

9. Do the English Teachers Understand _2018.pdf

**DO THE ENGLISH TEACHERS UNDERSTAND
THE 2013 CURRICULUM?****Kusmiati¹, Hermayawati²**^{1,2}University of Mercu Buana Yogyakarta¹kusmiatimia523@gmail.com²hermayawati.hw56@gmail.com**8****Abstract**

Nowadays, the used Curriculum in Indonesia is the 2013 Curriculum. Since 2016 ago, all secondary schools have been recommended to implement the 2013 Curriculum. Even though the curriculum had been implemented in several years, but the teachers still got difficulties in implementing it normatively. This study was intended to describe the implementation of the 2013 Curriculum and to present the English teachers' problems in implementing such current curriculum. This was a qualitative research which was classified as a case study. This method was used to compile the problems faced by the Junior High School English teachers in five schools located at Bantul Regency. The data was collected through the questionnaire, interview, and documentation. It involved the English teachers of Junior High Schools. The qualitative data was analyzed by identifying, classifying, and describing the problems faced by the English teachers in implementing the 2013 Curriculum in SMP (Junior High Schools) around Bantul Regency. The results showed that the English teachers teaching in the research setting still had problems in implementing of the 2013 Curriculum, namely: 1) teachers' difficulties in designing the lesson plan especially in choosing appropriate methods in accordance with the students' characteristics and teaching procedures; 2) teachers' difficulties in choosing appropriate methods with the students' characteristics; 3) the students ability and interest in English; 4) teachers' difficulties in finding the right instrument of authentic assessment; 5) teachers' problem related to the facilities of teaching learning process. Those problems factually influenced the students' outcomes quality.

Keyword: English teachers' problem, the 2013 Curriculum

INTRODUCTION

English is an international language that has special function in worldwide today for communication. This study believed that English has important roles in many countries including Indonesia. Nowadays, English becomes one of subject that is examined in the Final Examination of secondary schools. It means that Indonesian Government has a high awareness to the needs of English for students in this country. Indonesian government believes that students should be able to speak English so that they would be ready to compete globally in their future life.

The development of English for students in Indonesia is influenced by some aspects such as the curriculum and teachers awareness toward the implementation of the curriculum. Indonesian Government Regulation No. 19 of 2005 on National Education Standards defines that the curriculum is a set of plans and arrangements regarding the objectives, content and teaching materials and methods used as a guideline organization of learning activities to achieve educational goals specific. According to *Permendikbud* No 74 in the year of 2008, teachers are considered as professional educators with the main roles of educating, teaching, guiding, directing, training, assessing, and evaluating the students. As professional educators, they must have characteristics of teachers' professionalism. One characteristic of teachers' professionalism is having competences that needed, related with their duties field. One competence that must be needed by the teacher is pedagogic competence. Pedagogic competence is the ability of the teacher in the learning management of students, namely: understanding of insight or educational foundation, understanding of students, development of curriculum or syllabus, learning design, the implementation of educational and dialogical learning, utilization of learning technology, evaluation of learning outcomes; and the development of students to actualize their various potentials (*Permendikbud*, 2008). It can be concluded that the teachers have responsibility to be able to develop the current used curriculum and syllabus, design the teaching planning, the student, and conduct evaluation on the students' learning process. Teaching plan is done in the form of a syllabus and lesson plan. Syllabus is a

reference for the preparation of the learning framework for each subject matter of study in the form of lesson plan (*Permendikbud*, 2013). Learning process is an implementation of lesson plan. The time allocation that provided in the 2013 curriculum was four hours, an hour equals to fifty minutes a week for Junior High School (*Kemendikbud*, 2012). Related to the assessment aspect is held with the purpose of obtaining information about the learners' outcomes by the teachers. According to the *Permendikbud* No. 66 in the year of 2013 regarding educational assessment standard states that educational assessment standard is a criteria about mechanism, procedure, and assessment instrument as a result of students learning.

Nowadays, Indonesia implements the 2013 Curriculum which is intended for the better future of Indonesia: education in facing the tighter competition in global era (Saroso, 2014). The 2013 Curriculum is a curriculum of values primarily focused on character building (Ministry of Education and Culture, 2012). Therefore, the aim of the 2013 Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization (*Permendikbud*, 2013). In the 2013 Curriculum, the teacher has a role as a facilitator for the students. English teachers should be creative and imaginative in conducting teaching learning process in classroom (Saroso, 2014). Besides, the students have to be active in learning process. As a facilitator the teachers have to know the students' needs by understanding the curriculum especially the 2013 curriculum. But in facts, early data showed that even though it has been implemented for several years, the teachers still got difficulties in implementing such curriculum (Lianawati, 2017). It is said that they still got confused particularly on how to teach effectively by using a scientific approach, finding the appropriate books, the teaching materials based on the 2013 Curriculum. The teachers also got still got difficulties in assessment process, the limitation of time in teaching, and the differences in the abilities of student to understand the materials provided by the teacher. On the other hand, Saroso showed that teachers still got difficulties of implementing the 2013 curriculum in their teaching learning process, beside they did not really know on how to actualize the demanded content of the curriculum. They are still grasping, thinking, and learning how to teach English using 2013 Curriculum.

Based on the aforementioned issues, this study was conducted to describe the implementation of the 2013 Curriculum of Junior High School on English course in SMP (Junior High Schools) and to find out the English teachers' problems in implementing the 2013 Curriculum of SMP. The result of this research is in the form of an accurate data which can be used as the basis for determining both the practical and theoretical policies. Practical policies are needed by the relevant stakeholders, whereas theoretical policy can be used as a basis to advance the next relevant study.

METHODOLOGY

Research design

This was a qualitative research a case study design. The compiled data was the results of questionnaire, interview with the English teachers, and documentation. The research participants were Junior High School English teachers in the schools located at Bantul Regency. It involved 5 schools that consisted of three private schools and two public schools.

Data Collecting Technique

Accurate and systematic data collection is critical to conduct the research, data collection allows to collect the information that the study needs to collect related to the research (Sugiyono, 2013). According to Suryana (2010) the researcher is considered as a key instrument, so in this case, the researchers must have extensive insight and knowledge to be able to questioning, analyzing, and constructing the social situation under-studied to gain the clearer and meaningful accurate information. The primary data sources and the data collection techniques were compiled through the results of questionnaire, in depth interviews, and documentation.

Questionnaire was used as the instrument to gather the data by distributing the structured questionnaire to the English teachers. The questionnaire was used to get the information about the English teachers' problems in implementing the 2013 Curriculum in junior high school. It was in the form of a list of written questions about teaching planning, teaching learning process, and assessment.

The results of this questionnaire were represented whether or not the teachers have problems in implementing the current curriculum to be used.

Interview was used to gather the data by doing recorded structured interview. This was done to anticipate something missing in transferring the data to the English teachers. This interview was intended to get the data about the English teachers' problems in implementing the 2013 Curriculum of junior high school. The interview consisted of some questions that contained about teaching planning, learning process, and assessment.

Documentation relates to the specific activity in the collection, processing, storage, and dissemination of information. According to Sugiyono (2016), documentation is a record of past events. It can be in the forms of written reports or notes, images, or monumental works of a person. The compiled documents in this research were in the forms of syllabus, module, and lesson plan. The documents were, then, analyzed to find the accurate data related to the teachers' actualization in using the 2013 Curriculum principles.

Research Procedures

This research was started by problem identification or the appeared issue to analyze. The problem was in accordance with the government regulation and the expert arguments that were used as the measurement tool to conduct this research. Those terms were used as the setting and scope of the research. The next step was collecting data by utilizing some techniques such as questionnaire, interview, and documentation. All of the obtained data were interpreted and checked their validity by the credibility, transferability, dependability, conformability, and triangulation techniques. The analysis of data used four techniques, namely: data elaboration, reduction, presentation, and conclusion draw. All of the procedures were conducted by the defined principles naturally, originally and procedurally to conduct the credible result of research.

FINDING AND DISCUSSION

This study involved 10 English teachers in 5 Junior High Schools situated at Bantul Regency which consisted of three private and two public schools. One of the instrument to be used in this research was questionnaire. This was distributed to the English teachers currently teaching at the understudied Junior High Schools. The questionnaire contained three types of teaching administration tools, namely: planning or teaching documents such Syllabus, lesson plan, and materials, learning process, and assessment.

Related to teaching design, some questions were formulated to get information about teaching documents that the teachers used. Those questions were used to find information whether the current teaching documents were their own designs. The questions were addressed on how the teachers designed their syllabus, lesson plan, package book, worksheet, and handout or materials that the teachers used. In this case, the questionnaire results showed that eighty percent of teachers did not use their own design syllabus. In addition, eighty percent of teachers developed lesson plan together with other teachers. In fact, there were only twenty percent of teachers who developed their own syllabus and lesson plan. A hundred percent of teachers used package books and worksheet from other person or publishers. Meanwhile, there were only four teachers among the involved ten teachers who developed their own teaching materials in the form of students' handout and developed their own students' worksheet. Eighty percent of teachers made authentic materials by connecting with the students' daily activities. Sixty percent of the teachers taught the language components and moral value separately with content of the materials.

Concerning with the learning process aspect, some questions were addressed to find the data about the way of teachers in starting the class, the activities in the main learning process about how the teacher delivered the materials, the media that the teachers used, and the way of teacher in ending the class based on the 2013 Curriculum. A hundred percent of teachers started the class by asking the students some questions related to the materials that they learnt, which is called 'brainstorming'.

Besides, they also explained the learning indicators that the students should achieve. They commonly made group discussion and monitored the students. A hundred percent of teachers gave their students opportunity to ask question and expressed their opinion. In the end of learning process, a hundred percent of teachers gave conclusion to the students about the materials they learnt.

Related to the teaching assessment, some questions were intentionally addressed to find the data related to the assessment aspect as follows: It was about how the way of teachers design the students' worksheet and how the way of teachers evaluated their students' speaking skill. The result showed that a hundred percent of teachers conducted evaluation by giving assignments to the students concerning to the language skills in integrated form. Besides, they also tested the students' speaking skill by asking them to practice dialogue or monologue directly. In this case, the teachers understanding on the 2013 Curriculum was classified as good. Almost all teachers to be investigated had been implemented it optimally. It was known from the result of the questionnaire about teaching-learning process. The teachers knew how to input the moral values aspects they actualized on the learning process. Besides, they knew how to deliver the materials in the learning process based on the 2013 Curriculum. This report showed that the teachers did not have any difficulties in implementing the 2013 Curriculum in the learning process aspect.

The interview was conducted toward the English teachers currently working for the five Junior High Schools located at Bantul Regency. The interview contained four aspects of teachers' experiences in teaching English, their understanding on the 2013 Curriculum, and their knowledge on teaching documents and teaching-learning process, such as: syllabus, lesson plan, media and method of teaching based on the 2013 Curriculum, and evaluation. Related to the teachers' experiences this research was intended to discover two points, namely: how long the teachers have been teaching English and the place they taught before joining the schools where they currently worked for. Ninety percent of the teachers had experienced on teaching English more than five years. However, there were many teachers who factually faced difficulties in understanding the curriculum change from the 2006 to the 2013 Curriculum.

Concerning the teachers' understanding toward the 2013 Curriculum, this research included the following questions: teachers' opinion about the differences between the 2006 and the 2013 Curriculum, teachers' opinion in facing the changing of 2006 curriculum to 2013 curriculum, and about the principles of the 2013 Curriculum. A hundred percent of teachers to be investigated argued that the differences between the two aforementioned curriculums were on the content of lesson plan, the activities, and its assessment. They argued that the 2013 Curriculum is good because it is considered matched with the students need in facing the globalization era, but the teachers still had difficulties in implementing it. On the other hand, both the teachers and students are still needs time to adapt this curriculum, especially for the private schools.

Furthermore, a hundred percent of the understudied teachers argued that the basis of the 2013 Curriculum are, the students required to be more active. Besides, the students' interest becomes an important aspects in the learning process. In addition, since the 2013 Curriculum has been implemented in the secondary schools, they stated that the students were not interested in the English subject. In fact, the students had less motivations so that it affects to the students ability in their English learning. It was a challenge for the teachers to generate the students' interest in the English lesson. If they were interested in the subject they would have good motivation in the learning process, but if they were not interested in the subject, they would not have any motivations.

Concerning the teachers' knowledge about teaching documents, some questions were designed to collect the data related to how to design teaching document based on the 2013 Curriculum. The questions were : how to design the learning programs, how to teach moral value and language components in their learning process, teachers' difficulties in finding the materials in line with the 2013 Curriculum, the method and teaching media that they used to teach, and how the teachers evaluated their students. The interview result showed that eighty percent of teachers' understanding on how to teach the moral value and language components aspects in their learning process. They taught the moral value and language components aspects by inserting those aspects in the learning materials. However, eighty percent of teachers admitted that they still got difficulties in designing the lesson plan, especially when choosing an appropriate method with the needs of students in order to achieve the learning objectives and determine the learning activity. Those terms became the obstacles because the teacher realized that even though they had determined the method and activity on their lesson plans, but in the reality when they taught in the class they had to use the method appropriate with the student's characteristics and background, then they would change some activities. On the other hand, each class has different characteristics. In this case, a hundred percent

of teachers used scientific approach but they still mixed the method with the 2006 Curriculum. Fortunately, the teachers did not get any difficulty in finding the learning materials because they had the package books that were already available at schools. However, seventy percent of teachers still got difficulties in using the media. They admitted that the schools where they teach had not provided adequate media yet. Four of the five schools understudied had not adequate media to support the learning process, such as LCD. They only had one or two LCD in the school. If they wanted to use the LCD, they have to ask others teacher whether they wanted to use the LCD or not. It means they needed more time to prepare the media if they wanted to use it.

For the teachers' knowledge about learning process showed that a hundred percent began the class by greeting the students and they did brainstorming to the students. They stated that in the main activities they must use scientific approach which consisted of observing, questioning, exploring/experimenting, associating, and communicating activities. In fact, the students needed time to adapt that activities. A hundred percent of teachers admitted that they still had difficulties in managing the time allocation provided in the 2013 Curriculum.

Related to the interpretation of the core competence and basic competence in the class, the teacher was still in process to make the right instrument of evaluation. It was difficult for the teachers to assess the students since they must observe many students in many aspects, such as students' knowledge, skills, and attitude. In this case, ninety percent of teachers admitted that they still got difficulties in assessing the students' learning achievement. They still thought hard on how to assess the students' attitude and religious as stated in the core competence. Related to the skills, there are four skills that must be achieved by students in learning language program, namely listening, speaking, reading, and writing. The teacher should consider in finding the way to teach those skills in integrative way. However, some teachers admitted that they still had difficulties in evaluating the speaking skill. It became another obstacle for the English teacher in evaluating the students' skills aspect. Besides, almost all investigated teachers indicated that they still got confused in assessing students' attitude or behavior.

The result showed that only eighty percent of teachers have really understood about the 2013 Curriculum, but practically a hundred percent of teachers still got difficulties in implementing it both in the learning process and assessment aspects. Meanwhile, other teachers still had difficulties in understanding the 2013 Curriculum especially in designing the learning materials related to the core competences.

A hundred percent of English teachers had been developed their lesson plan based on the syllabus and completed all components based on the 2013 curriculum. The learning objectives written are in line with Core and Basic Competence. The approach is scientific approach where the main activity covers all logical learning sequence (observing, questioning, experimenting, associating, and communicating) in several meetings of one topic. The teachers also put the score rubric of all competencies as what emphasized by 2013 curriculum. A hundred percent of teachers used scientific approach, but they did not mention the strategies or the method that they used in the learning process. However, they utilized the media to support the teaching learning process.

The result showed that the implementation of the 2013 curriculum in SMP schools of Bantul Regency is still in the process. Overall, the efforts of the teachers in implementing the 2013 curriculum in teaching learning process, teaching documents design, and assessment were still in the process. A hundred percent of teachers argued that they still got problems related to designing teaching planning, teaching learning process, and assessment in implementing the 2013 curriculum.

A. Teachers' Problem related to the Teaching Planning

Teaching plan is done in the form of a syllabus and lesson plan (Permendikbud, 2013). Syllabus is a reference for the preparation of the learning framework for each subject matter of study in the form of lesson plan. Designing the lesson plan was teachers' responsibility. This study found that a hundred percent of the understudied teachers developed their lesson plans based on the 2013 Curriculum. They designed the lesson plan which consisted of all aspects based on the Permendikbud No. 65 in the year of 2013 regarding standard of elementary and secondary learning process, namely: (1) the identity of the school, subject or theme, class/semester, and the allocation of time; (2) Core Competence, Basic Competence and indicators of competencies achievement; (3) learning

materials; (5) learning method; (6) Learning activities that include preliminary activities, Main activities, and the post activities; (7) assessment, Remedial learning and enrichment; and (8) media, tools, materials, and learning resources (*Permendikbud*, 2013).

From the lesson plan, it can be said that ninety percent of teachers designed their lesson plans by concerning almost all aspects of the principles of lesson plan mandated within the *Permendikbud* No 65 in the year of 2013, containing the following aspects: (1) the different of students' characteristics; (2) students' active to participate in the learning process; (3) students' centered to encourage students' creativity, motivation, interest and inspiration; (4) providing feedback and follow up of lesson plan; (5) improving students' skills in listening, reading, speaking and writing; (6) emphasis on the interrelation and integration between the Basic Competences, learning materials, learning activities, indicators of achievement, assessment, and learning resources in a single learning experience; (7) accommodate thematic-integrated learning, cross-subject integration, cross-learning aspects, and cultural diversity; (8) the application of information technology and communication must be integrated, systematic, and effective in accordance with the situation and conditions.

The aforementioned principles should be actualized either in the teaching learning process or evaluation. Therefore, the teaching learning design is a big influence in the learning process and evaluation. One of aspect of making the lesson plan is determining the method which used to decide the teaching procedures. Related to the teaching procedure on teaching strategies and method, the used 2013 curriculum is the scientific approach as the basic procedure in teaching learning process for all subjects including English subject. According to Freeman in Ilankuma (2014), the current method used in English Language Teaching (ELT) are cooperative learning, Content and language integrated learning, computer assisted language learning, etc. The method chosen and used in the learning process must be in line with the students' characteristics so they could achieve the learning competences (*Permendikbud*, 2013).

This study found that the teachers still got difficulties in determining the appropriate method for their students. Even though, they had been decided the method on their teaching planning or lesson plan, but in the reality they have many students and several class in one level. In addition, every class had different characteristics of model study and each class had different characteristics of the students. Some teachers argued that there was class which could not use interactive learning method and they still need teacher's guidance on all of the learning process. In fact, a hundred percent of teachers admitted that they still used the 2006 Curriculum by using lecturing method.

B. Teachers' Problem Related to the Teaching Learning Process

Learning process is an implementation of lesson plan. The time allocation provided in the 2013 Curriculum for junior high schools was four hours. An hour equals to fifty minutes a week (*Kemendikbud*, 2012). Based on that time allocation, the teachers had to achieve the core competence, basic competence, and learning indicators in every meeting. Ninety percent of the schools divided the time allocation into two meetings in a week and two hours in each meeting. This means that the teacher only had eighty minutes in every meeting or 60 minutes in a week. Besides, they should make the students to be active in the class and used a scientific approach in the learning process. Scientific approach is a scientific process based approach that can be done through the process of observing, questioning, exploring/experimenting, associating, and communicating (*Kemendikbud*, 2014). In this case, the students are required to be able to observe every topic or materials that they learned. Moreover, they should understand and apply what they had learned or used it in the communication. Meanwhile, they needed more time to do it.

The interview result showed that a hundred percent of teachers said even though the time allocation had been decided in the lesson plan but they still had not enough time to finish all activities. It means that a hundred percent of teachers had difficulties in managing the time allocation during the learning process. They stated that they got difficulties to make their students to be active in the class because they needed time to change students' habits. Furthermore, in the implementation of the 2013 Curriculum, teachers had roles as a facilitator and monitor for the students. It means that the teacher has responsible in facilitating and monitoring the students during the learning process. In fact, they have to know what the students' needs.

Since the 2013 Curriculum has been launched, some of the English teachers stated that most students were not interested in the English subject. They did not know the function of learning English, it caused they had less motivated in learning English. The teacher argued that the important things of teaching learning processes are the students' abilities and students' motivation in English subject. This of course, influenced the students' ability in understanding the materials. In fact, as a facilitator and motivator the teacher should motivate their students and aroused them to be interested in learning English. This must be aware by all teachers by remembering that one of the principles in the 2013 Curriculum demands the teachers to encourage the students' motivations of learning, motivation, interest, creativity, initiative, inspiration, innovation and independence. Meanwhile, encouraging students' interest and motivation are the teacher responsible.

In relation to the aforementioned facts, it was found that there was a hundred percent teachers stated that media played important role in drawing the students' interest to involve in their learning process. However, almost the understudied private schools did not provide adequate facilities yet, such as LCD, loud-speaker, and other teaching aids to support the teaching and learning process. In this case, eighty percent teachers admitted that they got difficulties in implementing the 2013 Curriculum without adequate media and teaching aids. Even though they had package books but they still needed those means of teaching to support their teaching learning process to arouse the students' motivation. It was clearly stated in the *Permendikbud* No 68 in the of year 2013 that one of the strengthening aspect in the 2013 Curriculum is the provision of facilities and infrastructure management and learning process (*Permendikbud*, 2013). It means that the provision of education facilities is considered very crucial as the supporting media in making better the implementation of the 2013 Curriculum.

C. Teachers' Problem Related to the Assessment

One aspect that must be conducted in the teaching program is assessment. One characteristic of teachers' professionalism is the teacher must be responsible to monitor students' learning outcomes through various means of evaluation (The Law of Teachers and lecturers, 2005). It means that the teachers are demanded to evaluate the students' learning achievement. The assessment aspect was held with the purpose of obtaining information about the learners' outcomes. Meanwhile, in the 2013 Curriculum, assessment is suggested to conduct through the non-authentic assessment and authentic assessment. Authentic assessment is a comprehensive assessment to assess starting from input, process, and output of learning. Non-authentic assessment is the assessment lasted in a certain period such as mid-term test, final examination, and national exam. According to *Permendikbud* No 66 in the year of 2013, the scope of the evaluation of students' learning outcomes include students' attitude, spiritual, knowledge, and skills. Based on the taxonomic theory those terms are categorized into three domains, namely: cognitive, affective and psychomotor domains (*Permendikbud*, 2013).

In accordance with the concept written above, this study found that ninety percent of the teachers to be interviewed stated that they had difficulties in conducting the authentic assessment. They admitted that they conducted non-authentic assessment as the main approach to assess the students' learning result. They said that assessing the students' attitude and knowledge were not an easy matter. Besides, they had to assess many aspects while they had so many students. The learning aspects that the teachers must be assessed in connection to the current used curriculum were: students' attitude and spiritual, knowledge, and skills. The teachers must think hard to find the appropriate instruments to measure the above aspects based on the 2013 Curriculum. So far, they only observed their students' daily activities and it tended to be subjective even though they put the scoring rubrics in their lesson plans.

The findings as written above are, (according to the concepts defined in the Law No. 14 /2005 regarding Teachers and Lectures duties) considered naïve as teachers should be well-acquired the four demanded skills such as: professional, pedagogic, social and good personality. As a professionals they must continually and intensively work harder to solve any educational problems they face in many ways like sitting together with the other teachers (for instance in a teachers association) to discuss their problems for the sake of improving their students better learning achievement. In facts, most teachers felt that implementing the 2013 Curriculum is difficult. Implicitly, that they were lack of efforts to really understand the current used Curriculum

(Hermayawati, 2017). Such reality may, of course affect to the students' low English competence and their lack of learning interests.

5

CONCLUSION

Based on the research findings as written above, it can be concluded that: (1) The implementation of the 2013 Curriculum in the 5 Junior High Schools involving 10 English teachers in Bantul Regency is still in the process improvement. Not all of the teachers had well- understood about the 2013 Curriculum implementation normatively. Furthermore, a hundred percent of teachers still used the 2006 Curriculum method; (2) ninety percent of teachers had difficulties in designing lesson plan especially in choosing appropriate methods with the students characteristics and in managing the teaching procedure; (3) a hundred percent of teachers had difficulty in managing the time allocation of teaching learning process. It is known that the 2013 Curriculum has 5 steps in the main teaching procedure, namely: observing, questioning, exploring/experimenting, associating, and communicating. Therefore, the teachers did not have enough time to achieve it. Meanwhile the students need long time to pass each step. Besides, the teachers have to assess many aspects every meeting to many students. In fact, the teacher needs more time to actualize all of the aforementioned aspects demanded in the 2013 Curriculum; (4) Some teachers got problem related to the students' ability in mastering English. The students had less ability in learning English and less interested in English subject; (5) Teachers got a problem related to the facilities to support teaching learning process in order to use as a media. Almost the schools especially for private schools still have no an adequate media to support the implementation of the 2013 Curriculum; Teachers had difficulties related to assessing the students. They had not found appropriate instruments in assessing their students' knowledge and attitude based on the 2013 Curriculum.

Referring to the findings written above, the writers suggest several terms for the quality improvement of the future English Education, especially for the Junior High Schools, as follows. Firstly, practically it needs sustainable supervision from the authorized superintendent regarding the actualization of the current used curriculum and evaluation of the teaching and learning process from the schools principals. Those two efforts may arouse teachers to be more responsible in conducting their duties as demanded by the Laws Teachers and Lecturers and the Law of National Education System. Besides, it would be better if all relevant teachers must establish and/or more active teachers association starting from the smallest scope until to the higher scope levels such as: subject school teachers group, district level, regional and national teachers' association. Teachers association is demanded in the Law of Teachers. Secondly, it is suggested for the future relevant research to be more highlight the Curriculum Implementation at schools by remembering that the curriculum content actualization may affect to the learning achievement and implicitly may influence the future of national human resource quality.

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