

The Implementation of Teaching English Language Based on 2013 Curriculum at Private Elementary Schools of Bukit Raya District Pekanbaru

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ABSTRACT

Curriculum is made to improve education in our nation. English language education is one of it. Now day, most of schools in Indonesia use 2013 curriculum. In 2013 curriculum, English language is erased from main material to additional material in elementary schools. The purpose of this study is to find how did English teachers at elementary schools of Bukit Raya district Pekanbaru implement 2013 curriculum and what kind of difficulties faced by them. This paper is mixed research. To collect the data, the researcher followed the stages as (1) made an appointment with English teachers at Bukit Raya district Pekanbaru. (2) The researcher interviewing the English teachers in order to find teachers' difficulties in implementing 2013 curriculum. (3) The researcher provides 10 questionnaires to answer how English teacher implemented 2013 curriculum. After analyzing the data, it is identified that media, song and games is the main support in teaching English language. The difficulties usually the teacher faced is depend on the students it selves.

Keywords : *Curriculum, 2013 Curriculum, English Language at Elementary School*

INTRODUCTION

In Indonesia, curriculum is the most important thing to develop education. Today, most of school use 2013 curriculum as their own curriculum. Before that, Indonesia implemented School-Based Curriculum (KTSP) as their curriculum. There are several differences of implementing School-Based Curriculum (KTSP) and 2013 curriculum, one of the differences in teaching and learning process. Teachers use media for delivering the material to the students so that teaching and learning more efficient and more productive. In another word, teachers have to work harder than before. Teacher has to prepare more things before entering the classroom, which is

lesson plan, media, and the material.

In teaching English language at Elementary School, teachers have to teach English by using English language more than Indonesian language because of 2013 curriculum. The problem is, students are difficult to understand the teachers' explanation about the material because students are lack of knowledge in English skills. Consequently, the students do not keep more attention to the lesson because they feel English material is a difficult material to learn. Because of that, teacher has to improve their teaching strategy to help students understand what the teachers are saying in the classroom.

The researcher focused in implementing 2013 curriculum in teaching English language at Private

Elementary Schools of Bukit Raya district Pekanbaru. The writer tried to find out the Implementation of teaching English language based on 2013 curriculum at private elementary schools of Bukit Raya district Pekanbaru. This study aims to investigate the implementation of teaching English language based on 2013 curriculum at private elementary schools of Bukit Raya district Pekanbaru by teachers and the difficulties faced by English teachers.

According to (Undang-Undang Nomor 20, 2003) curriculum is a set of plans and arrangements regarding objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. Curriculum development referred to standard national education to achieve the purpose of national education. It means that curriculum made for improve education in Indonesia in order to face current development.

According to William B. Ragan (Nasution, 2009) the curriculum in a broad sense, encompassing the entire program and life within the school, all the experiences of children under the school's responsibility. A similar opinion was expressed by Alice Miel who said that the curriculum encompasses all experiences and influences of educational patterns obtained by children at school (Nasution, 2009).

Curriculum in Indonesia was born in 1947. Start from that year, Indonesia curriculum start change from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, 2006 and 2013. According to (Alhamuddin, 2014) from a historical perspective from time to time, determinants of political and paradigms power strongly affect the Indonesian education system so far. It

means that every leader or authority that change in Indonesia, curriculum got affected.

According to (Anjani, 2018) K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. English is one of subject in K-13. This subject is important because in this subject students will learn about everything in English. In this curriculum, there are five steps in learning English. There are; observing, questioning, exploring, associating, and communicating.

According to (S. Wahyuni, 2016) 2013 curriculum is the newest curriculum applied in Indonesia education. The implementation of the curriculum 2013 is started on July, 2013; however, it is still for certain schools and level of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and effective through empowerment of integrated attitude, skill, and knowledge. According to (Kementrian Pendidikan dan Kebudayaan, 2014), the 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and world civilization.

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because of the curriculum is competency and character based which conceptually has several excellences (Mulyasa, 2013);

1. 2013 curriculum uses a scientific approach. Learns as a subject of study will be led to develop various competencies according to the potential of the each.
2. 2013 curriculum is competency

and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

3. Many fields of study related to the development of skills which are more appropriate to use the competency approach.

There are so many curriculums changes that happened in Indonesia. It is because curriculum has to follow current development in order to achieve better education. Another problem in education is there are so many bad quality educations in Indonesia. The governments always try to solve the problem by perfecting the curriculum. There are so many pro and contra about the changes of KTSP to 2013 curriculum.

Another statement state by (Sukarno, 2012) he state that the teaching and learning of English in elementary school provides the students' English language competencies in the golden age –the age that children can learn anything easily. The two of those competencies are called linguistic competence and linguistic performance. Based on that, we can conclude that the young learners' competencies more available and more easy to build than old grade students' competencies. We can see that young learners more courage for something that they really want to know about it.

Theories explained by Piaget, Vygotsky, and Bruner should be considered in teaching English to young learners. According to Piaget (Cameron, 2001), the child as an active learner and thinker, constructing his or her own knowledge from working with objects or ideas. Children also seek out intentions

and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. It means that children are easy to copy what people doing in their life one of them is language. It is also important to know that children doesn't know what are the differences between bad and good thing when they copying some knowledge and experiences.

There are some studies which are related with this they proposed research. **First**, this research was done by Honest Umami Kaltsum and Ratnasari Diah Utami. The title is "Implementasi Model Pembelajaran Bahasa Inggris di SD Surakarta". The finding shows that elementary schools in Surakarta apply one of the KTSP Curriculum and 2013 curriculum. Those who apply 2013 Curriculum, consider English as a local content and those which apply KTSP Curriculum, consider English as an extra curricula. There are a little bit obstacles in the teaching learning process such as the varieties of motivation, enthusiastic, and ability of the students. In the learning process, the students want to have varieties approach such as learning in the class, outing class, and using a story.

Second this research made by Dinar Martia and Anesa Surya. Title about this journal is "Implementasi Pembelajaran Bahasa Inggris SD Berbasis Budaya di Yogyakarta". This study describes the planning, implementation, assessment, and obstacles to elementary English learning culture based in Yogyakarta. This research is case study research. Research subjects included 5 public elementary schools culture based in Yogyakarta. Research results show that the syllabus and lesson plans used show less cultural integration. The most frequent cultural integration found in learning is the

cultivation of noble values. This is done by the teacher through example sentences, texts, dialogue, and habituation of behavior that reflects values sublime. There are not many cultural elements of artifact and customs found during the learning process.

The third, entitled "The Implementation of 2013 Curriculum in English Teaching Learning at MAN 1 Pekalongan". Things done in this study include the implementation of teaching and learning activities, including constraints and actions related to teaching and learning activities at MAN 1 Pekalongan. The method that used in this study is a case study on English teaching-learning by using 2013 curriculum at MAN 1 Pekalongan. The sample and place of research used in this study is an eleventh class, especially eleventh social 4class at MAN 1 Pekalongan. The source of data obtained by 1) Teaching-learning process by using 2013 curriculum; 2) The information involving the teacher and the students; 3) The documentation related to the implementation of 2013 curriculum.

2. METHOD

This research used the qualitative and quantitative research. The purpose is to find information about implementing teaching English language at private elementary schools of Bukit Raya district based on 2013 curriculum and what are difficulties faced by them.

According to (Creswell, 316 C.E.) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from

particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

The technique of data, which is used in this research, was descriptive. It means that the researcher just describes the activities of private elementary English teachers teaching English language based on 2013 curriculum in the recorder. The researcher use certain method to obtained the data, which is as follows:

1. Interview

According to (Moleong, 2007) Interview Methods are conversations with specific intentions. Interview conversation conducted by two parties: the interviewer who asks the question and the resourcer who answers the question. This method makes researcher know the reaction of the participants in answering the questions. The researcher can know more specifically about the resourcer in interpreting the problem under study, interview of this research of this research is structured.

2. Questionnaire

According to (Walgito, 2010) questionnaire is a list of questions that will be answered by respondents to be investigated. In making a questionnaire, we have to make sure that the question is easy to understand by respondents; otherwise the questionnaire will be difficult to be understood by them.

Based on data collection technique, there are several steps that researcher want to use in this research. First, the researcher interview private elementary school of Bukit Raya district Pekanbaru English teachers to investigate the difficulties faced by them and how did English teacher implementing teaching English language based on 2013 curriculum.

Second, researcher use questionnaire, the researcher provide

questionnaire to the teacher and let the teacher of private elementary school of Bukit Raya district Pekanbaru answer every question in that to get the information that the researcher want to get.

3. FINDING AND DISCUSSION

It has been mentioned in the previous chapter that the purpose of this study is to find the information about implementing teaching English language based on 2013 curriculum at private elementary school of Bukit Raya district Pekanbaru. The researcher already got the data from the sample. The samples are three researcher's informants, which are English teachers at SDIT Bunayya, SDIT Az-Zuhra Simpang Tiga Pekanbaru and SDIP YLPI Pekanbaru.

The Interview Results

SDIT Bunayya

SDIT Bunnayya is not implementing 2013 curriculum in teaching English language learning because they already have their own curriculum in guiding the English lesson. In here, researcher considers that this school is not connected with researcher's title, but as long as this school teaches English language learning the researcher wanted to know what are the difficulties faced by English teacher in teaching English language in order to understand more about students in learning English.

According to (Sukarno, 2012) the teaching and learning of English in elementary school provides the students' English language competencies in the golden age –the age that children can learn anything easily. Based on the quotation, teaching English in elementary school is useful to make the students' learn English easily.

From the information, the researcher conclude that this school doesn't

implement 2013 curriculum in English language but they implement curriculum that they thing it is the best curriculum for their students. They more focus on language use rather than theories of English language. To fix the problem usually they faced, they more focus on the students approach to claim the solution of the problem. Based on the teacher's lesson plan, they use Big Show as their sources in teaching English language, published by MENTARI.

SDIT Az-Zuhra Simpang Tiga Pekanbaru

Researcher's second sample is come from SDIT Az-Zuhra Simpang Tiga Pekanbaru English teacher. This school is located at Cipta Karya street, Sidomulyo Barat, Pekanbaru with land area 2097 M². The school was founded in 2013 with school establishment SK number 420/Bid TK.SD.02/II/2013/2481. The school is implement 2013 curriculum with A accreditation. The school has 18 classes in total, 2 laboratories and 1 library. The school has 21 teachers and 470 students in total.

Based on the information above, the researcher conclude that in SDIT Az-Zuhra simpang tiga Pekanbaru is implementing 2013 curriculum in English language even English language just an additional subject in the school. Based on teacher's lesson plan, the teacher use learning source from youtube with link code

<https://youtu.be/PLPWY7ADEHw>.

Song is the most common strategy that teacher use in teaching English language and also games and TPR. Furthermore, when difficulties come to the teacher, song and game are the best way to solve the problem.

SDIP YLPI Pekanbaru

The third researcher's sample is English teacher at SDIP YLPI

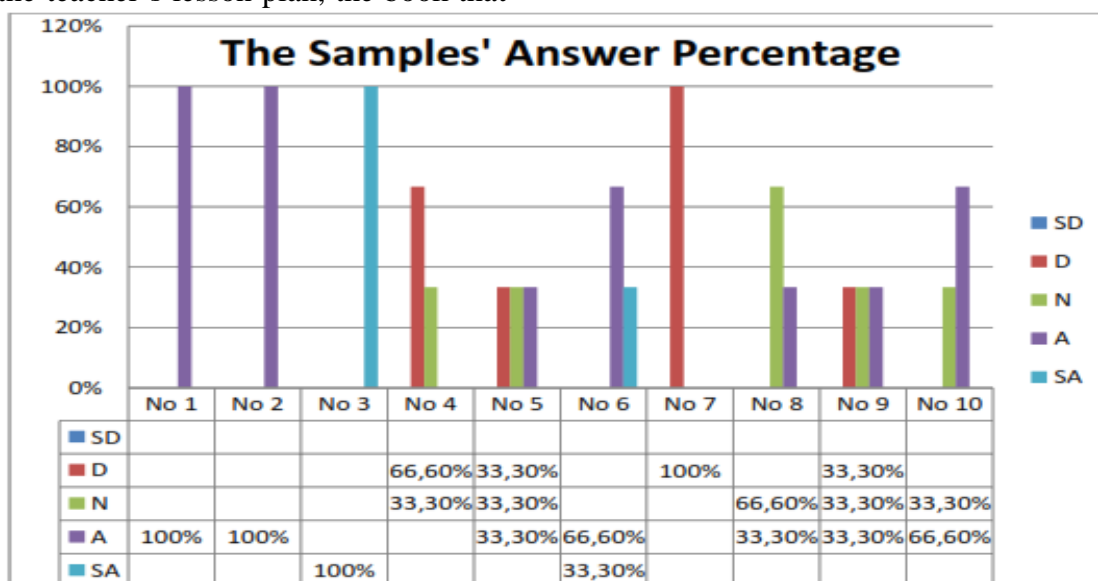
Pekanbaru. This school is located at Kaharudin Nasution street Pekanbaru with NPSN number is 10404095. The school was founded in 1990 with SK operational license number is 44/06.05/DPMPTSP/VII/2020. This school has 66000 M² land area with 19 classrooms, 4 laboratories and 1 library in total. This school has 455 students and 30 teachers in total and also implementing 2013 curriculum with A accreditation.

Based on the information above, it can be conclude that SDIP YLPI Pekanbaru is implementing teaching English language based on 2013 curriculum by obeying 2013 curriculum rules in teaching English language. The teacher more focus on media in teaching English language because elementary love media. According to the teacher's lesson plan, the book that

the teacher use in delivering English language learning entitle Joyful English published by Quadra. The difficulties that the teacher face when implementing teaching English language based on 2013 curriculum is come from the students when they can't understand about the material that the teacher explaining about.

The Questionnaire Result

In pervious chapter the researcher already explained about how the researcher collecting the data. Questionnaire is one of it. The researcher already got the data from the sample. The sample are English teachers at SD IT Az-Zuhra Simpang Tiga Pekanbaru, SDIT Bunayya, and SD IP YLPI Pekanbaru. We can see the data from the chart bellow.



Notes : No = Number of questionnaire statement; SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

From the chart above, researcher conclude that in answering number 1st, 2nd, 3rd and 7th statements the samples have the same thought. It means that all samples were agreed that “2013 curriculum is suitable for the students” and “2013 curriculum is a good and fun

learning system than KTSP”. From the results, researcher conclude that English teacher at SDIT Bunnayya, SDIT Az-Zuhra simpang tiga Pekanbaru and SDIP YLPI Pekanbaru were agreed that English language in 2013 curriculum is suitable for their students and 2013

curriculum is a good and fun learning system than the previous curriculum.

For answering number 4th, 6th, 8th and 10th statement, 66,6% samples was answer the same alternative answer and 33,3% samples give different answers. Statement of “teacher authority on designing lesson plan is not clearly necessary” was disagreed by 66,6% researcher’s samples and 33,3% samples were choosing neutral. It can be concluded that teacher authority is very important in designing lesson plan; therefore the teacher can know what kind of method that suitable for their students.

Around that 66,6% samples were agreed that “integrated skill method is recommended” method and 33,3% were choosing neutral. (Marhamah et al., 2018) said that integrated thematic context on contextual approach on language learning process in As Shofa elementary school has supported the language skills of the students in many contexts. Based on the expert, it can be known that integrated method is very helpful in teaching English language for elementary students.

Furthermore, as many as 33,3% samples were agreed that “English subject should not be a local content (Mulok)” and 66,6% were neutral. For English subject should be mandatory local content (Mulok Wajib), 66,6% samples were agreed and 33,3% samples were neutral. It means that English language learning should be a local content in every elementary school in Indonesia Statement number 5th and 9th, the samples have different thought. “Using full English in classroom is not productive” and “English subject should be preferred local content (Mulok Pilihan)” statement was disagreed by 33,3% samples; neutral by 33,3% samples; and agreed by 33,3% samples.

Implementation of Teaching English Language in Elementary School

In this case of study, researcher has gained an important data from private elementary schools of Bukit Raya district Pekanbaru. The data shows that there are three private elementary schools that implement teaching English language which is SDIT Bunnayya, SDIT Az-Zuhra Simpang Tiga Pekanbaru and SDIP YLPI Pekanbaru. These schools are implementing teaching English language learning based on 2013 curriculum.

According to the data, English teachers in these schools more priority in using media in teaching English language which are games and songs because the tudents are easy to be taught by using that. Learning media is defined as a tool in the form of physical and non- physical used by teachers in conveying material to students to be more effective and efficient.

Therefore, media is the best indicator to delivering a lesson to the students. In additional, teachers are not using full English language in delivering the lesson because the teachers are afraid if they use full English in the classroom the students will not understand what the teachers are saying. Therefore, teachers are using mixed language. In addition, the teachers made their own lesson plan based on the syllabus to achieve English language competencies. The teachers also use different sources of learning. SDIT Bunnaya use Big Show, SDIT Az- Zuhra use a book that publish by Erlangga, and SDIP YLPI use Joyful English for their learning resources.

The data also shows that the difficulties in implement teaching English language in elementary school are depend on the students because each students have a lot of different style in learning. Therefore, teachers have to be active, creative and educative in delivering their knowledge and also to make teaching and learning process

more fun and enjoyable especially for elementary students. English language is not their first language, therefore, building fun and enjoyable teaching and learning process is very important.

To solve the problem, teachers have to make a fresh atmosphere before beginning the teaching and learning process. If difficulties already come after that, teachers will approach the students to investigate what are the problems. By doing that, the problem will end soon. Information about the students' background gained through the question using *who* also enables the course designers to next determine what approaches, methods, and techniques to be used in the teaching-learning process by deciding the answer to the question using *how*.

CONCLUSION

The researcher will conclude this thesis from the previous chapters that have been discussed. The conclusions are:

1. How did English teacher implement 2013 curriculum in their teaching and learning process at private elementary school of Bukit Raya district Pekanbaru is same with junior or senior high school. They prepare everything before joining the class including lesson plan and media. In additional, not all private elementary school implement 2013 curriculum for English language material. Media is the best indicator that the teachers use in the class because the students are easier to be taught by using media. In additional, song and games is also the best way to make teaching and learning process more fun. And also, speaking and listening is more important skill to develop than other skills like reading and writing.
2. What are the difficulties faced by the teachers in implementing 2013 curriculum at Private Elementary School are lack of vocabulary, different style of learning, and less concentrate. Therefore, it is depend on the students it selves even teacher are use the best method. The students still don't understand what the teachers were explaining about whether the teachers already use media in the classroom. It means that we can't use same method every time we teach because different student have a different style of learning.

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