

**THE TEACHING AND LEARNING ENGLISH BASED ON  
CURRICULUM 2013**

**( A Case Study at XI Multimedia students of SMKN 1 Klaten 2015/2016 )**

**THESIS**

Presented as a Partial Fulfillment of the Requirements for the Magister Degree  
of Language Education Programme



By

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MAGISTER PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

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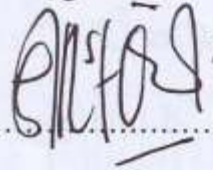
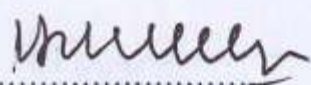
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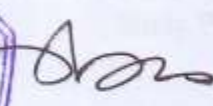
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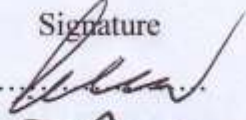
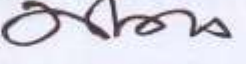
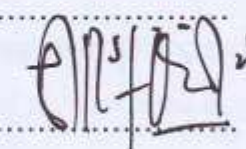
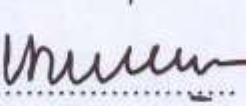
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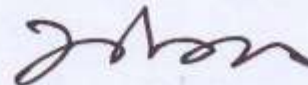
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It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten,

The writer,



Dewi Novilia

## **DEDICATION**

To :

1. Sudama, my beloved husband
2. Syifa , Zulfa, Salwa, my lovely children
3. Suparmi, my mother in law
4. My brother, sisters, teachers, friends of their prayer

**MOTTO**

**SUCCESS NEEDS PATIENCE AND PRAYING**

**(The writer)**

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First of all, the researcher would like to praise to God, the Almighty for the blessing and mercy given to him in finishing this thesis. The thesis entitled **THE TEACHING AND LEARNING OF ENGLISH BASED ON CURRICULUM 2013 (A Case study at XI MM of SMKN 1 Klaten in 2015/2016)**. This Thesis is presented as a partial fulfillment of the requirements for the Magister Degree of Language Education Programme.

In doing this study, the researcher realizes that it is impossible to finish it without contributions, helps, suggestions, comments and revisions from many people. So, in this chance the researcher would like to express her thanks and deep appreciation to:

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Klaten, .....

The writer

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## ABSTRACT

Dewi Novilia. NIM. 14PSC01598. *The Teaching and Learning English Based on Curriculum 2013*. ( A case Study XI Multimedia Students of SMKN 1 Klaten in 2015/2016). Thesis. Language Education Programme, Magister Programme, Widya Dharma University Klaten, 2014.

This research aimed at: 1) to describe the teaching and learning English of XI Multimedia students of SMKN 1 Klaten in 2015/2016. 2) to identify the obstacle the teaching and learning English in XI Multimedia students of SMKN 1 Klaten. 3) to investigate why such obstacle occurred in teaching and learning English in XI Multimedia.

The research was in the form of a case study. The object of the research was teaching and learning of English at XI Multimedia students of SMK N 1 Klaten 2015/2016. The main data were obtained from various resource as follows: 1) classroom observation; 2) the informant, the informant was the English teacher in class Multimedia of SMKN 1 Klaten. 3) documents study. The main data then were analyzed using three steps : (a) data reduction, (b) data display; (c) drawing conclusion and verification

Based on the main data analysis, it could be drawn some findings which can be classified into four aspects. They were: 1) preparation; still there is differences between lesson plan designed by English teacher and Permendikbud 103, 2014; 2) classroom practice, there were five steps that the teacher must be done, but in this research three steps done by the teacher (questioning, associating were not done); 3) obstacles, intake-students are different, less time for teaching and how to wrap a lot materials in attractive strategy ; 4) the cause of deviation, learning experience, teaching experience, teacher's motivation and in sharing with colleagues.

The conclusion of the research can be described as follows, 1) the class runs well, the students pay attention to the teacher, responded his questions, did the tasks given individually and in groups, 2) in the classroom practice there were three steps done by the teacher, they were observing, exploring, communicating; 3) the obstacles found: intake-students are different, less time for teaching, and how to wrap a lot materials in attractive strategy; 4) the cause of deviation are learning experience, teaching experience, teachers' motivation and in sharing with colleagues.

Key word : *Teaching and learning, Curriculum 2013, scientific approach*

## **ABSTRAK**

Dewi Novilia. NIM. 14PSC01598. *The Teaching and Learning English Based on Curriculum 2013. ( A case Study XI Multimedia Students of SMKN 1 Klaten in 2015/2016)*. Thesis. Program Pasca Sarjana Universitas Widya Dharma. Klaten

Penelitian ini bertujuan untuk : 1) menjelaskan bagaimana proses pembelajaran di kelas XI Multimedia di SMKN 1 Klaten pada tahun 2015/2016. 2) mengidentifikasi halangan yang muncul di siswa XI Multimedia SMKN 1 Klaten. 3) menginvestigasi mengapa halangan muncul dalam proses pembelajaran.

Penelitian ini dalam bentuk Studi Kasus. Obyek dari penelitian adalah proses pembelajaran Bahasa Inggris di kelas XI Multimedia di SMKN 1 Klaten Tahun 2015/2016. Data utama didapat dari berbagai sumber yaitu; 1) observasi kelas; 2) informan, informan adalah guru Bahasa Inggris dan WKS Kurikulum; 3) dokumen, adalah syllabus dan RPP. Analisa data menggunakan tiga langkah; (a) penurunan Data, (b) pemaparan data dan penarikan kesimpulan atau verifikasi.

Berdasarkan analisa data utama, dapat disimpulkan beberapa temuan yang dapat diklasifikasikan kedalam empat aspek, yaitu : 1) Persiapan, ada perbedaan antara RPP buatan guru dan Permendikabud 103, 2014; 2) praktek di kelas, praktek 5M hanya dijalankan tiga, yaitu: observasi, eksplorasi dan komunikasi ; 3) halangan, intake siswa berbeda, kurangnya jam pembelajaran di kelas, dan bagaimana mengemas banyak materi dalam strategi yang menarik siswa; 4) penyebab penyimpangan, pengalaman belajar, pengalaman mengajar, motivasi guru dan berbagi pendapat dengan teman sejawat.

Kesimpulan dari penelitian dapat digambarkan sebagai berikut: 1) kelas berjalan baik, siswa-siswa penuh perhatian kepada guru, merespon pertanyaannya, melaksanakan tugas yang diberikan secara individu maupun grup; 2) praktik 5M hanya mencakup observasi, eksplorasi dan komunikasi.; 3) halangan antara lain: intake siswa berbeda, kurangnya jam di kelas dan bagaimana bisa mengemas banyak materi dalam strategi yang menarik minat siswa; 4) penyebab dari penyimpangan adalah pengalaman belajar, pengalaman mengajar, motivasi guru dan berbagi pendapat dengan teman sejawat.

Key word : *Pembelajaran, Kurikulum 2013, Pendekatan saintifik*



## **CHAPTER I INTRODUCTION**

### **A. Background of The Study**

Based on the curriculum, it is stated that English is an important subject that must be mastered by the students. The mastery of English is an essential requirement for the success of individuals, communication among nations in responding to the challenges of the globalization era. In short, English language teaching has an important role because English language skills are required in order to prepare the students to acquire science and technology, they are expected to be able to communicate with people from other countries or states in global community.

In learning language teaching, there is a reference in the implementation of learning in schools. The reference is namely: curriculum. Law No. 20, 2003 states that curriculum is a set of plan and systematization about objectives, contents and material of subjects and method in teaching to teach national education goals.

Semantically, curriculum is always related to educational activities. Conceptually, curriculum is an educational device that is a response to the needs and challenges of society (Olivia, 1997:60) Understanding this fundamental curriculum and illustrate the actual position of the curriculum in an educational process.

In the history of curriculum in Indonesia, it has repeatedly replace or change the curriculum, such as; 1947 - Leer Plan (Lesson Plan), 1952 - Lesson Plan

Unraveling, 1962 - Education Plan, 1968 - Curriculum 1968, 1975 - Curriculum 1975, 1984 - Curriculum 1984, 1994 and 1999 - Curriculum 1994 and Curriculum Supplements 1999, 2004 - Competency Based Curriculum, 2006 - Curriculum 2006 - Curriculum Education Unit, and the last one is 2013 - Curriculum 2013.

The focus of the Lesson Plan of Curriculum 1947 does not emphasize the education of mind, but only character education, awareness of the state and society. The subject matter associated with everyday events, pay attention to the arts and physical education. The next curriculum is 1952 - Lesson Plan Unraveling. This curriculum revised the previous curriculum, detailing each of the subjects so-called Lesson Plan Unraveling 1952. This curriculum has led to a national education system. The most prominent characteristic of the curriculum at the same time, 1952, that each lesson is connected with everyday life. The syllabus subjects clearly demonstrate a teacher teaching one subject. The government again enhance curriculum system in 1964, the name is Education Plan 1964. The characteristics of this curriculum is that the government has received the people's desire for academic knowledge to equip the primary school level. So that the learning is centered on Pancawardhana program, namely the development of morality, intelligence, emotional or artistic skill (skill), and physical.

Born in the New Order, this curriculum is political and replace the Education Plan 1964 which was imaged as a product of the Old Order. This curriculum aims to establish a true human Pancasila, strong, and healthy body, enhance intelligence

and physical skills, morals, manners, and religious beliefs. Curriculum 1968 is a manifestation of a change in the orientation on the implementation of the 1945 pure.

Typically, the charges are theoretical subject matter, does not associate with the factual issues in the field. They emphasis on any appropriate material given to students at every level of education. The educational content directed at enhancing the activities of intelligence and skills as well as developing physically healthy and strength.

1975 curriculum emphasizes education to be more effective and efficient. According to Mudjito, Director of kindergarten and elementary school at the time the Ministry of National Education, the curriculum is born because of the influence of the concept in the MBO (Management By Objective). Methods, materials, and teaching purposes specified in Procedures for Instructional Systems Development (ITS), known as the lesson unit, ie each unit lesson plan topics.

This curriculum brings expertise process approach. Although the priority of a process approach, but the goal remains an important factor. The curriculum is also often called "Curriculum 1975 enhanced". The position of the students placed as a subject of study. From observing something, grouping, to discuss, to report. This model is called Active Student Learning Method (CBSA).

Curriculum 1994 was the result of efforts to integrate the previous curriculum, especially curriculum in 1975 and 1984. Unfortunately, the links between the purpose and the process has not been successful. So much criticism coming, due to the burden of student learning is considered too heavy, from national to local

content payload. For example the local language, arts, crafts area, and others. Finally, the 1994 curriculum was transformed into a super-dense curriculum.

In the 1994 curriculum and curriculum in 2004 are called Competency Based Curriculum (CBC). A competency-based education program should contain three main elements, namely the selection of the appropriate competence, specification evaluation indicators to determine the successful achievement of competencies, and learning development.

CBC has the following characteristics, emphasis on student competency achievement both individually and classically, results-oriented learning and diversity. Learning activities using various approaches and methods, learning resources not only teachers, but also other learning resources that meet the educational elements.

The curriculum is basically the same as the curriculum of 2004. The difference lies in the prominent authority in the formulation, which refers to the spirit of decentralization of the education system. On Curriculum 2006, the central government sets standards and basic competencies. Teachers demanded to be able to develop their own syllabus and assessment according to the conditions of the school and the region. The result of the development of all subjects are grouped into a device called a Unit Level Curriculum.

This curriculum is the curriculum SBC replacement. Curriculum 2013 has three aspects of assessment, namely the aspect of knowledge, skills aspects, and aspects of attitude and behavior. In the curriculum in 2013, especially in the

learning materials are materials that downsized and materials are added. The material is visible in the material downsized Indonesian, IPS, PPKn, etc., while the written material is the material of Mathematics.

The last curriculum lately seized a lot of attention. The curriculum implementation is still messy and not yet fully understood by teachers and students as the main factors. In Klaten, for example, only seven schools which apply curriculum 2013. They are consisting of 4 public schools and 3 private schools. Curriculum 2013 requires students to be able to have HOT (Higher-Order Thinking) and LOT (Lower-Order Thinking).

The writer got information from SMK English teachers from Klaten regency, namely: SMKN 2 Klaten, SMKN 3 Klaten, SMKN 1 Trucuk, SMK Muh. 1 Klaten Utara, SMK Batur Jaya 1 Klaten, and SMK Muh, 2 Jatinom they all said that curriculum in 2013 is still heavy to be implemented in their respective schools.

There are many obstacles or deviation arise when teachers have to implement the curriculum 2013. The obstacles are involved; the the teacher readiness in implementing the curriculum 2013, the ability of the teacher in designing the lesson plan, the knowledge of the teacher in applying scientific approach, the the syllabus, the time allotment, the assesment, and also the school facility.

In the terms of the teacher readiness in implementing the curriculum 2013, actually many teachers are not ready yet to use this curriculum because many of English teachers have not been trained yet in implementing the curriculum 2013. So

of course their ability in designing the lesson plan and their knowledge about scientific approach are not good enough in implementing this curriculum.

On the other hand, the syllabus contain to large basic competencies but the time allotment that is reduced, so it is hard for teacher to arrange the time to make the student have more time to practice. Besides, the assesment is also considered more difficult compare with the previuos curriculum, because more complex and detail. In this curriculum there are three aspects to be assessed from the students. The three domains in the assessment, namely: cognitive, psychomotor and affective complete with its description.

The other obstacle is about the student readiness and also school facility. In this curriculum, the student are expected to be more active in observing, questioning, trying something to find the answer about certain problem. In general the students are not ready to do that because the are accostum in learning using the previous approach. This condition also influenced by the school facility, such as representatif library, internet connection and others, because some schools have no complete facility to do such kinds of activities. These obstacles will influence the implementing of the curriculum 2013 wether the preparation and also the process of teaching and learning itself. So then, it will be the cause of the deviation in implementing the Curriculum 2013.

Based on the explanation above, the researcher tries to investigate the process of teaching learning of English of XI Multimedia of SMKN 1 Klaten in 2015/2016 based on Curriculum 2013.

## **B. Identification of the Problem**

Referring to the background of the study above, the researcher identifies some problems as follows:

1. There are some obstacles in implementing the curriculum 2013.
2. The teacher does not have enough ability in implementing the lesson plan based on the curriculum 2013 .
3. There are some deviations in applying scientific approach in the process of learning and teaching English.
4. The deviation in implementing the curriculum 2013.

## **C. The Limitation of the Problem**

Based on the identification of the problems, the researcher limits this problem in line to the problem which is faced, those are :

“ The implementation of Curriculum 2013 in teaching learning English of XI Multimedia students of SMKN 1 Klaten in 2015/2016”

## **D. Statement of the Problem**

The problem in this research is so complex, the researcher can't handle the problem of the researcher's restrictiveness. The researcher wants to state the problem in the form of questions as follows:

1. How is the teaching learning English at XI Multimedia students of SMKN 1 Klaten in 2015/2016?
2. What are the obstacles in teaching learning English at XI Multimedia students of SMKN 1 Klaten in 2015/2016?
3. Why do such obstacles occur in the teaching learning English of XI Multimedia students of SMKN 1 Klaten in 2015/2016?

#### **E. Objective of the study**

The research is done to reach the objective. Therefore, the objective of the research can be formulated as follows:

1. To describe the teaching and learning English of Curriculum 2013 in XI Multimedia students of SMKN 1 Klaten in 2015/2016?
2. To identify the obstacles in teaching learning English at XI Multimedia students of SMKN 1 Klaten in 2015/2016?
3. To investigate why such obstacles occur in the teaching and learning at XI Multimedia students of SMKN 1 Klaten in 2015/2016?

#### **F. Significance of the Study**

1. For teacher

As inputs to fellow teachers about the problems faced in learning English in the curriculum in 2013, so it will be more creative and innovative in preparing and implementing the learning.



2. For School

As inputs for the school authorities to be able to give more serious attention to implementing the curriculum in 2013, so that the learning process run more optimally and did better.

3. For further researcher

The results of the research can be used as material for further research and depth to the curriculum in 2013.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND RECOMMENDATION**

This chapter presents the conclusion, implication, and recommendation inferred from the result of the research.

#### **A. Conclusion**

Based on the result of data analysis in this research, can be conclude as follows:

1. The teaching and learning of curriculum 2013 in SMKN 1 Klaten 2015/2016.

By using curriculum 2013 the as follows,

- a. The class runs well, the students pay attention to the teacher, responded his questions, did the tasks given individually and in groups,
- b. In the classroom practice there were 3 steps done by the teacher, they were observing, exploring, communicating;
- c. The obstacles found: intake-students are different, less time for teaching, and how to wrap a lot materials in attractive strategy;
- d. The cause of deviation are learning experience, teaching experience, teachers' motivation and in sharing with colleagues.

2. The obstacles teaching learning English at XI Multimedia students of SMKN 1 Klaten 2015/2016

- a. In designing lesson plan

A lesson plan is constructed design planned by teacher which is meant to be implemented in the classroom teaching and learning process. Based on interview

and documentation, the writer figured out that English teacher B of SMKN 1 Klaten was responsible to teach 11 Basic competence which then he developed into 11 lesson plan within the semester.

b. In classroom practice

Based on the writer observation on the teaching and learning process done by the teacher in the class, the steps of the teaching and learning process is implementing the scientific approach, with the following steps; opening, observing, questioning, experimenting, associating, communicating and closing.

These are the process done by the teacher:

1) Opening

In this part, the teacher greeting, checking the student attendant, and making group and giving a worksheet. But the teacher does not explain about the goal of teaching and learning process.

2) Observing

The goal of the observation activity is introducing a text, which is going to learn, the activities conducted in this step rely on five senses of seeing, hearing, watching, listening, and reading the material. In this step, the teacher asks the students to observe a video. While they are observing the video, they fulfill the worksheet.

3) Questioning

The goal of this questioning activity is to develop the students' curiosity and critical thinking. This step is not done by the teacher, because after observing

the video, the teacher asks the student to present the result of their discussion in filling the worksheet.

#### 4) Experimenting

Exploring activity is the activity to internalize knowledge and the skill learned by the students. This experimenting or exploring step is done by the teacher by asking the student to present the result of their observing and filling the worksheet in group.

#### 5) Associating

Associating activity is the process of developing the ability to classify and compare ideas and phenomena to be a part of memories. In this step the teacher, himself, give the detail explanation about procedure text. It seems that the teacher does not give the chance to the student to express their idea about the procedure text.

#### 6) Communicating

Communicating aims to develop ability to express or present all the knowledge and skill learned or not, spoken or written. In this step, the teacher has done the right job by asking the student to present the result of their discussion about procedure text.

### 3. The cause of the deviation in implementing curriculum 2013

#### a. Learning experience

As evidence, teacher (B) never join training about the new curriculum seems

less consistent to carry out the learning process by using five-scientific steps as intended by curriculum.

b. Teaching experience

The result of the study shows that the nine years of teaching, the teacher are still stable. It means that teaching experience gives impact to teacher's in the first teaching chance in which the prior experience meets with the new one.

c. Teacher's motivation

The result of the study shows that students have positive behavior toward the instruction in case they like the teacher, enjoy the class, and are satisfied with learning process. Teachers decide the way to deliver the material to students.

They also decide how to make students do some learning activities. All activities done by teachers influence the way the students study and build communication with classmates.

d. Sharing with colleagues

Teacher in this research say that he seldom to join MGMP or teacher training.

He never join teacher training about curriculum 2013. Anyhow, they make use of MGMP and interact with their colleagues who have involved in teacher training. Through the interaction they get new knowledge about many concerns relating to new curriculum and teaching.

## **B. Implication**

### **1. Implication for Research**

The result of this research show a need for further research to investigate the implementation of scientific approach in English teaching and the factors which are involved. There are still more spaces to explore the necessarily information dealing with those concerns. The focus of the research can be wider, such as explore practices of scientific approach in Indonesian context.

## 2. Implication for Teaching

The primary implication of curriculum change is that teacher needs to adjust the instructional activities with the curriculum content. The process of perceiving features in the recent curriculum takes much time and at once decreases the teacher's concentration in teaching the class. The implementation of scientific approach based on curriculum 2013 then affects English teacher of SMKN 1 Klaten in many aspects. The learning principles provided by curriculum propose new atmosphere for ELT in Indonesian context. The new English curriculum represents the change of principals in language teaching and learning. The change invites teachers to accommodate the new assumption of the new teaching and learning approach. The findings of the research show that teachers had already provided effort to translate the curriculum message according to implementation in classroom activities. The positive effect evokes is that teachers are getting more motivated to create the communicative learning activities through various media (video, recorder, card) various technique recommended by curriculum (game, role-play, discussion)

Anyhow, teachers meet with their lack of understanding of scientific approach as demanded by curriculum. The interview reveals that most teachers who

participate in this research look doubtfully to explain the meaning of each step and the kinds of activities involved in those steps. This lack of understanding gives contribution to how teachers implemented scientific approach in language teaching. This concern need to be paid more attention. Teachers need various opportunities to learn about scientific approach in the context of ELT and also understand the meaning of each scientific step (adapted from Saad & Boujoude, 2012: 126). By doing those, teachers will more comfortable in conducting English learning by using scientific approach. Therefore, English teachers have to be supported to make necessary adjustment intended by curriculum (Orafi, 2008: 231)

## **C. Suggestions**

### **1. For English Teacher**

Teacher as the frontliners and the most responsible parties in implementating the curriculum 2013 should realize their crucial role in the process of teaching and learning. Particularly, the English teacher of the eleventh grade of SMKN 1 Klaten should well committed to improve the whole process of classroom teaching learning. Despite the complicated procedure, teacher is highly endorsed to acquire in-depth knowledge about the authentic assessment; how it should professionally be developed appropriately be administered and objective of teaching and learning. He should be more pro-active to vary classroom instructional activities and the learning model to encourage student in learning and to motivate them to produce good tasks.

## **2. For Curriculum coordinator**

Curriculum coordinator is definitely responsible for coordinating effective school program particularly in the implementation of curriculum 2013. To conduct successful teaching learning process, curriculum coordinator is recommended to intensify the coordination among teachers in the process of preparing, core activity and closing. He should actively assist teachers to avoid problems as well as minimize the possible obstacles during the teaching learning process. The synergy of the school, teachers, students and parents maintained, the better teaching learning process.

## **3. For Further Researcher**

This research dealing with teacher's role of curriculum 2013 remains the sufficient space to explore. Regarding to the limitation scope of this research, it is better for the further researchers who eager to conduct the similar area of the research interest to explore more the concerns, which are fully investigated this research.



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