school is not ready yet to implement k13 due to the limited facilities provided. Some teachers argue that their school does not have LCD projector meanwhile some KDs require teachers to use it. Some others complain that their schools were not provided with adequate language laboratory. The teachers thought that language laboratory is essential to support the students to prepare themselves to face listening test in national exam. Richards (2001) stated that equipment and facilities in conducting teaching-learning contribute to its success. Other opinions were stated by two respondents who stated that teachers are responsible to make various teaching instruments and administration report. They stated that it takes their attention a lot. To make teachers' working-time

effective, it is better if they have staffs to take care of administrative work, such as typing, time-tabling, duplicating, and other administration work Richards (2001).

No.	TEACHERS' ARGUMENTS	TOTAL
1.	There is not enough time, since the decrease of learning hours from four hours per week into two hours per week.	17
2.	Facilities provided is not enough. For example, there is no LCD projector, and language laboratory.	12
3.	There are too many teaching instrument and administration report to be made.	2
4.	Not all teachers are informed with the updates the new curriculum revision	1

Table 4. Teachers' arguments toward administrative task in 2013 curriculum.

CONCLUSION AND SUGESTION

Related to the findings, teachers' perception is classified into four aspects. They are learning model, teaching material and competencies, assessment, and administration.

Related to learning models, teachers give some arguments on the learning models in K13. Most teachers know only SA as the only one applied in K13. They stated that SA which is brought by K13 is a good thing. By implementing SA in the teaching of English, there are a lot of improvements from the students, for example, students now are more active, independent, and curious learners. Further, they stated that teachers are not the center of activities anymore. It is the students. Teachers' role is to facilitate the learning and to monitor students' progress. However, related to learning model on K13, there were no statements from the teachers that show the application of other learning models besides SA although K13 revised edition allow teachers to use other learning model beside SA. It proves that the teachers do not actually know the updates of the policy related to K13.

Second, teachers also give their perception on the teaching material and competencies of K13. According to the teachers, K13 is good since it demands students to read various text. However, some teachers stated that there is no enough learning material provided, students have to find their own text as learning material. Further, almost half of the teachers claims that the teaching of English in SMK is ineffective. It does not accommodate the need of the students' in learning English. It is caused by the English learnt in SMK is general English, the same English learnt by students of SMA. The teachers stated that it is better to give teaching material which is related to the students' field of study.

Third, related to the assessment in K13, teachers have positive and negative arguments. The assessment is good since it assesses students in all KDs and it assesses students' affective competency, not only knowledge and skill competencies. However, they stated that it is too complicated. This kind of assessment has taken away their teaching preparation time.

The last aspect is about administrative tasks. Many teachers stated that two learning hours per week is not enough. They demand more provided learning hour to teach English. There are also teachers who stated that the school where they teach does not provide enough facilities to help them teaching English. For example, a teacher stated that there is no LCD projector to help them teaching. Meanwhile, another stated that the language laboratory is not enough. There are also teachers which complain that K13 demands them to make many teaching instruments and administration as a teaching report. They stated that it consumes most of their time, takes most of their attention to non-teaching preparation. Moreover, there is a teacher who revealed that not all teachers are informed with the update of the curriculum. It is in line with the other finding that there is no teacher mentioning other learning method except SA.

Based on the conclusion, there are several things that need to be considered by teachers and the policy maker or ministry of education. For the teachers, it is very important to be active to participate in any socialization and training related to the implementation of K13. They have to be able to manage their time well: to prepare teaching and assessing. For ministry of education, the findings of this study can be used as a consideration in making better policies.

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