

EFL Teachers' Problem in Teaching English using 2013 Curriculum at SMP Kota Ternate

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Abstract: This research is to find out the problem of English teachers in using the 2013 curriculum in several schools in south ternate city. This is done to find out how English teachers can overcome the problems faced in using the 2013 curriculum from the preparation of RPP to strategies in teaching English, problems and solutions encountered in the implementation of teaching and learning process. The subjects of this study were the English teacher SMP 1 Muhammadiyah and SMP Nasional Banau. The researcher used descriptive qualitative to analyzing data. The researcher collected data by interviewing several English teachers at school and documenting some important data that support this research. Data collected from the interview script. Data analysis techniques are data reduction, data analysis, data presentation, and drawing conclusions. The result of research shown that English teachers still do not understand the 2013 curriculum with same reasons, they are; It is still difficulties in preparing RPP, the 2013 curriculum has too many assessments and the 2013 curriculum has a lot of work.

Keywords : Teachers Problems, 2013 Curriculum, Teaching English

I. INTRODUCTION

In implementing the 2013 curriculum, of course the government has great expectations to realize a better education system. The 2013 curriculum is not only realizing a good education system, but changing the way teachers teaching and changing the way students learn. Because the 2013 curriculum prepares various supporting facilities, one of which is teacher and student book. which can facilitate the teacher and the students themselves. But in the reality that we see in some schools, there are still many facilities such as books and students and teacher learning methods are still the same as the previous curriculum, how we can make a better education system, if the learning system and facilities are very minimal.

Due to that reason, teachers' understanding on the contents of the 2013 Curriculum are still lacking, supporting facilities are still not good, students still do not react to the changes in learning that teachers have implemented in the classroom.

In this research, the researcher focuses on teachers' problems in Teaching English by Using 2013 Curriculum at SMP, Especially for SMP Nasional Banau and SMP 1 Muhammadiyah Ternate City. Thus, the question will emerge here is "what are teachers' problems in teaching English using 2013 curriculum at SMP in Kota Ternate" and the objective is to know the teachers' problems in teaching English using 2013 Curriculum at SMP in Kota Ternate.

The 2013 curriculum is present in simplification. The 2013 curriculum is prepared to produce generations who are ready to face the future. Because the curriculum is structured to anticipate future developments. The emphasis is aimed at encouraging students or students to be better able to make observations, ask questions, reason and communicate (present), what they get or know after receiving learning material. The objects that become learning in structuring and refining 6 the 2013 curriculum emphasize natural, social, artistic and cultural Phenomena (PPPPTK-SB Yogyakarta (2013 :23).

According to Syamsia 2013 Curriculum, developed based on internal factors such as the need for standards in the practice of education in the country such as content standards, process standards, graduate competency standards, infrastructure standards, management standards, assessment standards and so on. Meanwhile, increasing competition as one of the effects of globalization is one of the external factors that drive the development of the 2013 Curriculum. Domestic graduates must have competencies that not only reflect the readiness of individuals to enter the world of work and industry but also reflect the quality of education in Indonesia. In Indonesia English is a foreign language that we need to learn because English is a language that is often used, in other words English is an international language. According to Brown (2001: 7) said that teaching is guiding and facilitating learning, allowing students to learn, regulate conditions and learn.

According to the Minister of Education and Culture, Muhammad Nuh, quoted by various mass media, it is not funny to integrate national education and religious education with chemistry lessons and this will make children more creative. Muhammad Nuh also defended the minister's decision to increase the hours of religious studies in the hope that the addition of two hours of religious studies would help the terrorist eradication program. Muhammad Nuh believes that the terrorist movement is not triggered by the length of religious study hours at school. It is precisely the act of terrorism that is increasing in Indonesia, according to him, because of the incomplete religious education. Therefore, we need to add hours of religious studies. One of the education observers, Sakhiyya & Tegamuni (2013) questioned the sustainability of the 2013 curriculum for all school settings. Because in this 2013 curriculum teachers are not required to prepare syllabi. While the previous curriculum, the KTSP 2006 curriculum requires teachers to design their own syllabus after identifying student needs. Unlike the KTSP 2006 curriculum, the newly introduced 2013 curriculum is packaged in a package with the syllabus. In an interview, Minister of Education and Culture Muhammad Nuh said the government would prepare a curriculum in a joint package. syllabus. This can be good news for some teachers, but maybe not for others. Sakhiyya & Tegamuni (2013) analogizes the curriculum policy package with the syllabus made by this government as a clothing product of the same size, or one size by questioning, Should one size fit all ?. Of course clothes made with one size cannot be used by everyone, because people use different sizes of clothing such as sizes S, M, L, XL and even size XXL. According to him, at least, there are three weaknesses that can be assumed by the curriculum 2013, namely:

- a. Curriculum planners have misidentified the problem, namely assuming the teacher is unable to design the syllabus so that it considers the panacea is to design the same curriculum, one size, along with the syllabus for all schools.
- b. Like one-size clothing, this new curriculum can be suitable for one school but not necessarily suitable for other schools. What is even more worrying is that some

schools can be overlooked because they have unique problems and needs. The curriculum that assumes all schools, facilities, teachers and students alike is not appropriate.

c. Unreliable teachers concern their creativity in developing curriculum based on contextual needs and unique needs in each region. The curriculum 2013 is assumed that teachers will be driven remotely using a universal remote control called a syllabus. Sakhiyya also quoted Winston Churchill as saying that "whoever fails to plan means planning failure." In addition, the neglect of teaching English in elementary schools was also criticized. They argue that English is an important subject that should not be ranked in elementary schools because education also prepares students to be able to compete at the global level. In the 2013 curriculum, English became a minor or elective lesson in elementary school. According to them English is an important lesson that must be taught at school early, because by learning English students have the opportunity to get better quality education, better jobs and be able to compete globally.

II. METHODS

In this study, the researcher uses qualitative method. In this research, the researcher try to identify, analyze, describe and conclude based on the situation in the field, including the implementation of the scientific approach as the teachers' problems in teaching English by using 2013 curriculum at SMP in Ternate City.

This research was conducted in SMP 1 Muhammadiyah and SMP Banau Ternate. The subjects of this study are all English teachers at SMP 1 Muhammadiyah and SMP Nasional Banau, that consisted of 5 English teachers. The instrument in this research is interview. The researcher is also instrument in his study can manage data into meaningful information.

In the research, researcher uses some instruments to collect the required data, they are : interview and documentation.

1. Interview; researcher focused more on Structured interviews. Because in the structured interview each 'interviewee' is asked the same question both the sentence and the sequence of questions to the same question.
2. Documentation; Another method employed to get data about the implementation of scientific approach in English instruction base on the 2013 Curriculum was documentation.

Documentation can be important data source in this study. Documentations are the data from the transcripts, books, documents, notes, and pictures. The documents were considered important since the data gained were real written explanation. It also helped the researcher describe the real process on the implementation of scientific approach in English instruction based on 2013 Curriculum.

In this study, the analyzing data using qualitative methods. The data will be taken from two technique of collecting the data; they were; interview and documentation. In analyzing the collected data, in qualitative analysis process, by using interactive model proposed by Miles and Huberman (1984) covering data reduction, data display, and conclusion drawing/verification.

The first step is collecting the data from the process of interview and documentation. The next step is data reduction. It is done by coding, classifying and sorting out the important data related to the research questions of the study.

The data which is not suited with the proposed research questions is discarded. The steps of data reduction involves transcribing interview, typing of field notes, or sorting and arranging the data into different types depending on the sources of information. All the transcribed and selected data is then organized to be displayed.

The next step is displaying the data. In this step the selected data related to the research questions were presented in the form of table, figure or description. In this research, the displayed data consisted of the information about English instruction related to the implementation of Scientific Approach.

The next step is drawing conclusion or verification. In this step, the conclusion was drawn based on the data and the information gathered during the research conducted. The drawn conclusions related to the implementation of scientific approach in English instruction based on the 2013 Curriculum. From the presented data taken from doing observation of English teaching and learning process, interview and document analysis.

IV. RESEARCH RESULTS

Below is the result of the interview will be explained in detail the data analysis, obtained from the results of interviews conducted by researcher in SMP 1 Muhammadiyah and SMP Nasional Banau Ternate.

Table 1. Are you familiar to 2013 curriculum?

No	Respondents	Answer
1	1	Yes, The SMP 1 Muhammadiyah has been using this curriculum since 2015, they will always do every semester revision
2	2	Yes, The 2013 curriculum Too much judgment and work.
3	3	Yes, SMP Nasional Banau has been using the 2013 curriculum since 2015, because it has been set by the minister, and the national junior high school has ever stopped using the 2013 curriculum, and continued the following semester
4	4	Yes, The respondents' opinion is that the SMP Nasional Banau 2013 curriculum is not a new curriculum because they already use it from 2015
5	5	The 2013 curriculum is a good curriculum

From those opinions above that the 2013 curriculum is not as new a curriculum, because the 2013 curriculum has been used since 2015, and there are differences about the 2013 curriculum that there is mention that the 2013 curriculum is a curriculum that is very much serviced, but there are those who consider that the 2013 curriculum is very good curriculum in use.

Table 2. Have you been implementating this curriculum in to your class?

No	Respondents	Answer
1	1	Yes ' the respondents said that the 2013 curriculum was too many assessments and very complicated to use
2	2	Yes 'The respondents singt is that in SMP 1 Muhammadiyah has implemented the 2013 curriculum in the classroom, but often they still used learning strategies by following the KTSP. In implementing in junior high school classes Muhammadiyah this has a problem, because the 2013 curriculum forces students to be active, but we in North Maluku without

		teachers students cannot be active.
3	3	Yes 'The respondents' sight is tahat SMP Nasional Banau already uses the 2013 curriculum and has no problems in implementing the 2013 curriculum. because according to them it depends on how the teacher applies it in class.'
4	4	The respondents' say that in national junior high school Banau already uses the 2013 curriculum and implementing it in class is not the same. so they do not have any problems implementing.
5	5	The respondents' answer is that the responding to this they have no problems. because the 2013 curriculum is a curriculum that is very easy to use. No need to talk in front of the class.

From the opinion of the respondents above, it can be seen that there are some differences in using the 2013 curriculum in schools, because there are those who still use the lecture strategy in front of the class, namely KTSP, but there are those who have used the 2013 curriculum and there are no problems in using the 2013 curriculum.

Table 3. What is the actually purpose of the curriculum 2013?

No	Respondents	Answer
1	1	The purpose of the 2013 curriculum itself is to make students more active in the teaching and learning process
2	2	The respondents opinion is that The purpose of the 2013 curriculum itself is to create several activities, observe, make, hear, ask questions.
3	3	according to him there are several goals, but more specifically for students.
4	4	The sepondents' opinion is that make students more active
5	5	The sepondent opinion is that the 2013 curriculum make students more active in the class

From the perceptions of the respondents above about the purpose of the 2013 curriculum, it can be said that there are similarities from the five respondents above, that the 2013 curriculum is more directed towards students to be more active. The proces of teaching and using.

Table 4. What are your problems in arranging your lesson plan in 2013 curriculum?

No	Respondents	Answer
1	1	Yes' The respondents' said that there were many obstacles encountered in preparing their lesson plans. but because every semester there were revisions. so if there is a problem, it is always solved together every semester
2	2	Yes' The respondents' answer is that we have a problem because in every lesson plan we have to adjust the conditions of students, so we always have a strategy in dealing with problems, we always have an evaluation meeting every semester.
3	3	Not' The respondents' opinion is that they do not have a problem in preparing lesson plans.
4	4	Not' The respondents' opinion is that:they do not have a problem in preparing lesson plans.
5	5	Not' The respondents' opinion is that:they do not have a problem in preparing lesson plans.

From the answers of the respondents above, there are some obstacles in preparing RPP, but there are also those who do not have problems, so here we can know that junior high school in the South Ternate City, there are some teachers who still do not understand the 2013 curriculum.

Table 5. Which one do you choose the 2013 curriculum or KTSP?

No	Respondents	Answer
1	1	KTSP ' Muhammadiyah 1 junior high school prefers ktsp because it is considered easier, but that does not mean the 2013 curriculum is complicated. But there are too many assessments that must be made in the 2013 curriculum
2	2	KTSP 'SMP Muhammadiyah has more KTSP, because according to them the 2013 curriculum has many assessment processes, and too much work compared to the 2013 curriculum
3	3	Do not choose 'The respondent answer is that: in junior high school Nasional BanauCan not choose between KTSP and curriculum 2013. Because in Banau School still uses KTSP for grade 3
4	4	Do not choose The respondent answer is that SMP Nasional Banau Cannot choose Because the second and first grade still use KTSP, for other schools, but we are already using the 2013 curriculum here
5	5	Do not choose The respondnet singht they cannot vote because in third grade they still use KTSP.

From some of the respondents above, there were those who could not choose between KTSP and the 2013 curriculum because there were some schools that still used the 2013 curriculum, even in their schools they still used KTSP, but there were those who already used the 2013 curriculum and said the 2013 curriculum was a curriculum that very many ratings.

Table 6. Why do various parties reject the 2013 curriculum?

No	Respondents	Answer
1	1	The Respondents'said is that if there were many parties who rejected the 2013 curriculum, because KTSP was easier to compare with the 2013 curriculum.
2	2	In respondents' to this question, junior high school Muhammadiyah said that many schools were not ready to use the 2013 curriculum because they did not understand the 2013 curriculum.
3	3	The respondents' opinion : because many parties did not understand the 2013 curriculum, so various parties considered the 2013 curriculum very difficult.
4	4	The respondents' answer is that : in other schools they don't reject it, but maybe their thinking is still standard.
5	5	High School Nasioanal Banau in response to that matter. The 2013 curriculum is not difficult, but they don't understand the 2013 curriculum. Maybe they don't understand.

It can be seen that there are some responses from respondents regarding the above questions, that the 2013 curriculum is not a difficult curriculum to be applied in schools and not various parties to refuse to use the 2013 curriculum, but only that there are a number of parties that are still unsure of the 2013 curriculum itself.

V. DISCUSSION

This section presents a discussion of research findings. There are five questions raised in this study. The discussion focused on the problem of English teachers using the 2013 curriculum, the findings of the fifth research questions raised. the first question is about the are you familiar to 2013 curriculum. the second question on the have you been implementating in to your class, the third discussion what is the actually purpose of the 2013 curriculum. the fourt question is the what are you problems in arranging your lesson plan in 2013 curriculum. And why do various reject the 2013 curriculum.

Based on the first question, are you familiar with the 2013 curriculum of five respondents from two schools ? namely SMP 1 Muhammadiyah and junior high school, that they are familiar with the 2013 curriculum, the 2013 curriculum is not new for the two schools because the 2013 curriculum was used in the year 2015, but in the SMP Nasional Banau one semester stopped using the 2013 curriculum, so that it continued again in the following semester, but at SMP Muhammadiyah there was never a dismissal in applying the 2013 curriculum.

The second question is the focuses on having you been implementing in your class from this question, that out of five respondents from two schools said that they have been using or implementing the 2013 curriculum in the classroom, but there are different things in implementing it in the classroom ,SMP 1 Muhammadiyah sometimes still uses the old curriculum that is KTSP, because it is considered very sult to use the 2013 curriculum in North Maluku, but it is different only with Banau National, that they are very happy with the 2013 curriculum, because it is considered to be very easy to implement in the class, because only by using the media, and the teacher only explains based on the power points that have been arranged before teaching.

The third discussion focused on waht is the actual purpose of the 2013 curriculum. from this question the respondent said that the 2013 curriculum was how to make students more active compared to teachers, but of the five respondents said that in North Maluku students could not be active if the teacher was also not very active, so however the lecture strategy was still used in the method learning in the classroom.

Based on the results of this that research, namely, what are you having problems in arranging your lesson plan in the 2013 curriculum. said that in SMP muhamadiyah that they had problems in preparing RPP, because in the compiler of the RPP they had to see the conditions of students and adjust them, there were also other problems faced by SMP Muhammadiyah especially English teachers in preparing RPP that in the 2013 curriculum there were too many assessments and too much work to do so they prefer the old curriculum using the lecture system and the work is not too complicated, always evaluates every semester, but it is different from SMP Nasional Banau, that they do not have problems in arrange RPP, because they make small groups in each subject to discuss even what the teachers of these subjects face, they also make an evaluation every semester.

The fifth question is why do various reject the 2013 curriculum. of the two schools have different opinions, in SMP 1 Muhammadiyah said that, many parties refused to use the 2013 curriculum because there were so many 2013 curriculum, so they did not want to use the 2013 curriculum and they still chose to have an KTSP. While the SMP Nasional Banau said that not various parties refused to use the 2013 curriculum, but they did not understand the meaning of the curriculum so they did not use the 2013 curriculum, because according to them the 2013 curriculum was a very good curriculum to be used in schools and implemented it, some were said that perhaps those who

rejected the 2013 curriculum were people who did not know how to use laptop or computers, because the 2013 curriculum used more media than the previous lecture system.

VI. CONCLUSION

From the results of research conducted by researcher, it can be concluded that the 2013 curriculum, especially English teachers in SMP 1 Muhammadiyah and SMP Nasional Banau Ternate, is still very minimal, because there are still many English teachers who do not understand the 2013 curriculum in implementing the 2013 curriculum.

So from the results researcher can conclude several problems of English teachers in SMP 1 Muhammadiyah and SMP Nasional Banau namely: English teachers still do not understand the 2013 curriculum, It is still difficulties in preparing RPP, The 2013 curriculum has too many assessment and The 2013 curriculum has a lot of work.

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