



## The Implementation of Curriculum 2013 in Teaching Speaking Skill At MAN 2 Bima

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### Abstract

The aim of this research was to investigate how the implementation of curriculum 2013 in teaching speaking skill at MAN 2 Bima. This study used case study research design. The sample in this study was three English teachers at MAN 2 Bima. The data of this research were collected through interview, questionnaires, observation, video recording, and document analysis. Then, they were classified and analysed qualitatively. The results of the research showed that all teachers implemented the Curriculum 2013 in teaching speaking and fulfill the criteria. The findings showed that firstly the implementation of curriculum 2013 in preparing the syllabus revealed that there were three English teachers were able in developing and arranging the syllabus in accordance with the 2013 Curriculum. Second, the implementation of using the lesson plan showed that 90% had been implemented in the teaching and learning activity. Third, the implementation of the materials showed that 91,74% was done well. Third, the implementation of using media was very effective because it made the students easy to understand the materials or the lesson and the teachers were also easy to deliver the lesson. Fourth, the implementation of technique in teaching speaking using observation checklist showed that 86.66% indicators applied well. Last, the implementation of assessment and evaluation used the observation checklist showed that 82,85% of indicators were applied well. So, from the all result above, it was concluded that the activities of implementing the curriculum 2013 in teaching speaking skill by the English teachers were appropriate with the standard of 2013 Curriculum.

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## INTRODUCTION

In English learning, there are four important skills. One of them is speaking. Speaking is interpreted as a verbal process of delivering a message by the speaker in a certain way so that the listener can understand. According to Sukatmi (2009), speaking is the ability to “deliver a message through a speech” (p. 24). It means that speaking is the ability to pronounce words to express, declare, and deliver thoughts, ideas and feelings. Speaking is categorized into the productive skill. It could not be separated from listening. When someone speaks, he produces the text and it should be meaningful. The act of communication through speaking is commonly performed through face to face interaction and occurs as part of a dialogue or other form of verbal exchange. The hearer’s understanding is depend on what is said by speaker and on of what else has been said in the interaction.

In the second language learning and teaching, Aleideh, AlSobh & Alkhasawneh (2016, p. 182) argue that “speaking seems to be the most important skill required for communication. The goal of teaching speaking is improving students’ communicative skill in interacting with others. When learners acquire language, they do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; the learners also learn how to use sentences appropriately to achieve a communicative purpose. While in this globalization era, English has been a common foreign language learned. Ellis (1994) states that “a large percentage of the World’s language learners study English in order to develop proficiency in speaking” (p. 296). Moreover, Ellis (1994) also claims that the mastery of speaking skills in learning English became a priority for many second or foreign language learners.

The 2013 Curriculum emphasizes on the modern pedagogical dimension in learning activities using scientific approach. In principle, the learning activities are educational processes

that provide an opportunity for students to develop their potential abilities. It is expected that the curriculum can increase the students’ attitude, knowledge, and skill needed for them to contribute to society, nation, and mankind. Therefore, learning activities aim at empowering all potential students to have competence skill. The function of teacher as facilitator is providing students with useful phase (Mayer, 2008). It encourages the students to construct new information and interpret their phases in the classroom. Dealing with case, the teacher can guide them for more meaningful learning. Moreover, in the 2013 Curriculum, the function of teacher is a guide who assists the students to find something new by discovering, as what the process of scientific approach has included.

The previous researches were focused on 2013 curriculum had been conducted by Rafita (2016) see also in; Taruna (2015).; Noviani (2016).; Ninghardjanti, Indrawati, Rahmanto, Dirgatama & Huda (2018).; Sumual & Ali (2017); Nugraheni & Faridi (2016); Prayogo, Rukmini & Bharati (2013); Faridi (2012). The research backed by the status of the SMA Negeri 2 Magelang as pilloting project implementation of Curriculum 2013. The aim of the research were: (1) the implementation of the Curriculum 2013 in SMA Negeri 2 Magelang; (2) the difficulties or problems encountered in the implementation of the Curriculum 2013 in SMA Negeri 2 Magelang; (3) the efforts undertaken in addressing difficulties faced in the implementation of the Curriculum 2013 in SMA Negeri 2 Magelang. This research used descriptive qualitative research approach. The subject of this research was the principal, three teachers, five students and five parents of students. Data collection techniques used was interviews and documentation. The main instrument was a researcher in doing research that helped interview sheet and guidelines documentation. The data collection, then analyzed using interactive analysis models. Its validity was tested through the triangulation of data sources. The results showed that: (1) the implementation of the Curriculum 2013 had been running according to the purpose. The goal

was to improve student's understanding, skills, being active, capability of discussion and character changing, but it still needed to be done throughout the evaluation and improvement aspects; (2) the difficulties faced by teachers in the implementation of Curriculum 2013 related to media, learning packaging, assessment of student learning outcomes and provided learning resources. While the difficulties in students was looking for a learning resource for completed the tasks; (3) efforts in tackling the difficulties of implementing Curriculum 2013 with carrying out training, workshops, MGMP and IHT (In House Training). In addition, the assessment of student learning outcomes was done by doing the practice of periodic training.

The implementation of Curriculum 2013 will challenge the teacher to use scientific approach in teaching language. It will have some problems in implementing scientific approach in productive and receptive skill in English. Wati, Bharati & Hartono (2016) found that the problem during the implementation is the difficulties using target language fully during teaching learning activity. Ekawati (2017) found that the problems in implementing scientific approach in teaching speaking were the class is too big, lack of vocabularies, and pronunciations.

In curriculum 2013, there is a guideline in arranging and developing a lesson plan. The syllabus and lesson plan in 2013 curriculum is not only about opening, core activity and closing, but also has criteria's and principles in developing opening, core activity and closing. The criteria's and principles must be followed by the teachers in order to make an effective and efficient the process of teaching and learning and also in achieving the goal of teaching. By following the principles in arranging syllabus and lesson plan, the teaching and learning will accordance with the curriculum itself.

Based on the explanation above, the researcher thinks that learners need an approach which is not only facilitates students in developing students' productive in speaking skills, but also by using appropriate lesson plan based on 2013 curriculum. The novelty of this

study with previous studies is not only in the implementing of scientific approach, but also in investigating the Syllabus, lesson plan, materials, techniques of teaching, assessment, and evaluation in teaching speaking based on 2013 curriculum.

## METHODS

This study used qualitative case study research design. It is implemented because this study has an objective to investigate the implementation of Curriculum 2013 in teaching speaking with appropriate the Syllabus, lesson plan, materials, techniques of teaching, assessment, and evaluation. According to Cresswell (2003) one of the purposes of qualitative research is to understand the participants' point of view of the events, situations, and actions that they were involved with and of the explanation that they gave about their lives and experiences. This study investigates the appropriateness of teachers' Syllabus, lesson plan, materials, techniques of teaching, assessment, and evaluation in teaching speaking with the guidelines in designing based on 2013 curriculum.

The subject of this study was the English teachers of MAN 2 Bima who implemented Curriculum 2013 in their lesson. The researcher had taken the headmaster as the participant to know to what extent teachers implement Curriculum 2013. In order to gain comprehensive data from different perspective, the researcher had taken the three English teachers from different grade. The data was recorded during teaching learning process in the classroom. So in their implement, the researcher knew and got information how the teachers implementation of Curriculum 2013 based on the Syllabus, lesson plan, materials, techniques of teaching, assessment, and evaluation in teaching speaking. Then, the recording files (data) were transcribed into English written form to Indonesian or from Indonesian to English in order to make the researcher is easily analyzed.

## FINDINGS AND DISCUSSIONS

The data of this study was mainly obtained through the observation of teaching speaking skill at MAN 2 Bima. The observation was done by employing the questionnaires, interviews, classroom observation, and recording of the teaching learning process in the classroom. The observation was involved three English teachers who were selected of the basic of teaching experiences, certified teacher, grades of the students instructed, and educational program.

A number of classroom observation was conducted as the main data to explain the teachers' implementation of Curriculum 2013 in teaching speaking skill which were broken down on the seven scopes namely: the way the teachers implementation in preparing the syllabus, using lesson plan, implementing the materials, applying the media in teaching learning process, implementing assessment, and implementing evaluation.

### **The Implementation of Curriculum 2013 in Preparing the Syllabus**

Based on the classroom observation of the implementation done by the teacher which was included understanding of curriculum developing, designing learning process, developing students' abilities and actualizing student's potency, communication with students, designing and applying assessment were classified as good. It could be seen from the result of data check list on appendix 3. It showed that the class observation held for three times were gotten the predicate as good. in the teachers' implementation, curriculum developing which also dealt with the development of syllabus. It was needed in order to determine the appropriate material in learning process. In addition, from the observation result on curriculum development showed that basically, three English teachers were able in developing syllabus, because they had arranged the syllabus in accordance with the 2013 curriculum. The development of syllabus was based on the core competence and

basic competence as stated in Permendikbud number 24 year 2016. The government had prepared the core competence and basic competence for each level of senior high school students. The teacher elaborated by completing the syllabus with 1) learning materials, 2) learning activity, 3) competence achievement indicator, evaluation, 4) time location, and 5) learning source. So the development of the syllabus consisted of 7 columns. Further, there were some principles in developing syllabus, they were scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive. In rearranging the syllabus, they concerned on students' needs and school facilities. In brief, all the three teachers had developed the syllabus appropriately based on students' need and school facilities in line with what was required in the 2013 curriculum and chose appropriate learning material of speaking in the syllabus.

### **The Implementations of Curriculum 2013 of the Lesson Plan**

The analysis of observation result in the form of observation checklist was presented for giving the clear explanation. The class observation had been done by the researcher in order to find out the three English teachers implement lesson plan in teaching and learning process.

The analysis of lesson plan implemented by the English teachers was done through the observation during the teaching and learning process. The researcher recorded teaching and learning process by the video recording. The researcher made an observation guide regarding to the teaching learning process from preparation to evaluation. In order to find out the way teachers implement the lesson plan in the classroom, there were some ways done for getting the data.

The elaboration of the teacher's implementation was as follows:

**Table 1.** The analysis of the Teachers Implement the Lesson Plan based on the Syllabus

Scope	Items	Score		
		T1	T2	T3
Teachers implemented the lesson plan based on the syllabus in teaching and learning process.	Teacher had his/her Syllabus and Lesson Plan.	4	4	4
	Teachers always planned his/her teaching and learning process on the lesson plan for every meeting.	4	4	4
	Teacher arranged and organized the material for learning process.	4	4	4
	Teachers applied in detail the whole of lesson plan in his/her teaching.	4	4	3
	Teacher elaborated the lesson plan with other materials and the environment.	4	3	4
	Teacher organized the classroom management.	4	4	4
	Teacher planned the use of media and teaching method.	3	4	4
	<b>Total Score</b>	<b>27</b>	<b>28</b>	<b>27</b>

**Table 2.** The result of the observation:

Teacher	Score	Percentage	Criteria
1	27	77	Good
2	28	80	Good
3	27	77	Good

Based on the observation result, the teacher implemented their ability in the form of lesson plan was well because they had their own lesson plans that became guidance in doing the teaching and learning process because for them the lesson plan was an important thing needed in teaching and learning process. They applied what they wrote on the lesson plan in detail because they believed that the lesson plan gave some benefits for them in doing the teaching and learning process. In lesson plan realization, they arranged the teaching and learning process well, they taught the materials orderly based on what they had written, they built up the students' knowledge and they delivered the materials well without hesitation. Regarding to the syllabus, the teachers got the syllabus from the school. The observation result told that teachers did not competent enough in designing syllabus.

Regarding to the finding, the researcher suggested that all teachers had to write the material clearly in the lesson plan. For example, when they taught recount text, they had to write definition, purpose, generic structure, language features, and gave the example of recount text. All the teachers should be able to do all steps that they had written in the lesson plan and they should not write what they never did in classroom.

**The implementation of Curriculum 2013 in using the materials of teaching speaking skill**

In delivering the material, the scientific approach could be done by managing the classroom condition by carrying out the five steps in teaching using scientific approach, they were observing, questioning, experimenting, associating and communicating. Using the lesson plan was structurally and at least 90% of the lesson plan stages had been implemented in

the teaching and learning activity and preparing proper material with the condition of the students who still in the tenth grade of senior high school MAN 2 Bima.

In teaching and learning process, the English teacher class 1 thought the material about the about guessing games. Each student had their partner then the teacher asked two students to practice the games in front of the class. One student gave the keywords and one else guess it. So, the material taught was very interesting and made students happy and the material was also easier to understand.

The English teacher class 2 taught about the suggesting and offering help. She asked the students to find out their partner and asked the students to make a dialogue. After that, the English teacher walked around to manage their students and checked their grammar and vocabulary used. After finishing it, each partner had to practice in front of their friends. Meanwhile, the English teacher class 3 taught about offering help or service. This material was same with the previous class but the difference was the students in this class were very active and the language used was full English. When they asked and gave comment about the material in teaching and learning process.

Regarding to the interview, the teachers were interviewed by using some questions related to their implementation of Curriculum 2013 in using the materials of teaching speaking skill which presented as follows:

**Table 3.** Interview questions

In teaching speaking skill, what materials you use in the classroom to support your teaching?	
T1	Uhh yeah we give chance more to the students to do all the activities in the class. Uhhh.. if they are bored sometimes we sing together hehehe
T2	:umm I used buku paket, modul like that.
T3	Materials, sometimes I used books and aa I give them related song and if aa sometimes I give them aa maybe some wise words like that.

In responding to this question, the teachers gave some reasons that were stated based on what they had done in teaching and learning process.

### **The Implementation of Curriculum 2013 in Using Media in the Classroom**

The implementation of curriculum 2013 in using media in the classroom was used in teaching and learning process. The teachers had their own creativity to make the teaching and learning process interesting. It also based on teacher competence or the way the teachers understood about Curriculum 2013. The media was applied in the lesson plan, the chosen of the media was driven to make the learning process more interesting, so it could motivate the students during the learning process. In doing the teaching and learning process, the teachers used teaching media or aid in order to make students easily to understand the material instructed, thus the implementation was going well. Therefore, to obtain the teachers' argument in using media based on curriculum 2013, the researcher gave questions as follows:

**Table 4.** Interview questions

Do you think teaching methods and media are needed in teaching and learning process? Why?	
Teacher 1	: uh yeah I do. It uh facilitates the teachers to present the material.
Teacher 2	: sure, because media will help teacher and students in process aa teaching learning process.
Teacher 3	: of course, because when we teaching and learning process in the classroom the media or method is very important because to support the students when they are boring about the material but there is method or media and it is make students interesting of the materials itself and helps them in doing the teaching and learning process done well and more effective.

### **Techniques the Teacher Used in Teaching Learning Process**

Based on the class observation and video recording, the teachers used scientific approach in teaching learning process. Basically, three

English teachers had chosen the teaching material appropriate with the students and in line with the 2013 curriculum. The material related to the teenager daily activity. In the teaching and learning process, the English teachers used discussion techniques in the classroom. So the teacher told the students to sit in the groups and discuss the material given. After the discussion finished, they presented in front of the class.

### **The implementation of assessment based on Curriculum 2013**

Based on the implementation of assessment in curriculum 2013, the teachers' competence in designing and applying assessment and evaluation were varied. It could be obtained by using students' hand out, oral assessment, or giving assignment. Relating to the 2013 Curriculum, the assessment applied was authentic assessment in which there were many elements applied. Those components were namely cognitive, skill, and affective. Affective is only managed in Religion lesson and civic education. In other lesson it was done implicitly. The result of the observation checklist of this competency showed that there was only 82,85% of indicators were applied well.

### **The Implementation of Students' Evaluation**

From the observation, the researcher found that all teachers had done all items in evaluating process. After finishing all materials at the end of the learning process, the teachers corrected students' mistake when the students practice dialogue in front of the class. The way the teachers corrected the students' mistake were different. Some of them corrected it directly, but another was corrected after one student finished their practice. The evaluation done aimed to make all students knew the correct pronunciation of the word so that they could improve their weakness. Both of the evaluation ways were good, but the teachers tended to use the second way. The second way of evaluation was useful for all students and it was not only applied for a student who made the mistake but also the other students would

not replay the mistake at the second time and they could correct themselves. However, all the students were given spoken test to know their students' understanding about the material. All the teachers gave feedback to the students, but sometimes they forgot to do it.

### **CONCLUSIONS**

Based on the research data interpretation and discussion, the conclusion could be drawn that the application of syllabus and lesson plan was applied well by three English teachers in teaching and learning process. From the result of observations showed that three English teachers created their own teaching and learning instruments such as syllabus and lesson plan. Then teachers applied at least 95% of the lesson plan on teaching and learning process. Moreover, in applying syllabus and lesson plan, the English teachers applied it by seeing from the real situation, condition of the classroom, and the students' needs in learning. So the syllabuses and lesson plans made were flexible and it was created based on the classroom situation. However, apart from this condition, syllabus and lesson plans made for teachers' parameter and the standards of teaching and learning process in the classroom.

All the teachers believed that method is the main part of teaching and learning component. In this case, the methods were used by the teachers in teaching and learning process basically dominated by scientific approach and communicative approach. In using the teaching media, not all teachers used media when they taught. The teachers who used media agreed that teaching media had many advantages in teaching and learning process. It implied that the use of teaching media could reduce the students' bored on learning process. On the other hand, the teachers who did not use teaching media assured that the use of teaching media sometimes influence the students' attention learning process so that they tended to play than learn.

Regarding to the evaluation on the teaching and learning process, it was not

regularly given by the teachers in every meeting and basically all the teachers gave the evaluation to their students in their own way. The evaluation given was not always in the form of formal test, but also it could be in the informal test. However, the form of the evaluation model was the oral test.

Hopefully, this research gives positive effect in English teaching and learning process. This research is not perfect because dealing with the problem of using assessment technique, the researcher suggest the teachers to improve their creativity in using assessment techniques. They can utilize many types of assessment techniques that they consider the most effective and efficient in accordance with the assessment material, the number of students and the time provided. The researcher hopes that other researchers interested in conducting study about assessment in teaching speaking based on 2013 curriculum.

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