
THE ROLE OF STUDENTS AND TEACHERS IN ENGLISH CLASSES USING THE 2013 CURRICULUM

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Abstract

This research is about curriculum of 2013. In this thesis, the writer was interested in analyzing the Roles of Students and Teachers in English Classes in Senior High School 2 Ungaran. The aims of the research were to find out the roles of teachers and students in Senior High School 2 Ungaran, and it was also aimed to identify the constraints in applying the roles of teachers and students in the English classes using in Senior High School 2 Ungaran. This research design used a descriptive qualitative method. The research results show that the teachers had implemented their roles as facilitator, classroom manager and informant. However, they could not perform their roles as the ideal informant since they had to frequently get involved directly to explain more, particularly in structural and grammatical rules, and the time limitation also prevented them to provide feedback since they frequently could not finish the tasks. The constraints faced by the teachers to apply their roles in the English classes were the complication of the documents, the students with different range of skills, different quality of students' roles, the time limitation, and dominant Teacher's Talking Time (TTT).

Keywords: the 2013 Curriculum, Teacher's Roles, Student's Roles

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INTRODUCTION

English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a) 1945's grammar translation-based curriculum, (b) 1958's audio-lingual based-curriculum, (c) 1975's revised audio lingual-based curriculum, (d) 1984's structure-based communicative curriculum, (e) 1994's meaning-based communicative curriculum, (f) 2004's

competency-based curriculum. Regarding those problems, the Indonesian government has decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. The difference between the 2013 Curriculum and the KTSP Curriculum is in the competence aspect of knowledge. Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge.

It is a fact that curriculum is very often understood as something very complicated and not always necessary for language teaching. In many cases it is just replaced by

the content of the textbook available for the course. First, curriculum may be considered to be an attempt at planning the teaching-learning process. It is quite obvious that the results of a planned process are usually more effective compared to the results of an unplanned process. Planning permits the teacher to foresee the process, which is going to be developed in the classroom, to create a system, where all the elements are interrelated. Secondly, curriculum design is inevitably connected with the writer's view of the nature of language and language learning, which generally serves as the basic criterion for materials selection or production and the development of the whole process. And finally, designing a curriculum promotes not only effective classroom learning but also teacher development as well, something which undoubtedly should be considered as one of the most important elements leading to the improvement of education.

Some constraints and resources always appear behind the implementation of new curriculum. First, the government should train the teachers, especially in the form of in-service training or currently through PPG/education for teaching profession about the whole package of new curriculum, its contents, and its effective implementation in real classroom. Second, the government should also issue policy to deal with large class size issues, for instance by providing more budgeting to build more classes. If not, large classes would be unresolved issues which affect class performance. Third, students' empowerment should also be encouraged by teachers to know the essence of new curriculum. Bringing students into the right conception about the language being learnt is essential for achieving language learning target as students and teachers would

have the same perception about their target of language teaching and learning.

Roles of Teachers

Prodromou (1991) suggested several roles for the teacher. As a manager, the language teacher gives instructions for students to work in groups. As a model, the teacher asks students to repeat after him / her. As a monitor, the teacher goes round the class listening to pairs practicing a dialogue. As a counselor, the teacher advises students how to best approach a task. As an informant he/she explains the grammatical issues or gives rules. As a facilitator, the teacher provides chances for students to work on their own. As a social worker he/she discusses the students' personal problems which are affecting their work. And finally, as a friend he/she chats with the students over coffee, or arranges visits or trips.

The role of the teacher According to the communicative approach as suggested by, Celce-Murcia (1983); Brumfit, (1979); Littlewood (1983); Madsen (1983). According to them the teacher is seen as facilitator of the learners' learning. The teacher had many roles to fulfill. He/she is a manager who manages the classroom activities. The teacher's major responsibility is to establish situations that are likely to promote communication. The teacher acts as an advisor by answering students' questions and monitoring their performance. At some other times, the teacher can be a communicator by being engaged with communicative activities along with students. The students are communicators; they actively negotiate meaning and try to make themselves understood even when their knowledge of the target language is not complete. The teacher's role according to the communicative approach is less dominate than in teacher - centered method where

students take more responsibility and manage their own learning.

Roles of Students

English Language Learners (ELL) are students whose primary language(s) or language(s) of the home, is other than English and who may therefore require additional services in order to develop their individual potential. There are no typical ELL students. They come from many linguistic and cultural backgrounds and have had a wide variety of life experiences — attributes that can significantly enrich the life of the school and help enhance learning for all students.

English Classroom

In the classroom context, there are four aspects, in addition to the physical condition of the classroom, that contribute to the formation of classroom culture: learners/students, teachers, subject matter and methodology. The first two come into classrooms with certain, attached social identities — the teacher and the student/learner. In order to indicate the way that the relationship between the classroom and its wider context is bound up, let us consider the following figure that summarizes the theoretical framework of the present study (Passassung, 2003).

METHODOLOGY

The most common sources of data collection in qualitative research are interviews, observations, and review of documents (Creswell, 2009b; Locke, Silverman, & Spirduso, 2010; Marshall & Rossman, 1999). The methodology is planned and pilot-tested before the study. Creswell (2003) places the data-collecting procedures into four categories: observations, interviews, documents, and audiovisual materials. He

provides a concise table of the four methods, the options within each type, the advantages of each type, and the limitations of each.

In line with the above, in this qualitative research with descriptive analysis, the data were collected by document recording, observation and interview. The researcher studied thoroughly the documents used by the English teachers in teaching English, such as: teaching syllabus and lesson plans. The observation was carried out to collect the data needed in term of the implementation of the 2013 Curriculum in real classroom settings. The interview was conducted to collect the data in terms of roles of teachers and students in implementing the 2013 Curriculum in Senior High School 2 Ungaran.

RESULTS AND DISCUSION

The importance of the 2013 curriculum, it is a change in teaching style. It pushes teachers to move away from the traditional teacher-centered classroom and towards a student-centered classroom. In the implementation of the 2013 Curriculum, it uses learner-centered approach although it also accommodates the other approaches in the processes of planning, implementation, and evaluation as stated in the Attachment to the Regulation of Minister of Education and Culture (Permendikbud) No. 65 of 2013.

The 2013 Curriculum in Senior High School 2 Ungaran began to apply in the middle of 2014, but so many students and teachers did not perform their roles properly and still applied the teacher-centered learning. Therefore, I wanted to explore the information on the roles of the teachers and the students in the classrooms and the constraints faced by the students and the teachers.

This research was conducted to explain some roles of teachers, such as facilitator, motivator, class manager, and informant. All of those roles are in line with the Regulation of the Minister of Education and Culture (Permendikbud RI) No. 65 of 2013 on the Process Standard of Basic and Secondary Education as the legal basis in the implementation of the 2013 Curriculum.

Teacher as a facilitator

In the Regulation of the Minister of Education and Culture (Permendikbud RI) No. 65 of 2013 on the Process Standard of Basic and Secondary Education, particularly in Chapter III on Learning Plan, it is stated that learning plan includes the making of learning implementation plan and the preparations of learning media and sources, learning assessment tool, and learning scenario. Thus, Senior High School 2 Ungaran has seriously prepared all supporting documents to implement the teaching and learning process using the 2013 Curriculum. However, the completion of the documents is not the only indicator for the success of the curriculum implementation. The socialization and additional trainings are required to make the teachers have better understanding and skill in dealing with the documents. The details about these problems are presented in the other part of this chapter.

The observation was conducted to the tenth, and eleventh grade. The sample for the tenth grade was the tenth grade majoring in language (X Bahasa) was taught by Mrs. Wiwin Sri Winarsih, S.S. For the X grade and Social Sciences (XII S 4) was handled by Mrs. Eny Sofiana, S.S.

Then the sample was the eleventh grade majoring in Mathematics and Science 4 (XI MIA 4). Mr. Kusmianto, S.Pd. was in charge as the English teacher for the class.

In the writer's observation, the teaching and learning activities in those classes were in accordance with the Learning Implementation Plan (RPP) which has been adjusted with the 2013 Curriculum. All the stages were performed completely, and they did not find any significant difficulties in implementing them. There were some modifications made when their students seemed to have difficulties in comprehending the lessons. In general, the English teachers had applied the RPP without any significant problems, and the teaching and learning activities in English classes using the 2013 Curriculum run well.

Teacher as a Classroom Manager

What the teachers had done was in line with Sadker and Sadker (1997). They said that good managers also carefully arrange their classrooms

To minimize disturbances and make sure that instruction can proceed efficiently; they set up their rooms according to the following principles:

1. Teachers should be able to see all students at all times.
2. Teaching materials and supplies are readily available.
3. High – traffic areas should be free of congestion.
4. Students should be able to see instructional presentations.
5. Procedures and routines should be actively taught in the same way that academic content is taught.

The writer only asked the students in X Bahasa about how the teacher manages the class. Student gave an opinion from the other point of view. He said:

“The teacher could make the class work independently, but we sometimes found that

the tasks could not be fully completed. Consequently, we had to take it home as homework”.

The interview results show that the teachers found difficulty to introduce the new way of learning to their students because it was about changing their habit. Some students found it interesting, but some others required more time to adjust the new method. In addition, problems were still found when they dealt with group work since the students had different English proficiency.

Teacher as a Motivator

The interviews were conducted to the teachers of the sample classes and some students of the tenth, eleventh, and twelfth grade of Senior High School 2 Ungaran. The teacher interview is in the table 4.1.3. A. The sample was conducted in X Bahasa, Ms Wiwin shared her experience in motivating her students. She said:

“It has been our daily routine to always encourage students on how important English is for their future. But it was a surprise to find out that they were highly motivated and enthusiastic in dealing with the tasks I gave them”

The interviews conducted to the three students of the three sample classes show relatively the same responses. In general, they all said that the teachers could manage their classes well. However, student A gave an opinion from the other point of view. He said:

“We feel motivated in doing our tasks. We also found it benefit in our life. But the motivation we got from the other tasks was different because we had different interests.”

The interview results above show that motivation can be obtained through activities and tasks. The students were motivated by the tasks and activities provided by the teachers. It made the teachers’ duty was a bit easier since they did not have to do and to talk much to motivate their students. In addition, a clear introduction and description played an important role in motivating the students, so the students found the benefit of the activities for their daily lives.

The Roles of Students

The roles of students stated in the Regulation of the Minister of Education and Culture (Permendikbud RI) No. 65 of 2013 on the Process Standard of Basic and Secondary Education are as follows:

1. Attitude is obtained through affection process by accepting, executing, appreciating, interpreting, and applying the materials given by teachers
2. Knowledge is obtained through understanding, applying, analyzing, evaluating, and creating
3. Skill is obtained through the activities of observing, questioning, trying, logical thinking, presenting, and creating

The data showing how good the students play their role in the teaching and learning process in Senior High School 2 Ungaran was the students’ achievement report. The reports show that the students participated well in the teaching and learning activities by showing their good attitude, knowledge, and skill. The detail on the students’ involvement in daily class activities is described in the sub chapters bellow.

The Constraints

From the research results and discussion mentioned above, the writer collected some

constraints in applying the roles of students as follows:

1. The materials with general explanation and instruction made the students unsure about what they had to do. Students' activeness is required in implementing the 2013 Curriculum in English classes. However, some students did not always understand the instructions since they were not very specific and details. The students required more specific instructions and explanations before starting to do the tasks.
2. The students with higher English proficiency felt disturbed when they sometimes had to help their teachers. The teachers sometimes asked the students with higher proficiency to assist them with the students of lower proficiency. It made them annoyed since they did not get what they wanted in learning process. In some cases, they did not even do what they were asked to. The worst effect was that it would drop their motivation in learning and they lost their willingness to participate actively in the class.
3. The big class (more than 30 students) made it difficult to find out the students' roles individually. The teachers held a negative view on teaching English in large classes. They said that it is out of control, hard to organize class, activities or impossible to communicate. Therefore, the problems associated with teaching in large classes were: 1) Discomfort caused by the physical constraints; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of charging learning effectiveness.

4. The time was limited so that not all students could show their roles in applying and practicing the target language.

Teaching and learning activities in English classes required more time to practice and apply the target language. However, the time was limited so that not all students could practice the language in some situations. It affected the effectiveness of the teaching and learning process.

5. The assessment could not identify which students' roles were more or less dominant.

CONCLUSION

The teachers' roles investigated in this research include the teacher's roles as facilitator, classroom manager, motivator, and informant. The roles were examined using three approaches, i.e.: data recording, observation, and interview. The three research methods were applied to find out whether the teachers of Senior High School 2 Ungaran implemented their roles regarding the application of the 2013 Curriculum in English classes.

The roles of students stated in the Regulation of the Minister of Education and Culture (Permendikbud RI) No. 65 of 2013 on the Process Standard of Basic and Secondary Education are as communicator, active learner, task monitor and performer.

The constraints faced by the teachers to apply their roles in the English classes at Senior High School 2 Ungaran were The complication of the documents, the students with different range of skills, different quality of students' roles, the time limitation, and dominant Teacher's Talking Time (TTT). On the other hand, the constraints in terms of the students' roles were the general materials

with general explanation and instruction, the reluctance of students with higher English proficiency, the big class (more than 40 students), time limitation, and the assessment.

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