ENGLISH TEACHERS' TEACHING APPROACHES IN APPLYING THE 2013 CURRICULUM. A CASE STUDY AT SMAN 1 MATARAM.

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ABSTRACT

The study aimed to find out the teaching approaches and learning methods used by English teachers in implementing the 2013 curriculum, and teachers' perception about teaching-learning process by applying the 2013 curriculum. The study investigated teachers' understanding of the requirements of applying the 2013 curriculum. The data was collected from three English teachers who teach in ten[th] and eleven[th] grade at SMAN 1 Mataram. In gathered the data, this study used observation of teaching-learning process in the classroom, and interview the English teacher. The result of this study show that there were two teaching approaches used by English teachers in applying the 2013 curriculum, those were Contextual Teaching & Learning (CTL) Approach and Scientific Approach; The Learning methods used by English teacher were Project-Based Learning, Problem-Based Learning, and Discovery Learning. Teachers emphasized on students-centered learning; Teachers' Perception about teaching-learning process by applying the 2013 curriculum was almost the same, teachers said that the 2013 curriculum was good for teaching-learning process but the evaluation was felt difficult by the teachers and the students. The study also reveals that a great number of requirements of the 2013 curriculum have applied in the teaching-learning processes.

Keywords : *Teachers' Teaching approaches, The 2013 Curriculum.*

1. Introductions

Education is a learning process/ activity that consciously or unconsciously influence learners' ability and learners' knowledge, and help students to increase learners' quality. The most important point in increasing learners' competence is preparing the learning tools and improving their ability from time to time in order to create better output. In this case, better output means the quality or competence of the learners is better after following a teaching and learning process. Teaching and learning process should be designed based on the curriculum in order to achieve the national education goals. National education goals have been set for all Indonesian students, from Sabang to Marauke. As mentioned in the opening of the constitution of the Republic of Indonesia "*Educating the live of a nation*" (Indonesian opening constitution, 1945). In the field of education, learners are expected to achieve the objectives of the study through the teaching-learning process. Good education also leads students to have the same level of knowledge and skills in order to compete in national or international level. Certainly, in order to have a good education the government has to increase the quality of education itself. The quality of education could be achieving by developing learning tools.

One of the learning tools that we should concern with is curriculum, because it is used to guide all of the learning process in a country. The recent 2013 curriculum has been introduce to change the process of learning, i.e. from teacher-centered to student-centered, in order to make students more active in the teaching-learning process in the classroom.

Based on the results of research by Gunawan (2017) that numbers of Indonesians' teachers do not fully understand about the application of the 2013 curriculum. Its result also happen to several English teachers in Mataram city, although the 2013 curriculum has applied in the school and English teachers has trained. Confusion of facing curriculum change particularly the uses of scientific approach still occurs in several English teachers in Mataram city. This study is

conduct to investigate teachers' teaching approaches in applying the requirements of the 2013 curriculum in SMAN 1 Mataram.

Research Questions

Based on the background above, this research is focused on the following three problems as follows:

1. What kind of teaching approaches used by English teachers in applying the 2013 curriculum?
2. What kind of learning methods used by English teachers in applying the 2013 curriculum?
3. What is teachers' perception about teaching-learning process by applying the 2013 curriculum?

Objectives of the Study

Based on the research questions above, there are also three objectives of this research, those are:

1. To find out English teachers' teaching approaches in applying the 2013 curriculum at SMAN 1 Mataram.
2. To find out learning method used by English teacher in applying the 2013 curriculum.
3. To reveal out English teachers' perception about teaching and learning process by applying the 2013 curriculum.

2. Review of Related Literature

Curriculum is a term that has two meanings: firstly, curriculum could be a subject for students of education faculty that include the term of syllabus and lesson plan development (Prihantoro, 2015). Secondly, curriculum could be a learning tool as mentioned in Indonesian law number 20 year 2003 curriculum is a set of plans and arrangements regarding the objectives, content, and lesson materials and ways used as

guidelines for the implementation of learning activities to achieve certain educational goals (Chapter 1 section 19: 4).

In the same way, Nugraheni (2015) defines curriculum as a set of plans and arrangements concerning the purpose, content and learning materials and the usage as a guide for learning activities to achieves specific educational goals.

According to Fauzi (2014) curriculum is a plan to get an out-come that expected from the learning process. The plan arranged structurally for each field, so that it gives a compass and instructions to develop the strategies of learning. A curriculum therefore is a learning program specifically designed and systematically arranged for the benefits of a group of students. It has given to the schools to achieve the goal of education.

Based on the three definitions above, it can be concluded that curriculum is a plan that has some components with the certain goals of education related to the national education purpose. Curriculum includes the objective of the study, leaning material, content, and the guidance of applying curriculum in the teaching-learning process where the teacher can develop a syllabus and lesson plan.

Roles of curriculum

As a learning tool that has been planned systematically, curriculum executes important role to students' education. In this case, Hamalik (2007:38) asserts that there are three roles of curriculum analyzed in the society: (1) The conservative role, one of the curriculums responsible is to transmit and interpret social heritage from the older to younger generation. (2) The critical/ evaluative role, culture constantly changes school not only inherits the existing culture, but also assesses and selects the various elements of culture that will inherit. (3) The creative role, curriculum plays a role in performing various creative and constructive activities. It means that creating and composing a new thing in accordance with the needs of society in the present and the future.

Functions of curriculum

1. *The Adjustment Function*. As a part of the society, individuals must be able to adapt themselves to the environment because environment constantly changes and it is dynamic in nature. The adjustment function of curriculum implies that, as an educational tool should be able to direct students to have a well adjusted.

2. *The Integrating Function* implies that the curriculum as an educational tool must be capable of producing intact personalities. Students are essentially members and an integral part of society. Therefore, students must have the personality needed to be able to live and integrate with their society.

3. *The Differentiating Function* implies that the curriculum as an educational tool must be able to provide services to individual student differences. Each student has a difference, both from the physical and psychological aspects that must be respect and serve well.

4. *The Preparatory Function*, curriculum as an educational tool have to prepare the learners to be able to continue the study to the next level of education and also expected to prepare students to be able to live in the society.

5. *The Selective Function,* As an educational tool, curriculum is responsible at equipping students' opportunities in choose learning programs that suit students' abilities and interest. To develop those various abilities, the curriculum should arrange widely and flexible based on students' needs.

6. *The Diagnostic Function* implies that the curriculum as an educational tool should be able to help and direct students to understand and optimize the strength (potential) they have, accept the weaknesses in order to make them suitable in teaching and learning process.

Components of Curriculum

1. Objectives component

   According to Nana Syaodih (2002:24), curriculum objective based on two things, the first one based on the development, need, demanding, and social

condition. Then, the second is curriculum objective should refer to the achievement of the national educational objective.

2. Content component

Curriculum is a general outline of education, which consists of general guide to the teacher to teach student in the classroom. The content of curriculum is a subject matter that consists of the topics in the subject matters to learn by the students in the teaching and learning process (Sudjana, 1991:64).

3. Method/ strategies component

The next component of curriculum is method, which has important role in the implementation of curriculum in the real situation of teaching-learning process. Without a method or approach, the subject matter cannot convey well (Sudjana, 1991:65).

4. Evaluation component

Evaluation component is important to evaluate teaching and learning process, whether, the learning process has been achieved the goal of the study. Nana Syaodah (2002:24) states that "evaluation aimed to assess the implementation of teaching and learning activities as a whole and each activity will provide feedback, as well as the achievement of the learning objectives and the implementation of the process teaching and learning.

Characteristics of the 2013 Curriculum

Furthermore, the government explained in regulation of Indonesian Education and Culture Ministry Number 81A year 2003 about Curriculum implementation in Gunawan (2017). The characteristics of the 2013 curriculum are: (1) Competence is expressed in the form of core competencies that are detailed further in the subjects' basic competencies: (2) The balance of spiritual and social attitudes, knowledge, and skills, and to apply those terms during various situation in schools and communities: (3) The life-based learning: (4) Scientific approach: (5) Learners produce work

through project-based learning: (6) Mastery learning: (7) Student-centered learning: (8) Authentic assessment: (9) T he teacher as facilitator.

Teaching Approach

Contextual Teaching and Learning (CTL) Approach

Contextual approach or contextual teaching (CTL) is a learning concept that helps teachers to relate the material have been thought with students' real life situations and encourages students to make connections between their knowledge and the implementation in their lives as family members and society (Nina, 2014).

There are five stages to do to create meaningful learning in CTL approach: a) connecting: b) experiencing: c) implementing: d) collaborating: e) transferring.

Constructivism Approach

According to Nina (2014) Constructivism approach is an approach in learning that emphasizes the level of creativity of students in transferring new ideas that can be needed for students' self-development based on knowledge.

The constructivism approach is very important in improving and developing the knowledge of the students in the form of basic skills that can be needed for students' personal development both in the school environment and in the community environment.

There are some steps of learning to do in constructivism approach: a) Activating students' knowledge, b) getting the new knowledge, c) understanding knowledge, d) applying the knowledge and experience got, e) doing reflection.

Open-Ended Approach

The problems that are formulated to have multi-answers are called incomplete problems or also called as Open-Ended problems. Students who are faced with Open-Ended problems, the main goal is not to get answers but rather emphasize the process

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how to get one answer. Thus not only one approach or one method of getting answers, but in several or many of that. (Nina, 2014)

Scientific Approach

The term Scientific Approach is usual meet in the 2013 curriculum, because in the 2013 curriculum the learning process emphasize to the students' attitude and its parallel with the scientific approach –an approach which integrating attitude, skills, and knowledge (Sofyan, 2016). Scientific approach believed to be the golden bridge and the development of attitudes, skills and knowledge of the students.

There are learning stages that require by scientific approach: a) observing, b) questioning, c) exploring/ collecting data, d) associating, e) communicating.

Learning methods in the 2013 Curriculum

Learning method is a conceptual plan that contains strategy, approach, method, technique and tactic of learning that has arranged by the teacher. The model of learning is a process accumulation that applied in the teaching learning process in the classroom.

A teacher should creative to choose the learning method that appropriate for students. Therefore, teacher should consider students situation, learning materials, and learning source so that the use of learning method can be apply effectively and support students' success. In scientific approach there are three learning methods: Project Based Learning, Problem-Based Learning, Inquiry-Based Learning.

Project Based Learning (PjBL)

Project based learning is a learning method which uses project or activities as learning media. Learners do exploration, assessment, interpretation, synthesis, and search information to produce various forms of learning result.

PjBL design for complex problem needed by the students in investigation and understand. Through PjBL, inquiry process starts with producing guidance question

and lead students in a collaborative project that integrate several materials in curriculum. When the question answered, the learners able to see several prime elements all at once several principles in the discipline they are being investigate.

There are several stage to do in Project-Based Learning, as explain follows: (a) Start with the Question: (b) Design a Plan for the Project: (c) Create a Schedule: (d) Monitoring students and the process of the project: (f) Assess the outcome: (g) Evaluate the experience.

Problem-Based Learning

Problem-based learning designed with various contextual problems that students could get important information and designing students to learn. Further, students expected to be able to solve the problem and having students' own learning model, and then participate in a team to solve the problems collaboratively.

The characteristic of this model is more challenging to the students to "learn how to learn", working in the team and collaborative to solve the problem in the real world. Problems gave used to binding students with their curiosity.

There are five stages to do when the teachers use this model: (a) Problem as a study: (b) Problems as exploratory understanding: (c) Problems as example: (d) Problem as an integral part of the process: (e) Problems as a stimulus of authentic activity.

Inquiry Based Learning

Inquiry based learning emphasizing in the process of searching and finding. The learning material is not give directly. The roles of students are search and find the learning material, while teachers as facilitator and lead the students to learn.

There are six stages to do when teachers use inquiry based learning: (a) Stimulation: (b) Problem statement: (c) Data collection: (d) Data processing: (e) Verification: (f) Generalization.

2.1 Previous Studies

There are some researches related to this research that has been done already. The first study was done by Ali Sofyan (2016), the student of Muhammadiyah Surakarta University. He conducted descriptive qualitative study aimed to describe the procedures of teaching English use scientific approach, explaining teachers' perception of scientific approach, explaining the difficulties and solutions of problem that teacher use in applying the scientific approach.

The subject of his research was four English teachers in SMK Negeri 2 Sragen, and the topic was "*Reported Speech*" teaching by the teacher for the students of XI grade in the Academic Year 2015/2016. He used three methods to collect data: interviews, observation of teaching and learning process, and the teachers' lesson plan. The results of his research shown that the procedures of teaching English using Scientific Approach consist of five: observing, questioning, experimenting, associating, and communicating. He also found that all of the teachers who participate as a subject of his research have the same perception about scientific approach: scientific approach is an approach that gathering the students' attitude, knowledge, and skills by applying five stages aforementioned. Then, he found the difficulties of applying scientific approach was: the students' lack of critical thinking, students difficult to find the answer or solution of a problem, students were not able to analyze a material, and lack of vocabulary mastery. The last result found was teachers' strategies to solve the problem by applying scientific approach: motivating students to more active in the learning process, stimulating students to ask question about the materials being learn, comparing between recent materials and previous materials, and translating the difficult words that students found.

The second study is related to this research come from Priska Ayu Mahanani (2016), a student of Satya Wacana Crishtian University. Her study aimed to find out teachers' strategies toward the problems in implementing the 2013 curriculum. The participant of her study was five English teachers of private senior high school. A semi-structured interview was use to gathering data. She was use descriptive

qualitative data to analyze data collected. The result of her interview found the strategies that teachers used were a group discussion and used daily phenomenon as assignment theme. Her findings showed that the 2013 curriculum was good to be applied because the current curriculum had more than students-centre, its also had complete requirements and few materials.

The next related study was conduct by Bangun Setia Budi (2014), a student of Sebelas Maret University. The purpose of the research was to find out the teachers' strategies in implementing the 2013 curriculum at SMAN 2 Surakarta, then to find out how the teachers in SMAN 2 Surakarta understanding the 2013 curriculum.

The research was descriptive qualitative with study case approach. He gathered the data by using interview, observation, and document learning. The data divided into two: primary data and secondary data. The primary data was collect by using interview to the headmaster, vice headmaster, teachers, and students. Then, he observed to SMAN 2 Surakarta. Data secondary was coming from archives about the data of teachers and teachers' competence.

The result of his study showed that the teachers' problem of implement the 2013 curriculum was lack of socialization given to teachers and there was no appropriate book for some subjects that relates to the 2013 curriculum as one of learning resources. Then the strategies of teachers in solving the problem in implement the 2013 curriculum was looking for other reference in the internet to support the teaching and learning process.

The last related study came from Untung Waluyo and Henny Soeprianti. The research was about professional training of junior high school teacher. They collected the data from in-depth interviews of 10 teachers from 5 Junior High schools in Mataram.

The results of their study show that the professional training had given positive impacts concerning the development of their pedagogical content knowledge. The results also reveal evidence of various change of practice that occurred among individuallteachers

Teaching approaches used by English teachers in implementing the 2013 curriculum

Data from the interview show that a small number of teacher stated that they contextualized their teaching before they discussed the new learning materials. For example, T_1 said "*I usually mix and match the approach based on materials and students' need. The most important are you come to the classroom, and the materials explained well*". Different from T_1, a great number of teacher stated that they pursued scientific learning before they explained learning materials. For example, T_2 said "*actually the 2013 curriculum require teacher to apply scientific learning. We have to keep learning because when I was in university my lecturer said that teacher is a point of the spear. Scientific learning starts with a question from teacher, that's why I usually asking some questions when learning process start*". T_3 said similarly "*actually all of teaching-learning have to used scientific learning*".

Data observations were in line with the results of interview. For example, T_1 contextualized teaching-learning process by giving a situation that students easily understood (seen from students' enthusiastic in translated and actively asking about the situation gave). Teacher connected the material about *asking advice* with the situation that senior high school students' usually faced. This activity aimed to create the meaningful learning for the students and expect students to be able to apply the learning material in their daily life. Same as T_1, T_2 and T_3 also had similarities of the results of interview and observation.

Data observation of T_2 was also in line with the results of interview, teacher started scientific teaching-learning process by asking some questions that related to the materials of *procedure text*. This activity aimed to engaged students and lead the students to understand what they will learn about. Furthermore, data observation of T_3 were similar to the two first results, teacher conducted scientific teaching-learning process by asking question that related to the materials of *intension*. This activity did to make students gave information about what they knew about *intension*.

The two concepts of learning had mentioned have its own teaching-learning steps. There were learning steps to be followed by T_1 who usually contextualized her learning such as connecting, experiencing, applying, cooperating, and transferring. The data reveal that the implementation of teaching-learning processes by using contextual learning in T_1's class as follows:

The data presented that T_1 did the process of *connecting* by giving the materials of *asking advice* that was connected with some situations that students knew such as birthday party, date with girlfriend/boyfriend. T_1 did the step of *experiencing* by asking for the students' experience about *asking advice*. T_1 did the steps of *applying* by asking students to make a conversation from situation given. T_1 did learning steps of *cooperating* by asking students to work in group (one group consist of two people), one became people who asking advice and one another became people who answering or giving advice. From the data found that only four steps of contextual learning did by the teacher in teaching.

The second was learning steps of scientific approach that to be followed by the teacher who applied scientific learning in her class such as observing, questioning, exploring/ collecting data, associating, and communicating. However, the data found that the implementation of scientific learning did in T_2 and T_3's classes as follow:

The data reveal that the students of T_2 did *observation* activity by observing teachers' explanation about the materials of *procedure text* and watched four videos about procedure text, whereas the students of T_3 observed the teachers' explanation about *intension*. Students of T_2 did the step of *questioning* by asking some questions about *procedure text*, students of T_3 similarly asked some questions of exercise in the textbook they did. Students of T_3 used the information to finish their exercises, it was the process of *associating*. Students of T_2 did *communicating* by presenting their work in the next meeting, while students of T_3 present their work in the form of written assignment. The data show the steps of *exploring/collecting data* and *associating* did not do by T_2.

From the explanation above, it can be concluded that a great number of teachers used scientific approach, and a small number of teacher used contextual teaching and learning approach. Those approaches had its learning steps to be followed by the teacher. Data found that teachers carry out the various learning steps offered by teaching approaches they have chosen. Although, there were some learning steps did not apply.

Learning methods used by English teachers in applying the 2013 curriculum

The researcher mentioned learning steps of four learning methods that required by the 2013 curriculum in the observation sheet: inquiry learning, discovery learning, project-based learning, and problem based learning. From the observation the most of the teaching-learning process followed some steps that indentify as the learning steps of project-based learning, a classroom applied discovery learning, a classroom used problem-based learning, and a classroom used traditional learning.

T_1 and T_2 were used learning steps of Project-Based Learning in their class of Lintas Minat X.10, XI.MIPA.4, and XI.MIPA.3. In the used of PjBL, students-centered was emphasized in their class. The data reveal that learning process became more active because students can develop their creativity in learning and the teachers' role is a facilitator. Teacher gave them a project and the students developed it with their friends in the group. And then students as a participant could ask something that they did not understand to the teacher.

Different from T_1 and T_2 that had similarity of the used of learning methods, T_3 used other steps on teaching-learning process that were not found in the list of learning methods used in this research. The researcher concluded that the method used by T_3 was traditional learning, because the steps were: a) students listened to the teachers' explanation, b) students read a conversation with their friend, while other students listened to their friend, c) and then teacher asked the students to do exercises in the textbook. Students also passive in the classroom, they walked around without any warning from the teacher.

From the explanation above, it can be concluded that 1) A great number of English teachers at SMAN 1 Mataram emphasized on students-centered when they were teaching, 2) The learning methods of teaching English at SMAN 1 Mataram was various. A great number of teaching-learning processes used Project-Based learning, and a small number of teaching-learning processes used discovery learning and problem-based learning. But there was a teacher who still using traditional learning in implementing the 2013 curriculum.

Teachers' perception about teaching-learning process by applying the 2013 curriculum

Data from interviews reveal that teachers had followed some kinds of training and national seminar about the 2013 curriculum, it improved with TOT (Teaching On Training) and MGMP (external and internal school). So the English teacher was very familiar with the 2013 curriculum, as T_3 informed "*from the first time the 2013 curriculum launched, SMAN 1 Mataram was being one of the school that directly implement it. And we always follow every revision that government did.*"

Most of English teachers at SMAN 1 Mataram had a good answer when the researcher asked about the 2013 curriculum, its requirements, and teachers' ways in fulfilled the requirements of the 2013 curriculum. Almost teachers agreed that the 2013 curriculum were good and more complex, but it was difficult in evaluation because there were some evaluations to be carried out by the teacher. The requirements of the 2013 curriculum explained detail by T_3 "*the requirements of the 2013 curriculum are using scientific approach, the methods used: discovery learning, project-based learning, problem-based learning, inquiry-based learning, IT-Based learning, and the last is based on students-center*". Those three teachers have the same answer when they asked about the ways they did to follow the instruction of the 2013 curriculum, as T_1 said "*improved our knowledge and ability by reading more, keep learning, and discussion with teachers who teach the same subject, by following*

TOT (Teaching on Training) among the teachers, and MGMP (Musyawarah Guru Mata Pelajaran)".

Behind all of its improvement, the 2013 curriculum was felt difficult not only for teachers but also for the students. From teachers' perception the curriculum was too complex and confusing. T_2 commented that *"the problem was the change of curriculum is too fast. We have not understood yet, suddenly its change. It makes us confuse, provided that teachers needs more time to understand it. There are too many subjects that students have to learn."*

Data of interview also show that all of the teachers agreed that the most difficult both students and teacher was evaluation. There were some improvements of evaluation that all of students' aspects had to assess such as cognitive, spiritual, skill, creativity, knowledge, etc. T_1 reveal that *"I feel difficulties in assessment because the 2013 curriculum has four skills to assess in cognitive area (listening, speaking, writing, reading), in a month students have to get at least two or three assessment."*

The improvement of curriculum has adverse impact to the teaching-learning process of English. Students sometimes ignored language learning such as T_2 explained *"mentally, students has nauseated of a lot of subjects they learned. They have a lot of subjects with the limit time, students do not like English, and overgeneralization such as language class are bad. We as language teachers sometimes found students who are physically and mentally very tired."*

From the explanation above, it can be concluded that the 2013 curriculum was good to implement because emphasized on student-centered, so that students more active in the in the teaching-learning process. But the teachers were needed more time to adapted with the changed and the evaluation was a difficult part of both teachers and students. The improvement of curriculum had adverse impact to the teaching-learning process of English because students learned some subjects in a day with the limited time, so when students came to English class they felt tired and sometimes ignored the lesson.

Conclusion

Based on discussion above, finally we come to the conclusion of English teachers' teaching approaches in applying the 2013 curriculum. The study collected the data by observation and interviews the example (there were three English teacher of SMAN 1 Mataram). The data found that teaching approaches used by English teacher of SMAN 1 Mataram in applying the 2013 curriculum are Contextual Teaching and Learning (CLT) Approach and Scientific Approach.

Learning methods used in applying the 2013 curriculum has been fulfilled the requirement of the 2013 curriculum that require teacher to teaching by four learning model: Discovery Learning, Problem Based Learning, Inquiry Learning, and Project-Based Learning. From the data, it can be concluded that English teachers at SMAN 1 Mataram used Project-Based Learning, Problem-Based Learning, and Discovery Learning.

Interview section gave more information about curriculum in the teachers' perception, then their perception were influenced their competence in teaching-learning process. How teacher was applied the teaching approach and how teachers used some learning methods based on students needed has already explained.

From the explanation above, it can be concluded that almost all of the requirements of the 2013 curriculum have been implemented at SMAN 1 Mataram such as the used of teaching approach and the learning methods, and students-centered learning. So, the 2013 curriculum was appropriate to apply in English teaching-learning process for the students at SMAN 1 Mataram. The process of teaching-learning running well when the teachers' competence about curriculum was adequate and teacher has creativity in applying the teaching approaches and learning methods in the teaching-learning process.

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