THE RESPONSES OF TWO EXEMPLARY SENIOR HIGH SCHOOL ENGLISH TEACHERS TO THE IMPLEMENTATION OF CURRICULUM 2013 IN YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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Dean
Rohandi, Ph.D.
There is no useless thing in learning.

I dedicate this thesis to
Bapak Robertus Sutopo,
Ibu Ningsih Sumiyati,
Adik Gregorius Bangkit Satya Sutopo,
Adik Ilga Della Maitri Sutopo
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 21, 2015

The writer,

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ABSTRACT


New policies of education in Indonesia had changed to reach the better goals. Since 2013, Curriculum 2013 has been implemented as the main curriculum for some selected educational institutions in Indonesia. This study investigates how exemplary teachers implement Curriculum 2013 in two senior high schools. There are two teachers from two different senior high schools in Yogyakarta who respond to the implementation of C13 with the positive attitudes. They admit that it creates some problems, however, they respond it with the positive attitudes. These positive responses lead them to create their own mechanisms in teaching students and encouraging them to be autonomous learners.

The research was conducted to figure out the problems that were faced by exemplary senior high school English teachers on the implementation of Curriculum 2013 in Yogyakarta. The formulated problems of this research are: (1) How did the two exemplary senior high school English teachers implement Curriculum 2013? ; (2) What problems are faced by the two exemplary senior high school English teachers on the implementation of Curriculum 2013 in Yogyakarta?

This is qualitative research in nature. The data of which were gathered by conducting the interviews with two exemplary senior high school teachers in Yogyakarta. They were chosen based on the characteristics as exemplary teachers. Then the transcripts of interviews were used to analyze the data. After analyzing the data, the researcher presented the result in the form of descriptive text.

The result of this study based on the analysis of the interview transcripts had shown that the teachers implemented C13 differently in term of the management of administration requirements and assessment. In addition, there were two problems faced by the participants, the burdensome administrative requirements and the management of topics in line with time allocation. However, they did not feel overwhelmed with the implementation because they found that the changes of curriculum in Indonesia were the part of innovation in education. They were autonomous to decide the syllabi which met the students’ needs in learning English. They always encouraged the students to be autonomous learners. Thus, they put their students as the centre of their teaching processes even though there was a curriculum change.

**Keywords:** exemplary teachers, Curriculum 2013, implementation
ABSTRAK


Penelitian ini diadakan untuk menjawab beberapa masalah yang dihadapi oleh guru teladan Bahasa Inggris di SMA dalam mengimplementasikan Kurikulum 2013. Rumusan masalah dari penelitian ini adalah: (1) Bagaimana kedua guru teladan Bahasa Inggris di SMA mengimplementasikan Kurikulum 2013?; (2) Apa masalah-masalah yang dihadapi oleh guru-guru teladan Bahasa Inggris di SMA dalam mengimplementasikan Kurikulum 2013 di Yogyakarta?


Hasil penelitian berdasarkan analisis dari transkrip wawancara menunjukkan bahwa dua guru tersebut mengimplementasikan K13 dengan cara yang berbeda berkaitan dengan pengelolaan administrasi dan penilaian. Selain itu, ada dua masalah yang dihadapi oleh guru tersebut, yaitu syarat-syarat administrasi yang memberatkan dan pengelolaan topik yang berkaitan dengan alokasi waktu. Akan tetapi, mereka tidak mereasa terbebani dengan implementasi tersebut karena mereka percaya bahwa perubahan kurikulum di Indonesia adalah salah satu inovasi pendidikan. Berkaitan dengan hal tersebut, mereka mempunyai otonomi untuk menggunakan silabus yang sesuai dengan kebutuhan para siswa dalam belajar Bahasa Inggris. Mereka selalu memfasilitasi siswa untuk menjadi pelajar yang mandiri. Maka, mereka menempatkan siswa sebagai pusat dari proses pengajaran Bahasa Inggris dan mereka mengajar siswa dengan senang hati walaupun kurikulum berubah-ubah.

Kata Kunci: exemplary teachers, Curriculum 2013, implementation
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CHAPTER I
INTRODUCTION

The study is set to capture complex responses among English teachers as regards the Curriculum 2013. The study is conducted in two senior high schools in Yogyakarta and the participants are exemplary English teachers who had been selected based on 10 characteristics. This chapter defines the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms related to the study. Research background presents some reasons of choosing the topic. Research problems discuss the problems found in this study. Problem limitation focuses on the particular problems of this study. Research objectives describe the goals of the study. The last is definition of terms which present the definition of portfolio assessment and the exemplary teachers.

A. Research Background

New policies of education in Indonesia had changed to reach different goals. Since 2013, Curriculum 2013 has been implemented as the main curriculum in some selected schools in Indonesia. However, the study will observe the implementation of Curriculum 2013 in the senior high schools. This curriculum is designed to develop the Competence-Based Curriculum (Kurikulum Berbasis Kompetensi or KBK) that has been implemented since 2004 and KTSP
(Kurikulum Tingkat Satuan Pendidikan) in 2006 that covers affective (attitude aspect), cognitive (knowledge aspect) and skill aspect. According to Kementerian Pendidikan dan Kebudayaan (2014) Curriculum 2013:

dikembangkan berbasis pada kompetensi sangat diperlukan sebagai instrument untuk mengarahkan peserta didik menjadi: (1) manusia berkualitas yang mampu dan proaktif menjawab tantangan zaman yang selalu berubah; (2) manusia terdidik yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri; dan (3) warga negara yang demokratis, bertanggung jawab (p. 2).

Thus, this curriculum is developed based on competency to face the globalization era without leaving the values as Indonesians and it expects that the students are being religious and educated people.

Referring to the values of Indonesians, being democratic people is also one of the values. This value becomes one of some goals in Curriculum 2013. However, this goal is not in accordance with the process of designing the syllabus. Kementerian Pendidikan dan Kebudayaan (2014) states that the educational institutions and the teachers do not have any autonomy of composing the syllabus. It is composed in the national level (p. 4). A syllabus contains the goals, organization, policies, expectations, requirements of the subject and these contents (Eberly Center, 2014). In other words, teachers are not democratic enough to compose the appropriate syllabus for their students.

Compared to SBM (School-Based Management) of KBK in 2003 and to KTSP (Kurikulum Tingkat Satuan Pendidikan) in 2006, Curriculum 2013 is a regression of curriculum in Indonesia. KBK and KTSP are the examples of the good management and curriculum. They give an opportunity to the schools, the
teachers, and the school citizen to decide the best and appropriate aids to develop the teaching and learning process in a form of School-Based Management (SBM).

In general,

SBM programs transfer autonomy over one or more of the following activities: budget allocation, hiring and firing of teachers and other school staff, curriculum development, textbook and other educational material procurement, infrastructure improvement, setting the school calendar to better meet the specific needs of the local community, and monitoring and evaluation of teacher performance and student learning outcomes. (The World Bank, 2014, p. 1).

Briefly, according to Vernez, Karam and Marshall (2012), SBM in Indonesia has been implemented since 2003 in schools to give autonomy for managing their operations independently according to what the students need. Furthermore, the schools were asked to engage the local community to improve the education quality. Teachers were democratic to conduct their teaching and learning activities, including the way or procedures to assess their students’ skills.

Even though this curriculum change is having the good aims, it is difficult to implement a new curriculum. According to McNeil (1985), “the curriculum innovations are only partially implemented because the teachers are constrained by lack of time and heavy teaching loads” (p. 189). In addition to these burdensome, teachers are demanded to educate students become able for reasoning with incomplete information (advance). This is demanded because students in Indonesia, based on TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) analysis, are still in the intermediate level (as cited in Kementerian Pendidikan...
It means that the students are only good in applying the subjects they get from their learning activities.

Concerning the demand, Curriculum 2013 uses scientific approach in order to lead the students become able for reasoning with incomplete information. The stages consist of observing, questioning, experimenting, associating, and communicating. Therefore, Kementerian Pendidikan dan Kebudayaan (2014) states that the learning methods used in Curriculum 2013 are varied and the methods are supposed to make students engage with the teaching and learning process actively. The methods are project-based learning, problem-based learning and discovery learning (pp. 37-45).

Encouraging the development of the students’ learning process, teachers need to do assessment, not only grading the students. According to Suskie (2004), grades alone cannot tell exactly what aspects of the research process the students have and have not mastered (p. 7). An assessment is conducted in order to tell the students about what they have and have not mastered. Obviously, there are several benefits obtained by students in doing assessment. Suskie (2004) notes that assessment helps the students understand where they should focus their time and energies; assessment motivates them to do their best; assessment feedback helps them to understand their strengths and weaknesses; and the information from assessment gives them documentation of what they have learned so that they can use it to apply for jobs, award and programs of advanced study (p. 11).

However, Kementerian Pendidikan dan Kebudayaan (2014) advises that the assessment of Curriculum 2013 is categorized based on the competency that...
teachers want to assess (pp. 49-50). In affective competence, teachers use daily journal to assess their affective and there is a peer evaluation too. Meanwhile, there is no peer evaluation in assessing cognitive competence and skill competence. They are assessed by teachers in the form of rubrics and portfolios.

From the previous elaboration, Curriculum 2013 inevitably leads to the teachers to respond to this curriculum. However, the teachers have their own mechanisms to respond to uneasy experiences. In addition, the exemplary teachers are expected to have their own mechanisms to respond to this curriculum.

B. Research Problems

This study is aimed to answer the problems concerning the research topic. There are two research problems dealing with the study. The research problems are:

1. How did the two exemplary Senior High School English teachers in Yogyakarta implement Curriculum 2013?
2. What problems are faced by the two exemplary Senior High School English teachers on the implementation of Curriculum 2013 in Yogyakarta?

C. Problem Limitation

The limitation of this study is to explain the answers to the two research problems. The first research problem is how the teachers implemented Curriculum
2013. The second research problem is the problems faced by the two exemplary senior high school English (SHSE) teachers on the implementation of Curriculum 2013 in Yogyakarta. In order to encourage the precise data in conducting the study, the researcher decides to investigate the exemplary senior high school English teachers on implementing Curriculum 2013 by interviewing the teachers.

The two exemplary teachers come from two senior high schools in Yogyakarta. The first school had implemented Curriculum 2013 and the second school is still implementing Curriculum 2013. It happened because Curriculum 2013 had been implemented by several schools chosen by government. The researcher focuses on the teachers’ mechanisms on implementing Curriculum 2013 from 2013/2014 and 2014/2015 academic year because Curriculum 2013 is officially conducted since 2013 until the end of December 2014. The participants are the exemplary teachers from the senior high schools in Yogyakarta who are chosen by the researcher based on 10 factors leading to exemplary teaching that made teachers become exemplary teachers argued by Silvestri (2015).

D. Research Objectives

Dealing with the questions in research problems, the researcher presents two objectives of the study. The first objective is to investigate how the teachers implement Curriculum 2013 in their teaching activities. The second objective is to investigate problems that are faced by the two exemplary senior high school English teachers in Yogyakarta on implementing Curriculum 2013.
E. Research Benefits

There are three main benefits which can be obtained from this study. The benefits are presented in this following numbers:

1. For English teachers in the senior high schools

By understanding the problems faced on implementing Curriculum 2013, the teachers can give solutions, or give the appropriate mechanisms on implementing the curriculum. Besides, the teachers will know how to maintain their teaching and learning processes using Curriculum 2013 from the exemplary teachers.

2. For students who are using Curriculum 2013 in learning English

This study will be useful for the students, especially senior high school students, who are using Curriculum 2013 in learning English. By understanding the mechanisms used by the teachers on implementing Curriculum 2013, students can anticipate the problems by doing the best effort in their English learning process (listening, speaking, reading and writing skill).

3. For future researchers

The researcher hopes that this study inspires future researchers to conduct the study that is related to the implementation of Curriculum 2013 in the schools.

F. Definition of Terms

In order to avoid the misconceptions, the researcher explains some definitions of the terms used in this study as follows:

1. Portfolio Assessment
According to Kementerian Pendidikan dan Kebudayaan (2014), portfolio assessment is an evaluation that is conducted by assessing all products in certain subject and it is used to know the students’ interest, learning development, achievement, and or creativity in certain time (p. 50). This portfolio can be concluded as the measurement of the whole learning and teaching process on certain subject or lesson. Suskie (2004) defines that a portfolio also shows how a student has grown as a learner. It is a richer record than test scores, rubrics, and grades alone. This study, however, is using these two definitions because they are elaborating each other.

2. Exemplary Teachers

Exemplary in this term means extremely good and deserving to be admired and copied (“Exemplary”). The teachers have experienced the change of curricula from the beginning of their teaching professions. They have their own mechanisms in implementing those curricula in their teaching and learning processes. They are autonomous in deciding their syllabi because they have implemented teacher professionalism in their teaching processes. The teacher professionalism includes pedagogical competence, social competence, personal competence and professional competence (Undang-Undang No. 14 Tahun 2005 Pasal 10 Ayat 1). They do not feel that they are enforced by a system because they find that the curriculum change is a part of an innovation in education. They have implemented Adult Learning Theory by Mezirow (2000) in their teaching processes.
The exemplary teachers also give the exemplary teachings. According to Silvestri (2015), there are 10 factors leading to exemplary teaching that made the teachers become the exemplary teachers. Those factors are love for teaching and learning; respect for students; student-centered philosophy of teaching and learning; motivation; knowledge and passion for subject area; organization and preparation; role models and mentors; related teaching experiences; continuous improvement; and work ethic. Thus, this study defines the exemplary teachers as the teachers who have implemented 10 factors by Silvestri (2015), professionalism based on UU No. 14 Tahun 2005, and Adult Learning Theory by Mezirow (2000) in their teaching processes.
CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature intends to explain the theories dealing with the study. This chapter encompasses theoretical description and theoretical framework. Theoretical description presents the theories that are relevant to the topic of this study based on the other studies. Meanwhile, theoretical framework is set to answer the problem formulation based on the theoretical description as the guideline of this study. Besides, theoretical framework is also used to avoid plagiarism in this study.

A. Theoretical Description

This section explains some theoretical principles related to the implementation of Curriculum 2013 in Indonesia. The principles provide the theory of curriculum and the development of curricula in Indonesia, learning models in Curriculum 2013, the theory of adult learning, and the theory of teacher professionalism development. Those theories will be elaborated as follows:

1. Curriculum Development in Indonesia

This study is aimed to capture how the teachers implement Curriculum 2013 and the complex responses among English teachers as regards the Curriculum 2013. Thus, the study needs the basic concept of curriculum in general in order to give the same perspective about curriculum to the readers. The
basic concept of curriculum will support the discussion about the implementation of Curriculum 2013 used in Indonesia as well.

According to Richards (2013), “…curriculum refers to the overall...design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved” (p. 6). In Indonesia, curriculum is used to support the education institutions towards teaching and learning activity. “Curriculum is one of some elements that gives a contribution to develop the quality of the students in Indonesia…” (Kementerian Pendidikan dan Kebudayaan, 2014: 2). On conducting curriculum in language teaching, there are some main terms that are always needed. Those main terms consist of input, process, and output that later will influence the curriculum making (Richards, 2013: 6-7). Input, according to Richards (2013), refers to the syllabus that is made to decide “...what linguistic content to teach” (p. 6). The linguistic content is dealing with grammar, vocabulary, text types, and the function of the texts.

The term content according to Brady (1992) does not mean only knowledge, but the valuable learnings also take place. “The content includes knowledge, skills, concepts, attitudes, and values” (Brady, 1992: 102). Thus, as teachers, teaching is not about transferring knowledge towards students. In 2011, Ornstein, Pajak, and Ornstein conclude, “Teaching is not just academic or cognitive enterprise; it involves people and an affective such as.... attitudes and emotion” (p. 78).
The second term that is used in conducting a curriculum of language teaching is process. Richards (2013) reveals, “Process refers to how teaching is carried out and constitutes the domain of methodology in language teaching” (p.6). Meanwhile, methodology is referring to “…the types of learning activities, procedures and techniques that are employed by teachers when they teach and the principles that underlie the design of the activities and exercises in their textbooks and teaching resources” (Richards, 2013: 6). That is why in methodology, there are many beliefs to implement the best methodology in teaching and learning activity. It is caused by some reasons related to the theories of learning. Richards (2013) claims that instructional practices are changing because of the changing of the nature of language, of second language learning, the roles of teachers, learners, instructional materials, ideas about language and language learning.

The last term is output which means the learning outcomes, “…what learners are able to do as the result of a period of instruction” (Richards, 2013: 7). Output also refers to students’ achievement towards the learning objectives of the syllabus, such as the students are able to differentiate between report text and descriptive text. Students are able to deliver their arguments by, for example, short role-playing. Brady (1992) states that the former of objectives “give an idea as how the learner will ‘change’ as a result of a learning experience” (p. 86).
The terms are as follows.

![Diagram of Richards' Dimensions of a Curriculum](image)

**Figure 2.1. Richards’ Dimensions of a Curriculum (Richards, 2013, p. 7)**

The curriculum development in Indonesia has changed several times due to the goal of education in Indonesia. According to Brady (1992), goal means “a broad and general statement of society’s intention for the school as an institution; it is expressed in national policy” (p. 86). The change of curricula in Indonesia has been determined by national policy because the students are supposed to be ready to face the world that is always changing rapidly. Due to this basic reason, the Indonesian government has developed the KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*) that used SBM (School Based Management), into Curriculum 2013 (*Kurikulum 2013*).

*Kementerian Pendidikan dan Kebudayaan* (2014) claims that Curriculum 2013 has been designed to develop students’ competence. In Indonesia, there are 8 (eight) national standards of education that are stated in Article 35 Paragraph (1) *Undang-Undang No. 20 Tahun 2003*. One of them is *Standar Kompetensi Lulusan* (Competence Standards of Graduates). According to *Kementerian Pendidikan dan Kebudayaan* (2014), “the Competence Standards of Graduates include attitude, knowledge and skill aspects that are used to develop the goals of education in Indonesia” (p. 15).
Before implementing Curriculum 2013, Indonesia used KTSP 2006 that also used school-based management (SBM). According to Vernez, Karam & Marshall (2012), SBM in Indonesia has been implemented since 2003 in schools to give autonomy to manage their operations independently according to student needs and schools were asked to engage the local community to improve the education quality. The teachers were definitely having their autonomy to design the syllabus because they were designed based on what their students needed. However, starting from 2013, the autonomy to design the syllabus has gone because the syllabus in Curriculum 2013 is designed in the national level.

*Kementerian Pendidikan dan Kebudayaan* (2014) states that “educational institutions and teachers do not have any autonomy of composing the syllabus; It is composed in national level” (p. 4). Referring to this issue, it means that the content of the syllabus is uniformed in order to obtain the goal; it is Competence Standards of Graduates (*Standar Kompetensi Lulusan*). Furthermore, the materials are also decided in national level.

For some teachers, this policy makes them easier to teach students because they do not have to arrange a new syllabus. Even though it is getting easier, the main point here is about the goal itself. The teachers are demanded to reach the main goal of this policy by teaching the students. However, the teachers tend to have no chance to meet what the students really need. *Kementerian Pendidikan dan Kebudayaan* (2014) claims that there are 4 (four) main competence that are always assessed throughout the teaching and learning process, there are competence of spiritual attitude, competence of behavior, competence of...
knowledge and competence of skill. Unfortunately, this system leads the teachers to fulfill the administrative requirements rather than providing the meaningful instructions to the students.

The school-based management is becoming vague in Curriculum 2013. According to Darling-Hammond (1997), the lack of school flexibility to meet students’ needs; the lack of flexibility to use the teaching and learning materials; and the increased administrative requirements to report the school activities as external decisions are some symptoms of excessive bureaucratization. These symptoms can be found in Curriculum 2013 and it makes the school-based management vague.

2. **Self-Agency Theory in Education**

Teachers are supposed to keep learning. More and more policies are to appear. At times, the policies are highly confusing for teachers, especially when the policies dictate too technical requirements. Curriculum 2013 then seems found to be prescriptive, meaning to say it gives little room for teachers to experiment ideas. Therefore, the teachers become more confused and they get trapped to meet administrative requirements rather than providing the meaningful instructions to the students.

However, the students need to be encouraged from the teachers too in order to enhance their knowledge because actually students attend the class with their own knowledge. Jarvis (2006) reveals that “Education should both seek to
use the learners’ expertise and build on their knowledge which can be done through a variety of teaching techniques...” (p. 241). In addition, when the teachers encourage the students, they should encourage student autonomy. To be autonomous, according to Farrel and Jacobs (2010) is learners need to be able to understand the curriculum that the teachers are teaching them; they need to be responsible for their own learning and for the learning with whom they interact. Zou (2011) also claims that

Although students will not reach the same level of autonomy, helping them to raise awareness, to reflect on their own learning experiences, to share such reflections with others and to gain understanding of the factors influencing the learning processes are important for the development of autonomous learning competence and positive attitudes towards learner autonomy. (p. 422)

Students who are encouraged to be autonomous need their teachers to guide them. Thus, the teachers also play role in encouraging them. The teachers are definitely also learning from their students. It can improve their teaching technique by learning throughout the teaching and learning process with students. Kementerian Pendidikan dan Kebudayaan (2014) says that Curriculum 2013 builds the competence of spiritual attitude, competence of behavior, competence of knowledge and competence of skill. To build these competences, students need to be guided or namely scaffolding process. “This involves providing support for learners as they go about constructing their own knowledge” (Farrel & Jacobs, 2010, p. 67).

Concerning the meaningful instruction towards students, teachers need to understand the entire environment where they teach and to realize that they teach
students for the better life. Teachers need to realize that they are the agents of education. According to Seven Pillar Institute (2014), agency theory is dealing with “one party determines the work while another party does the work” (p. 1). Briefly, the teachers are the people who are facing the curriculum, but the teachers are also expected to make good efforts on implementing the curriculum. They are working in accordance with what the students need at that time without ignoring the curriculum itself because it influences the development of the nation. Without realizing this agency theory, the goals of Curriculum 2013 are going to be hard to reach.

The teacher professionalism, however, is needed to appear in the process of learning and teaching. In Indonesia, competences of teacher that consist of four factors indicate the teacher professionalism; they are pedagogical competence, personal competence, professional competence and social competence.

One of the competences above is professional competence that the teachers should master the material of the subject widely and in depth. The teachers are supposed to be the master of the subject and can elaborate the subject along with the curriculum used. It means that the teachers also need to be
autonomous in deciding the materials and the teaching techniques for their students.

3. Adult Learning Theory

Teaching students at school is not merely teaching about what they are supposed to pass in the school or national examination. Students, therefore, need to experience transformative learning. It is needed because later when they are adults, they are supposed to be able to face and to solve the problems in their real lives. According to Marsick (1998), “Adults are stretched to learn continuously, and transformatively, in a world that demands higher order thinking” (p.119). Thus, “Schools need to change fundamentally to provide this experience” (Marsick, 1998, p. 119). Obviously, “...teachers play a pivotal role in these changes, and, as such, face a dual challenge as adult learners” (Marsick, 1998, p.119).

In accordance with the teachers’ role in educate their students, the teachers play as the adult learners too. Kegan (2000) defines that being adult learners means that the learners can liberate themselves from where they are embedded and making something into the objective thing so that they get the sense of belonging that thing; they do not feel they are enforced by a system (as cited in Mezirow, 2000, p. 25). When the teachers realize this kind of principle, then they will be able to handle the curriculum change. However, the basic principle of adult learning theory is that adults emphasize three fundamental things in learning something. Mezirow (2000) claims that “...adult learning emphasizes contextual
understanding, critical reflection on assumptions, and validating meaning by assessing reasons” (p.3). These principles, then, turn out into their belief. In addition to doing these principles, Mezirow (2000) also concludes that “...the more reflective and open we are to the perspectives of others, the richer our imagination of alternative contexts of understanding will be” (p. 20). Briefly, when the teachers can realize all of these principles, they will not be overwhelmed with the curriculum change. They find their alternative ways or mechanisms to teach their students easily and they learn through their learning and teaching activities. These can lead them into lifelong learners.

B. Theoretical Framework

The study discusses how senior high school English teachers implement Curriculum 2013 in Yogyakarta. However, to discuss the first research problem from this study, the researcher uses four fundamental theories from Zou (2011), Farrel and Jacobs (2010), Seven Pillar Institute (2014), Marsick (1998) and Mezirow (2000). Zou (2011), Farrel and Jacobs (2011) are used as the references to describe what an autonomous learner is. As the references are to investigate how the teachers implement Curriculum 2013, the researcher uses a definition of the Self-Agency theory by Seven Pillar Institute (2014). In addition, the researcher also uses the Adult Learning theory by Marsick (1998) and Mezirow (2000). To explain the first case, the researcher conducts the semi-structured interviews with the exemplary English teachers. The questions used in the interviews are open-ended questions.
Since it is about the implementation of Curriculum 2013, the researcher also conducts this study to find out the problems faced by the exemplary senior high school English teachers in Yogyakarta to the implementation of Curriculum 2013. Thus, the researcher uses the curriculum development in Indonesia as the explanation of curriculum change from Brady (1992) and Kementerian Pendidikan dan Kebudayaan (2014). The curriculum change influences curriculum policies in Indonesia. The obvious change is the School-Based Management that seems vague on the implementation of Curriculum 2013. The researcher uses the theory of School-Based Management by Vernez, Karam, and Marshall (2012). In addition, to discuss the effect of curriculum change, the researcher presents Darling-Hammond (1997) theory about the symptoms of excessive bureaucratization as the reference.
CHAPTER III

RESEARCH METHODOLOGY

This chapter is set to discuss the methodology of this study. The explanation of the methodology used consists of the research method, research participants, research instrument, data gathering technique, data analysis technique and research procedures.

A. Research Method

This study captured how the exemplary English teachers implemented Curriculum 2013. As regards the implementation from the teachers, the researcher chose to use conduct qualitative research. The study gained the varied implementation, especially the mechanisms of each exemplary English teacher through this kind of qualitative research. According to Fraenkl and Wallen (2009), “qualitative researchers, ... assume that the world is made up of multiple realities, socially constructed by different individual views of the same situation” (p.15).

This study conducted the interviews as the instruments of gaining the data from teachers in order to obtain the varied implementation from the participants who had implemented the Curriculum 2013. This was in line with Fraenkl, Wallen and Hyun (2015) who stated that ”the purpose of interviewing people is to find out what is on their minds –what they think or how they feel about something” (p. 449).
B. Research Participants

The participants were the exemplary English teachers in Yogyakarta. The teachers were also coming from different schools. They would be the representatives of the other exemplary English teachers in Yogyakarta and the research would not be a bias. For choosing the participants, the researcher used the selected participants. It was used because they were the respondents who could contribute to the researcher’s understanding of the study (Merriam, 2009, p. 105).

The number of the participants involved in this study were two participants. Even though the participants were two exemplary English teachers, they were included as the representative. In accordance with Merriam (2009), the interview research’s crucial factor was the potential of each person to contribute to the development of insight and understanding of the phenomenon (p. 105).

C. Research Instrument

Since it was qualitative research, the researcher also designed the interviews as the instruments. This statement was in accordance with Fraenkl, Wallen and Hyun (2015) who pointed out that “in their (researchers) search for understanding, qualitative researchers do not usually attempt to reduce their data to numerical symbols, but rather seek to portray what they have observed and recorded in all of its richness” (p. 28).
The study used the interviews as the instruments because it could explain the mechanisms on implementing Curriculum 2013 by those teachers. Merriam (2009) claimed that “the main purpose of an interview is to obtain a special kind of information” (p. 88). Due to the purpose of this study, the researcher set the questions that were used to gain the information. According to Cohen, Manion and Morrison (2007), an interview had a specific purpose, it was often question-based, with the questions being asked by the interviewer; and the responses towards the interviewee’s answers had to be as explicit and often as detailed as possible (p. 349). However, the interviews were the semistructured interviews because the researcher tried to gain the varied answers from the teachers. Merriam (2009) said that in a semistructured interview was guided by a list of questions or issues to be explored, so that this format allowed the researcher to respond to the situation at hand, to the several point of views of the respondent, and to new ideas on the topic (p. 90). Furthermore, the use of a semistructured interview was useful for obtaining information to test a specific hypothesis that the researcher had in mind (Fraenkl, Wallen, & Hyun, 2015, p. 449).

Concerning the aim of this study that was set to obtain the information, thus the researcher also generated the questionnaires. The questionnaires that were used consisted of open-ended questions because it could provide the clear explanation of each questions. Referring to Fraenkl and Wallen (2009), the open-ended questions allowed particular questions of special interest or value could be pursued indepth, follow-up questions could be asked, and items that were unclear
could be explained (p. 12). However, the interviews and questionnaires were administered in order to find how the exemplary English teachers implemented Curriculum 2013 and what are the problems faced by the exemplary senior high school English teacher on the implementation of Curriculum 2013.

D. Data Gathering Technique

The study employed semistructured interviews with the two exemplary teachers to maintain the flowing conversations. At first, the researcher designed the questionnaires as the guideline including what the teachers’ responses on implementing Curriculum 2013 were and what the difficulties found on implementing Curriculum 2013 were. The questionnaires were consisting of open-ended questions so that the researcher could gain the data clearly. By using this type of data gathering, the researcher had an opportunity to gain the complete explanation from the teachers involved in this study. In addition to this type of data gathering, the researcher recorded the data by using a mobile phone. Thus, it would be easy for the researcher to transcribe the data obtained.

E. Data Analysis Technique

Ary et al. (2002) stated that qualitative data analysis includes organizing and summarizing, interpreting, and reporting. Since the researcher conducted the interviews, the first step was making the interview transcripts. The interview transcripts later were categorized based on the theories used in the research and
without adding any additional information to represent some categories of those theories. This was in line with Ary et al. (2002) who stated that without any additional information, the classification of similar ideas, concepts, activities, themes, setting and so on represents a category (p. 466). Afterward, the researcher summarized the data obtained by relating the categories found in interview transcripts.

Summarizing began with making some statements about relationships and themes in the data (Ary et al., 2002). The next step was interpreting. Interpreting, according to Ary et al. (2002), was an inductive process where the researcher generalized the data based on the connections and common aspects among the categories and patterns. It was obvious that this step gave the generalizations of interview transcripts because “…unlike quantitative research, there were no statistical tests of significance to facilitate interpretation of qualitative data” (Ary et al., 2002). Besides, interpreting was a process that proceeded without set rules, but it was supported by the data (Ary et al., 2002). The last step was reporting and hence, the report was presented in a form of a deductive narrative.

F. Research Procedures

This part of research methodology summarizes the steps in conducting the study. The steps involved in the study were:

1. The researcher transcribed the audio data into the written transcripts by typing the data.
2. The researcher analyzed the data by giving the codes for the participants as #ET1 (Exemplary Teacher 1) and #ET2 (Exemplary Teacher 2); the Curriculum 2013 was coded as C13.

3. The researcher summarized the transcripts in order to get the statements which answered to the questionnaires.

4. The researcher interpreted the summarized transcripts by generalizing the transcripts based on the connections between the patterns of the statements and the categories of the statements. This process involved the theories of the study as the guidelines in generalizing the transcripts.

5. The researcher reported the analyzed data in the form of a typed-written descriptive text as the result of the study.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the gained data from the transcripts of interviews as the findings of the research and the discussion of answers based on the research problems stated in Chapter I. Those answers include how the two exemplary teachers implemented Curriculum 2013 (C13) and what problems that are faced by the two exemplary senior high school English teachers in Yogyakarta. However, the researcher provides three sub-themes in order to maintain the flow discussions; they are presenting the research findings, discussing the implementation of C13 by the two exemplary senior high school English teachers in Yogyakarta and the problems that were faced by the two exemplary senior high school English teachers in Yogyakarta on the implementation of C13.

A. Research Findings

In this section, the researcher would present the gained data from the transcripts of the interviews. Since the interviews were conducted based on the guideline of questionnaires, the researcher had made the guideline in order to gain the expected answers that were related to the research problems. The findings would cover two smaller sub-sections namely the implementation of C13 by two exemplary senior high school English teachers in Yogyakarta and the problems that were faced by two exemplary senior high school English teachers in Yogyakarta on the implementation of C13.
Based on the research problems and the interview transcripts that the researcher had conducted, the findings of study were as follows:

1. The implementation of C13 by the two exemplary senior high school English teachers in Yogyakarta

   The researcher categorized the findings that were related to the first research problems into two categories, in terms of teaching management and in terms of teaching methods and techniques. The first finding was in terms of teaching management that consisted of the management of administration requirements and assessment. In dealing with the administration requirements during the implementation of C13, the teachers implemented C13 by learning the guidelines, by developing the guidelines, by always learning new curricula, by having autonomy in deciding the materials, by discussing the implementation of C13 with the other teachers, by developing the assessment, and by solving the problems.

   The second finding was in terms of the teaching methods and techniques. Teachers who were also the participants of this study implemented Curriculum 2013 by adjusting the materials of learning that students needed; by developing materials; by learning together with students from any resources; by having autonomy in deciding the teaching techniques; by developing students’ autonomy in learning English; by considering individual differences of their students and by placing students as the teachers’ priority in their teaching processes.
2. The problems that were faced by the two exemplary senior high school English teachers in Yogyakarta on the implementation of C13

One thing to note related to the implementation of C13 was the managerial problems, including the burdensome administrative requirements and the management of topics in line with time allocation. The administrative requirements were burdensome because the teachers had to list the affective assessment in every meeting and they had to write the list in their daily journals. In addition, teachers were also facing difficulties in teaching all topics because they taught in time limit. However, the teachers could solve the problems by negotiating.

B. Research Discussion

1. The implementation of C13 by the two exemplary senior high school English teachers in Yogyakarta

There were two terms on implementing C13 by the two exemplary senior high school English teachers in Yogyakarta, they included in terms of the management of administration requirements and assessment; and of the teaching methods and techniques.

a. In terms of the management of administration requirements and assessment.

In dealing with the administration requirements during the implementation of C13, the teachers implemented C13 by learning the guidelines. The participants, #ET1 and #ET2 had been teaching for a long time. #ET1 had been
teaching since 1989 and #ET2 had been teaching since 1981. Due to the length of
time in teaching, they faced the changes of curriculum throughout their teaching.
They admitted that they found no difficult thing during the changes of curriculum
along their teaching. It was shown in these excerpts:

“(the curricula) had changed, how many are they, about three times. There were Curriculum 1994, then Curriculum 2004, now should be Curriculum 2014, maybe 2013 had changed. But in 2006, there was a change, a KTSP…There is no problem with any kind of curricula. Those are the guidelines from government. Whatever the names are, they are curricula or syllabi, the most important is they are guidelines and we have been given the teaching standards. Later, it does not matter if they are changed…” - #ET1

“(the curricula) are complete. The curricula that we had used was, recently is after C13. There was Curriculum 2004 also. Then some curricula that were eclectic, the curricula that had mix-methods…There have been no difficulties because whatever the curricula are, it depends on the teachers. If the teachers can use those curricula, any kind of updated curricula, if the teachers can adapt with them, there will be no problems…” - #ET2

From the excerpts, those were clearly uttered that the participants were not
overwhelmed with the curriculum changes. They proved that they did not face the
changes as a big problem towards their teaching practices. The way they
responded the changes were showing that they did not feel they are enforced by a system. This kind of characteristic was found in Adult Learning Theory by Kegan (2000) that being adult learners meant that the learners could liberate themselves from where we were embedded and making something into the objective thing so that they got the sense of belonging that thing; they did not feel they were enforced by a system (as cited in Mezirow, 2000, p.25).

The teachers implemented C13 by developing the guidelines. They developed guidelines in order to be ready in facing the changes of curriculum. One of the teachers formulated it in the form of a basic principle in being teachers. #ET2 formulated the principle as “EMASLIM”. This was a mechanism of #ET2 in implementing C13, even when the curriculum changed into the different one. It was shown in this excerpt:

“...I have a principle, it is called as ‘EMASLIM’. ‘E’ is Educator. Then ‘M’ is Motivator. Then ‘A’ is for Assessor. Assessors could train the new teachers or share their knowledge. ‘S’ is Supervisor. Supervisors could supervise the teachers below of us. ‘L’, Leader. Leaders are for us and the other teachers. Then ‘I’ is Innovative, Innovator. ‘M’ stands for Manager. Managers mean that here, we can manage all problems the teachers are facing to...Teaching is an art. So teaching is how is the way to make us happy (to teach students). There is a concept ‘every day is Sunday’. Before we teach students, in the house or whatever we are, we have something that is exciting. When we work later, every day we work happily…” - #ET2

Jadi mengajar itu gimana caranya sehingga membuat kita senang. Jadi ada konsep “every day is Sunday”. Jadi setiap kali kita mengajar, tiap hari itu pasti harus ada yang menyenangkan. Nah sebelum kita itu mengajar, entah itu di rumah, entah itu di manapun, kita harus punya satu yang menyenangkan. Jadi pada saat kita itu bekerja, tiap hari itu kita senang…)

In addition, they also claimed that curriculum changes were the form of innovation in education and this innovation was good to conduct. The teachers implemented C13 by learning about it and always learning the new curricula. They said these in the following excerpts:

“…(the curriculum changes) are not overwhelming. I, have to change. We have to change every day. I meant we change into good life. So I like it (the curriculum changes). Just by chance, there are some people who have been complaining, especially those who do not like working hard. But, I have no problem with it (the changes)…” - #ET1

“…in my opinion, we accept C13 and it is no problem…the knowledge implementation (of C13) does not matter. Whatever it is, we follow the newest era…In fact, the better the curriculum is, the better (the students’ knowledge) will be. Curriculum has to be always changing based on the era. The education minister changes, then the curriculum also changes, it is no problem because if there is a change in the minister but there is no change in the curriculum, means that he or she does not have an innovation”- #ET2

Referring to the excerpts above, the participants also had many reasons why they implemented C13 without complaining. Some of them were caused by
their ways to accept changes as stated in the excerpts above and the ways to implement C13 in their teaching processes without making them felt burdensome. They admitted the administrative requirements were burdensome. However, they have positive mechanisms so that their professionalism as teachers was still appeared on their teaching processes. They showed that they had placed themselves as adult learners who had the critical reflection about the curriculum changes in Indonesia. They were validating them by considering the changes only as the part of innovation in education. This response was in line with Mezirow (2000) who claimed that “…adult learning emphasize contextual understanding, critical reflection on assumptions, and validating meaning by assessing reasons” (p.3).

However, there was a different opinion, especially from one of non-exemplary teachers came to appear in the implementation of C13 by the participants. Some teachers who were non-exemplary teachers seemed to be trapped in the term of new syllabus in C13. This problem did not happen to the exemplary teachers because they could negotiate the C13. They implemented C13 by having autonomy in deciding the materials and by discussing C13 with the other teachers. Those were shown in the excerpt below:

“…I had met some teachers whose schools would implement C13. I said that my school had not implemented it yet, and then they said that I had never seen the syllabus. I said, I had already seen it…They said, ‘Take a look at this, simple past tense, we only had to teach simple past tense. We have to be indent; there is an indicator of it.’ I said, do not be skeptical…It was true, when it was implemented it is impossible to teach only SPO, subject, predicate, object. Bored, indeed. It should be taken from the article. ‘No, it cannot, Ma’am,’ she said. Okay, as you had said, you would be overwhelmed…But the show must go on, so
you have to find the steps, to find the strategy. This is the strategy. ‘Is it okay?’ Who forbids it? The strategy makes our students smart…”- #ET2

(...saya pernah... ketemu guru-guru yang mau pakai itu. Saya bilang, ‘sekolah saya belum pakai K13’ terus mereka, ‘#ET2 pasti belum pernah lihat silabusnya.’ ‘Sudah,’ saya bilang. Ini lho Bu, coba lihat, simple past tense, kita itu cuma disuruh ngajari simple past tense. Jadi kita itu udah harus inden, ini udah ada indikatornya. Saya bilang, Anda tidak boleh skeptis...Ternyata benar, pada saat diimplementasikan, itu yang saya kerjakan adalah nggak mungkin saya hanya mengajar SPO, subyek, predikat, obyek. Bosen lah. Itu diambil dari artikelnya. ‘Nggak bisa Bu,’ dia bilang gitu. Oke, kalau Ibu sudah bilang seperti itu, Ibu akan kesulitan… But the show must go on, so you have to find the steps, to find the strategy. Caranya adalah seperti ini. ‘Oh boleh apa Bu?’ Siapa bilang nggak boleh. Itu memandaikan siswa kita...)

“(...)the most important thing is what we have practiced are reasonable. The time is limited. We have counted in a semester program (Program Semester). A limited time, we discuss it together. For our teaching colleagues, we meet once in a week. We have a teacher meeting (Musyawarah Guru Mata Pelajaran or MGMP). We discuss in that meeting…”- #ET2

(...tapi yang penting kan apa yang kita praktikkan kan beralasan. Waktunya nggak cukup. Kita kan punya hitung-hitungan waktu kan di program semester itu. Waktunya nggak cukup, kita bahas bareng. Untuk dengan teman-teman di kalangan guru kan kita ketemu 1 minggu sekali. Kita kan ada MGMP. Ya kita bahas di situ...)

The assessment is one aspect of the operations and it is the administrative requirement in C13. However it did not run well because #ET2 found the assessment requirement was irrational because it was impossible to assess six until eight aspects in certain point of time. However, the #ET2 still had her mechanism in fulfilling the administrative requirement. #ET2 did not feel overwhelmed by the change. She could solve the problem by developing the
assessment. She referred to the adult learning theory and it was proved by this excerpt:

“...but the most burdensome in this C13 is the administrative requirement itself...especially about the assessment. Six until eight items are assessed and that is impossible. **It might be possible if it is an ongoing assessment in a semester...** I am staying on my principle that the assessment will be done in a semester...” - #ET2

(...) tapi permasalahan yang paling mendasar di K13 ini yang, kalau saya bilang itu administrasinya...Terutama tentang penilaian. Enam sampai delapan item dinilai satu kali dan itu nggak mungkin. **Mungkin itu akan bisa dipakai kalau itu adalah rekap, dalam satu semester...tetap saya pegang pada prinsip saya bahwa penilaian itu akan kita kerjakan tetapi setelah satu semester...**

“...the most burdensome in this C13 is the administrative requirement... I only (write) the main points. I mean, today I teach advertisement and showing care...the attitude might appear in next meetings...we have a journal. We just write giving a therapy. So, we do not have to write every KD of the attitude. No, it cannot...how the goals are obtained, we can enjoy teaching without feeling overwhelmed...” - #ET1

(...) itu yang betul-betul merepotkan adalah administrasi... Saya hanya poin-poin penting saja. Maksudnya, hari ini saya mengajar misalnya mengajar advertisement dan menunjukkan sikap peduli...mungkin pada saat lain, (sikap peduli) anak-anak ini muncul... kita punya jurnal aja. Tulis aja kita kasih terapi gitu. Jadi kita tidak harus menuis setiap KD sikapnya harus ada itu. Tidak itu...Bagaimana tujuannya tercapai, kita bisa enjoy teaching, tanpa terbebani itu...)

However, in conducting the C13, one of the participants, #ET1, realized that teachers had to assess the students in a whole aspect, not only one of the three aspects. This was shown in the excerpt below:

“...the scores are complete. A score includes score of knowledge, skill and attitude. **So when we assess students, we assess the whole things...** I have been used to seeing, oh the score is great, nine. Do not be too hurried, let us see, whether this student cares to the other people or not. The package will be in a complete package as a human...”

(...) nilai itu kan komplit. Bahwa yang namanya satu nilai, bukan hanya nilai pengetahuan saja tapi nilai keterampilan dan nilai sikap. **Sehingga**
ketika kita menilai anak itu jangan dari depan doang, tapi seluruhnya...
Saya juga sudah terbiasa melihat, oh nilainya bagus ya dapat 9. Jangan dulu dong, lihat dulu anak ini care ke teman2 atau nggak. Paketnya kan jadi paket manusia yg utuh gitu...)

What had been captured in that excerpt was in line with the principle of conducting an assessment by Suskie. Suskie (2004) noted that an assessment helped the students understood their strengths and weaknesses; and the information from assessment gave them documentation of what they had learned, so that they could use it to apply for jobs, award, and programs of advanced study. However in this case, the assessment had been used to improve their study.

Referring to how both participants encouraged their students to be autonomous, from the efforts of giving the appropriate materials until they assessed their students, they recognized that the pride of being teachers were their students’ achievement. In addition, they were enjoying being teachers because of their passions in teaching the students. Their passions showed in these excerpts:

“...oh I am very proud being a teacher. Out of the remuneration context, my passion is in teaching...English teachers love helping. Helping the students to enlarge their knowledge...” - #ET1

(…oh bangga banget. Senang aku jadi guru. Lepas dari gaji ya. Ketika passion kita mendidik itu bisa jadi... menjadi guru Bahasa Inggris itu suka membantu. Membantu murid membuka wawasan...)

“...I do not want, although life as a teacher is hard, I do not want to think about it. No. I always think that being teachers is exciting because we meet many people with the unique background or characters. Every person is unique and what make me proud is...we have a lot of students. In fact when they are successful, teachers are happy about it...” - #ET2

(Saya nggak mau walaupun hidup saya itu susah jadi guru, saya tidak akan mau menerima bahwa jadi guru itu susah. Enggak. Saya selalu...
punya pikiran bahwa jadi guru itu senang karena ketemu dengan banyak orang dengan background or unique characters. Setiap orang itu unik kan dan yang membuat kita bangga itu apa... Murid kita banyak. Ternyata kalau mereka berhasil, itu guru itu senang ...)

Both participants’ pride had given them awareness that being teachers had lead them to be happy in teaching, without complaining the curriculum changes. #ET2 also added that in implementing the curriculum, teachers to be brave in facing problems. Furthermore, the teachers implemented C13 by negotiating. #ET2 said like in this excerpt:

“...so whatever it (the disruption), we have to face it. Do not be afraid to say that there is a disruption. If it is a disruption, it has to be delivered. Then, there is a negotiation. This is the disruption, like this, what the alternative way is. It is from the country, it is from the other point of views, how we find a 50:50 way. A solution ...”- #ET2


As a result, both teachers did not feel overwhelmed with the implementation of C13 because they could negotiate between the regulation from the country and the other point of views.

b. In terms of the teaching methods and techniques

From the previous chapter, in Chapter I, Kementerian Pendidikan dan Kebudayaan (2014) had said that the syllabus is composed in national level. The syllabus contained the goals, organization, policies, expectations, requirements of
the subject and these contents (Eberly Center, 2014). In reality, the participants were still developing the syllabus by themselves. However, not all of them were easy to develop because they had to implement the administrative requirement in assessing their students. They found it difficult and the teachers were not democratic enough to compose the assessment.

Thus, C13 was a regression of curriculum in Indonesia because it did not give teachers opportunity to assess the students with their own ways of assessment. Comparing with the previous curricula, KBK and KTSP, they had given the School-Based Management towards the schools, teachers and the school citizen. One of many characteristics in the School-Based Management was the independence of conducting the teaching and learning activities. The SBM had been implemented in the schools in Indonesia to give autonomy to manage their operations independently according to student needs (Vernez, Karam & Marshall, 2012).

However, the participants put their students as the center of their teaching processes which was also recognized as the student-centered teaching. They assumed that as teachers, they were aimed to serve their students first. The important thing in their teaching processes was their students’ achievement. They were using the student-centered method in their teaching processes. Thus, even though the curricula had been changing for several times, they implemented C13 by adjusting the students’ needs. They defined that curriculum changes were not
the end of their teaching processes. Their attitudes of placing students as the center of their teaching processes were captured in these excerpts:

“…that is a policy (of C13), the policy must be from the government. So we, although we are the executors, we are only one of the members of a system to deliver it (C13) towards students…” - #ET1

(...ya itu kan policy, policy ya harus dari pemerintah. Maka kita, walaupun ujung tombaknya kita sih, kita kan hanya perangkat yang harus menyampaikan ke siswa...)

“…whatever the curricula we are facing to, how many time they are changing, we have no problem because we always sharpen what we have to give toward students... We are comparing for example this book is like this. We use another kind of book. There is a difference. So we mix them, which one that may develop four skills. The main point of English is developing those four skills. How the students master those skills, speaking, writing, reading, and listening. However, the main thing is later the students reaching the goal, and the goal is they can negotiate, they can do lobbying with other people coming from other countries…” - #ET2

(...kurikulum yang kita hadapi, walaupun kurikulum itu sampai berubah berapa kali itu kita nggak masalah karena apa, kita selalu mempertajam apa yang seharusnya kita berikan ke siswa... Kita pakai komparasi misalnya buku ini seperti ini. Kita pakai buku seperti ini. Di situ ada perbedaan. Nah kita gabungkan, kira-kira mana yang bisa mengembangkan empat skills. Inti dari pembelajaran Bahasa Inggris itu adalah mengembangkan empat skills. Gimana anak itu bisa menguasai 4 skills itu, berbicara, menulis, kemudian membaca, kemudian listening. Karena gimana pun satu yang nantinya akan dicapai untuk anak-anak, goalnya itu adalah they can negotiate. They can do lobbying with other people coming from other countries...)

Those excerpts revealed their ability to adjust the materials that their students needed by learning about the materials first. Afterward, it resulted an understanding, no matter the curriculum changes were, that their students were the first context of their teaching processes, not the teachers themselves. It was in accordance with Mezirow (2000), “...the more reflective and open we are to the
perspectives of others, the richer our imagination of alternative contexts of understanding will be” (p.20).

Furthermore, to encourage their students, the participants revealed that they always tried to adjust the most appropriate technique for their students in order to develop their skills in learning English. Developing their skills in learning English was supposed to be based on C13 syllabus. The syllabus had been transformed in a form of text books. However, the syllabus had been produced in the national level and some contents of the provided books were not in line with what the students needed as shown in the following excerpts:

“We did not use the book. The guidelines are the Core Competence (Kompetensi Inti or KI) Basic Competence (Kompetensi Dasar or KD) which are in the Peraturan Menteri (Permen). So we adjust to the KI KD only, although there are text books. Those books are as the minimum guidelines, but they are very minimal. If the books are not matched (with the students’ needs), we do not use them…” - #ET1

“(…ohhh, kita nggak ngikuti buku. Panduannya adalah KI KD yang ada di Permennya itu. Ya udah kita ikuti KI KD aja, walaupun disitu juga ada buku. Buku itu kan dibilang sebagai panduan minimal, tapi minimal sekali. Nah kalau tidak pas ya, ya kita tidak pakai…)”

“(…for the use of C13 text books) not all of them are used. So, I still chose which one might be the most applicable…” - #ET2

“(…untuk pemakaian buku K13-nya, tidak semuanya dipakai. Jadi tetap saya pilih mana yang kira-kira bisa diimplementasikan…”

The excerpts above had shown that the participants did not implement all topics similarly based on the text books. They came into their own mechanisms to provide their students the most appropriate aids of English learning by concerning the Core Competence and Basic Competence in C13. In addition, they had
considered that the books were the minimal guidelines. Thus, they had decided to develop the materials and to learn together with students from any resources. These were conducted in implementing C13 in order to achieve more than those minimal guidelines. The development of materials they had made had been shown in these excerpts:

“…the main thing is that as long as (what we teach) is in line with those KD. Definitely we can learn from everything, from everything…I do not implement the books systematically. So we have learnt not only from one book. Surely, the references are in KI and KD, then any sources…So we should, in order to what is it, because it (the syllabus) is only the minimal guidelines, just let it be minimal. However, we have to find the other materials…” #ET1

“(…intinya adalah sepanjang KD itu. Toh kita kalau belajar dari mana saja bisa, dari mana saja bisa... saya nggak mengikuti buku secara urut. Jadi kita belajar bukan lewat 1 buku. Yang pasti referensinya pada KI dan KD, lalu ya any sources lah… Jadi tetep kita, supaya kita itu apa, karena kan dibilang hanya panduan minimal ya, minimal ya minimal aja. Tapi kita juga harus cari materi yang lain juga…)

“…C13 is using any kinds (of references). Even though it is not C13, I have been using them. So I have been using English newspaper, JP newspaper, then NG magazine…magazines can also be from the flight magazine…any kinds of aviation. Then the movies, they can be downloaded from Youtube or BBC. I also use the websites for learning English, for example how to arrange, a procedure right, how to book a ticket, and so on...From the listening skill, integrated skills right, we can go to an analysis, such as in writing skill, it can be. From the written text, we can make something related to listening skill or reading skill…News item, for example, just take it, or a recount, those are from reading skill right. Then they make some multiple choices, essay, they give comments or their opinion about it. Later their task will be a writing skill task...Making an advertisement, for example, there is a passage about certain thing, then the structured task is making an advertisement from that problem in the passage…” #ET2

“(…K13 saya pakai apa aja. Walaupun tidak K13 pun, saya juga pakai itu. Jadi pakai English newspaper, saya pakai JP, kemudian pakai NG juga, kemudian pakai magazine, magazine it can be from the flight magazine…pokoknya penerbangan apa aja. Kemudian film, film itu...
bisa diambil dari Youtube atau BBC, kemudian pakai dari website tentang pembelajaran misalkan how to arrange, procedure ya, how to book a ticket dst. Itu banyak sekali di situ. Nah dari listening, kita bisa lari ke, integrated ya, dari listening kita bisa lari ke analisis, misalnya larinya ke writing juga bisa. Dari tulisan kita juga bisa buat listening atau buat reading...News item for example ambil, atau mungkin recount, dari reading kan. Nah kemudian mereka membuat pertanyaan multiple choice, atau essay atau comment atau opinion. Itu kan udah jadi writing...Buat iklan, misalkan ada bacaan tentang apa terus tugas strukturnya adalah buat iklan dari permasalahan ini...)

From the excerpts, it could also be concluded that they were able to develop the syllabus because of their professionalism characteristics. One of the professionalism characteristics shown in those excerpts was competence professionalism. This kind of professionalism, based on Undang-Undang No. 14 Tahun 2005 Pasal 10 ayat 1, had been defined as teachers could master the materials widely and in depth. The participants had generated varied tasks from a topic and they were able to implement it to their students. As a result, they could improve the syllabus better than what the minimal guidelines had written. In the same time, their students were also able to achieve more in the term of knowledge.

One of the adult learning characteristics appeared in this kind of professionalism. The characteristic was the participants were able to find the alternative context of their teaching processes. Mezirow (2000) assumed that “…the more reflective and open we are to the perspectives of others, the richer our imagination of alternative contexts of understanding will be…” (p. 20). They were richer in producing a better syllabus to make their students achieve more in English learning process.
As stated in the previous chapter, Chapter II, Richards (2013) claimed that instructional practices were changing because of the language nature’s change and of second language learning and the roles of teachers, learners and instructional materials, and ideas about language and language learning. It meant that the different places also determined what kind of instructional practices needed to obtain the output. In this case, output meant “...what learners are able to do as the result of a period of instruction” (Richards, 2013: 7).

Both participants realized that they are the facilitators to develop students’ skills in learning English, the goal of English learning. Concerning the goal that had to reach, those participants implemented some mechanisms to their teaching processes without leaving the basic principle of C13. Their mechanisms consisted of the way of teachings they implemented, including: (1) approach; (2) methods; (3) technique; and even a basic principle of teaching generated by one of the participants.

Starting from the approach, C13 had been using a scientific approach. As stated in Chapter I, the scientific approach had been used in C13 in order to lead the students became able for reasoning with incomplete information. Teachers implemented C13 by having autonomy in deciding the teaching technique because they also considered the individual differences of students. The stages were observing, questioning, experimenting, associating, and communicating. This approach was quite new to implement in learning English. However, one of the participants explained as in this following excerpt:
“...technique that we have acquired, just implement it. Besides, for this updated trend, which is a different approach, let us just implement it. The main thing is as long as it meets the students’ needs...we consider individual differences although, this C13 approach is supposed to use scientific approach, which we do not that approach in learning language. I have not found it if the label is scientific approach. Anyway, that is a label from the government, so we should follow it, more or less the steps are smooth, there is optimism, then what the main point of approach is, and the concern of the way of thinking is logic...” - #ET1

(...teknik yang dari dulu kita dapat ya tetap kita pakai aja. Ya, tapi untuk tren terkini, di mana yang ada dengan approach yang lain, ya tetep kita juga pakai...Intinya adalah kita ke siswanya aja. Kita mempertimbangkan individual differences. Walaupun ya, ini kan di kurikulum ini approach-nya itu disarankan untuk pakai scientific approach, yang mana dalam pembelajaran bahasa itu kita gak menemukan. Saya belum menemukan seperti itu kalau dengan labelling yang seperti itu. Tapi ya, anyway itu labelling dari pemerintah. Nah tapi kan kita harus tetap ikuti pemerintah, paling nggak ya jalannya halus, ada optimis, kemudian ada disitu intinya apa, concern yang mengenai alur berpikirnya yang logis...)

#ET1 admitted that the approach used in C13, scientific approach, had never been used and #ET1 had not found that kind of approach in language learning. #ET1 implicitly also found that the scientific approach was not an exact approach to language learning process. Out of what #ET1 had said, #ET1 still respected the label of scientific approach from the government. Instead of complaining about it, she found the alternative way of how to implement the approach as stated in the excerpt above. This kind of response was in accordance with Kegan (2000) who summarized that adult learners could liberate themselves from where we are embedded and making something into objective thing so that they get the sense of belonging that thing; they do not feel they are enforced by a system (as cited in Mezirow, 2000, p. 5).
The characteristic of adult learner theory was also appeared to #ET2. #ET2 argued that to reach the goals of C13, #ET2 believed that it was just a different name of an approach. In addition, #ET2 had conducted the similar approach in the syllabus since 2000. However, #ET2 implemented C13 by developing the syllabus. It was shown from this excerpt:

“...I do not have any problem because I have been used to the use of plus syllabus. It is a developed syllabus...those stated in the syllabus are only the minimal standards. Afterwards, we developed by ourselves. It has been conducted since 2000. I have developed, oh this is the syllabus. Then, how teachers conduct it is (for example) I want my students become able to speak, to write, to be smart. Listening to the people who are speaking is possible. The standard English. So I bring them here, because when they come to the higher education, my orientation is higher education, you (the students) will not be taught by lecturing method. However, the lecturer will explain briefly, you find the material, you compare the material, you discuss them...”- #ET2

Discussing the methods used in their teaching, both participants’ methods were in line with the methods that were supposed to be conducted along with the implementation of C13. The methods were project-based learning, problem-based learning, and discovery learning. However, all methods were placing students as the center of their teaching processes. The teachers were developing students’
autonomy in implementing C13. These excerpts seemed to be clearly describing
the real example of implementing a project-based learning:

“…yes, by chance (I give the contextual materials). Now, it is more
emphasized. In the steps, mostly after students do observing, then they will
practice. It will increase their curiosity. They will ask something. If there
is no one asking, we stimulate them. Do you really understand? Is
there any question?...Later we practice the tasks as usual. After that,
we do associating...for example when we teach about recount report
in a form work report, then they implement it when they do a History
subject task. They visit a museum. We ask them what museum you
have visited, where is your report text? Then they make it. That is.
Oh, this report text exists in a real world…” #ET1
(...iya, kebetulan begitu. Tapi sekarang kan lebih ditekankan lagi.
Kebanyakan sih nanti kan habis anak-anak mengamati, kemudian anak-
anak berlatih; itu kan meningkatkan curiosiy mereka. Mereka akan
bertanya. Kalau nggak ada yang tanya dipancing lah. Betul bener
paham nggak ini? Ada pertanyaan nggak?...habis itu nanti mereka
baru, setelah itu kita associate. misal kita ngajar di recount report yang
work report, nah terus mereka implementasikan ketika mereka kerja di
bidang studi sejarah, mereka mulai kunjungan museum, kamu
kunjungan ke museum mana, reportnya mana? Itu mereka membuat
betulan. Nah di situlah. Oh, ada di dunia kita...)

Referring to the varied methods that the participants had used in their
teaching processes, it also influenced the technique in teaching certain topic.
Hence, it was obvious that the teaching technique they used were also
encouraging the students to understand the materials provided. Both participants
said that the curriculum changes did not limit their teaching technique, although
the reality was they had to teach a large amount of topics and they were teaching
in a time limit. It was proved by this excerpt:

“...for example, they (the students) work in a group. Then they present
the results, but it does not have to always present, they will be bored.
The main thing is they create something, they present it. They do peer
editing in writing skill. For example a folk story consists of 300 words.
They make it in a group project consists of four or five students...six
groups make the guidelines and the drafts. How much, minimal, there is a progress in the main idea and the development. Afterward, they present their drafts and each group obtains the revision from their friends, progress and progress. Later, the folk stories are done. So the folk stories are a group project…”- #ET1


The similar teaching technique that encouraged students to be autonomous learners also happened in #ET2 teaching processes. It was clearly shown in this excerpt:

“…we should use the other technique…for this theme, where the priority is. It happens when there are 1 until 50 pages, I choose to teach page 25, for example, because I think they should sharpen about it. The society need it, so I deliver it first…Oh, the students have to understand it...So we have to understand what happens in the society. What they need. Why is it becoming so important case in our society? They have to understand it. Then when there is a booming news, we choose it as the materials, out of the books…”- #ET2

Both techniques that they had used were encouraging their students to be autonomous. According to Farrel and Jacobs (2010), learners needed to be able to understand the curriculum that the teachers were teaching them; they needed to be responsible for their own learning and for the learning with whom they interact. From the excerpts, they were clearly capturing that both participants scaffold the students to realize that what they learnt were meaningful to their lives in society. They were supposed to be responsible after learning English in the class because
what they had obtained was contextual with the reality. It was not a matter of acquiring good scores.

The participants realized that they should encourage their students to have a better life through English learning process. Therefore, the participants had defined themselves as agents of education. As stated in Chapter II, the agency theory meant “…one party determined the work while another party did the work…” (Seven Pillar Institute, 2014). They worked in order to develop their students, no matter what the curriculum was. They realized that what they did would be influencing development of the nation.

Referring to the self agency, both participants were concerning much with the development of students’ knowledge (cognitive aspect), skill and their attitude (affective aspect). The participants guided them to reach those aspects in the teaching and learning processes in a form of the tasks they had given, which were mostly in group works. That kind of task was conducted to enhance their ability in working as a team, meaning to say, they were prepared to face the real world which focusing on working as a team, not an individual. The way both participants taught their students lead them “…to be responsible for their own learning and for the learning with whom they interact…” (Farrel and Jacobs, 2010). The way they encouraged their students to be autonomous were captured in these excerpts:

“…C13 emphasizes in a blue book. There are some behaviors developed such as working together. There are honesty, working together, polite, care about friends. They should be developed besides they understand the knowledge…in the first meeting…there are some students who want to be dominant. I know it, but you should learn from the other friends.
You will not be improved. You are meaningless if you are the only smart student but you do not share your knowledge to people. That is the way we explain to them…”- #ET1


“…nah, this is what happens in this curriculum is that the implementation to respect someone’s opinion, then analyzing, working together, responsibility, they are implemented in the discussion session...so, the teacher comes...’Good morning, students. Now I will teach you this material and why.’ So there are the goals and indicators stated. ‘Hopefully, you are able to be like this, that one.’ Now this is from me, (the basic) explanation. Then, I ask the students to find the materials in groups. For this group task, grade them from the first until this number. In order to share the knowledge fairly...So, in a group, there are not only a group of poor students, but it is varied, there are some poor, smart students and middle-low students…”- #ET2

(...nah ini yang terjadi di sini adalah bahwa implementasi menghargai pendapat, kemudian menganalisis, kemudian bekerjasama, tanggung jawab itu ada pada discussion session...Jadi guru datang... ‘Anak-anak selamat pagi. Sekarang kamu saya ajari ini, kenapa.’ Jadi tujuan ada, indikatorinya juga ada. Harapan saya setelah ini kalian begini, gitu. Nah, oke sekarang ini dari saya, ini modal saya. Setelah itu baru ananya disuruh cari materi in groups. Nah untuk materi yang in groups ini diusahakan dibuat rangking dulu ya. Jadi supaya ilmunya itu tersharing. Dibuat rangking, rangking 1 sampai dengan sekian. Jadi satu kelompok itu isinya bukan poor students, tapi varied bisa jadi ada poor students, smart students ada, yang tengah-tengah medium juga ada…)

Being teachers meant that they had to place students as their priority and they should lead their students to be autonomous. The participants were proud because they were successfully leading their students being autonomous learners.

#ET1 and #ET2 had realized that
“...although students would not reach the same level of autonomy, helping them to raise awareness...to share such reflections with others and to gain understanding of the factors influencing the learning processes were important for the development of autonomous learning competence and positive attitudes towards learner autonomy...”
(Zou, 2011)

From the results of the interview, it had shown that all participants were using their own mechanisms in teaching their students. What they taught the students was encouraging students to be autonomous even though the curriculum had changed from KTSP into Curriculum 2013. To the participants, what mattered was the development of their students in learning English based on the students’ needs.

2. The problems that were faced by the two exemplary senior high school English teachers in Yogyakarta on the implementation of C13

As the researcher had stated in Chapter I of the thesis, C13 was a development of previous curricula, namely Competence-Based Curriculum in 2004 (Kurikulum Berbasis Kompetensi or KBK) and School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan or KTSP) in 2006. Furthermore, C13 was an innovation to face the globalization. Although it was designed to face the globalization era, C13 still encouraged students in Indonesia to develop some values as Indonesian people, including as religious and educated people. Meanwhile, there was an obvious difference to appear among C13, KBK, and KTSP. This difference happened in designing the syllabus.
KBK and KTSP were democratic curricula because they encouraged teachers to make the most appropriate syllabus for their teaching process based on the students’ needs. Those curricula were giving the teachers and the school citizen to give the best and appropriate aids to develop the teaching and learning process. It was different with C13 which did not give any authority to create the most appropriate syllabus based on the students’ needs. Syllabus had been administered in national level, meaning to say that the goals, organization, policies, expectations, and requirements of the subject, could not be composed by teachers.

The new regulation about composing the syllabus in national level was likely to generate a problem on the implementation of C13 in schools, especially in assessing the students. C13 demanded the teachers to encourage their students until they could be reasoning with incomplete information. In addition to this demand, the teachers were supposed to implement the varied learning methods in order to attain that C13 goal. They were project-based learning, problem-based learning, and discovery learning.

Obviously, the syllabus regulation had changed the way the teachers assessed their students. The teachers did the assessment meant that they were not only grading their students and giving the number to their students, but also giving suggestions what they had to improve in studying English including affective, cognitive and skill aspects. The exemplary teachers who were the participants of the study said that both of them were not overwhelmed with the implementation of C13, the disruptions of C13 were first, in the administrative requirements
especially the list of affective assessment that had to be done in every meeting and had to be written in their daily journals. Besides, the second disruption was the management of topics in line with time allocation. The first disruption was shown in these excerpts:

“...although, the administrative requirement, honestly I do not like it because it is complicated...that is, the most burdensome is the administrative requirement...” – #ET1

(...walaupun administrasinya terus terang saya nggak suka karena ribet itu yang betul-betul merepotkan adalah administrasi...)

“...but the very basic problem in this C13, in my opinion is the administrative requirement. So, it is not the implementation, but the administrative requirement, especially about the assessment. Six until eight items are assessed in a certain time and it is impossible. It is lying and really fake...I do not want to conduct that second kind of assessment, based on the C13, because it is not rational...” - #ET2

(...tapi permasalahan yang paling mendasar di K13 ini yang, kalau saya bilang itu administrasinya. Jadi bukan implementasinya sendiri, tapi administrasi, terutama tentang penilaian. Enam sampai delapan item dinilai satu kali dan itu nggak mungkin. Itu bohong itu, itu benar-benar rekayasa...Saya nggak mau pakai penilaian kedua, berdasarkan K13, karena sangat tidak rasional...)

The second disruption that had been overwhelming was the management of topics in line with time allocation. This disruption was shown in this excerpt:

“I think these (the topics in C13) are too many, with this kind of time limit. Ah, that is very difficult to manage the time allocation...”- #ET1

(...kalau ini hanya terlalu banyak, dengan waktu yang terlalu sedikit. Wah, itu susah banget mengatur waktu...)

The excerpts were obvious that the administrative requirement in C13 became burdensome towards those teachers. Based on the excerpts, #ET2 clearly believed that the administrative requirement, assessing six until 8 items in a
meeting, was impossible to conduct in the class. In addition, the #ET2 criticized if that assessment had been implemented, then this implementation would have been a fake assessment of students.

#ET2 realized about the bad impact influenced by this implementation if teachers had still conducted it. Hence, #ET2 had a big reason why #ET2 did not implement this kind of assessment. Even when there were some assessors came to #ET2 to assess #ET2, #ET2 was fearless to give the reason why #ET2 did not use the assessment rules of C13. #ET2 in the excerpts believed:

“…we are talking scientifically. We can argue with them, “Please imagine if you (the assessors) were conducting this assessment as teachers. Can you do it? The results are fake, right? I will say it because for me impossible means impossible. So, this is the reality in Indonesia. We have been used to lying…In my belief, I will assess with my way. Even when the education minister comes, I will say like what I have already said…” - #ET2


Besides, the two exemplary teachers also emphasized that what the C13 in the administrative requirement was a real problem towards all teachers whose schools were using C13 as their curriculum. The excerpts said:

“…(the administration) is overwhelming…” - #ET1

(…membebani…)

“…but, like what I said before, maybe there is a consideration (of implementing C13) because of the administrative requirement for assessment. That is. The other things do not matter…” - #ET2
(...tapi ya itu tadi, ya mungkin jadi pertimbangan karena administrasi penilaian. Itu saja. Kalau lainnya nggak apa-apa...)

Thus, based on the excerpts of #ET1 and #ET2, there were two major problems in implementing C13. They were the administrative requirement of assessment and the management of topics in line with time allocation based on the provided syllabus. The participants found those difficulties because they found that administrative requirement was complicated and if teachers still conducted that kind of administrative requirement, #ET2 believed that the results of those administrative requirements were not valid. Even #ET2 emphasized that the administrative requirement was irrational. The second difficulty was the management of topics in line with time allocation. #ET1 found that the provided topics in C13 syllabus were too many to implement in time limit. From the excerpts and the explanation, it could be concluded that the administrative requirement, as one of the educational policies, dictated too much administrative requirements. C13 gave little room to teachers to experiment ideas.

However they have their responses and mechanisms towards C13 implementation in their teaching processes. They did not only complain, but they also gave solutions to what problems they had. Those solutions came from their reflections and their understandings of their teaching processes. The results were they did not feel overwhelmed in implementing C13.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions and recommendations based on the research. In the conclusions part, the researcher presents a brief explanation about the research and gives the conclusions of the research conducted. Meanwhile, the recommendations part is aimed to present two recommendations, recommendations for English teachers and recommendations for future researchers.

A. Conclusions

The research was aimed to find how the two exemplary senior high school English teachers implemented C13 and the problems faced by the two exemplary senior high school English teachers in Yogyakarta on the implementation of Curriculum 2013 or C13. The researcher formulated two research problems. The first was “how the teachers implemented Curriculum 2013” and “what problems faced by exemplary Senior High School English teachers on the implementation of Curriculum 2013 are.”

The researcher conducted qualitative research. The participants were selected based on the characteristics of exemplary teachers stated by Silvestri (2015). Besides, the selection of the participants was helped by the researcher’s advisor. The instruments used to gain the data were the semistructured interviews and the researcher used a protocol contained some questions that were used to
conduct the interview. The questions were in the form of open-ended questions to obtain the clear explanation of the participants.

Both participants implemented C13 differently. First was in terms of the management of administration requirements and assessment. In dealing with the administration requirements during the implementation of C13, the teachers implemented C13 by learning the guidelines, by developing the guidelines, by always learning new curricula, by having autonomy in deciding the materials, by discussing the implementation of C13 with the other teachers, by developing the assessment, and by solving the problems.

The second was in terms of the teaching methods and techniques. Teachers who were also the participants of this study implemented Curriculum 2013 by adjusting the materials of learning that students needed; by developing materials; by learning together with students from any resources; by having autonomy in deciding the teaching technique; by developing students’ autonomy in learning English; by considering individual differences of their students and by placing students as the teachers’ priority in their teaching processes.

From the conducted semistructured interviews with the two exemplary senior high school English teachers in Yogyakarta, the researcher concludes that there were two big problems on implementing C13 faced by the exemplary teachers. They were the administrative requirement and the management of topics in line with time allocation. The first problem occurred because teachers had to assess six until eight items in one point of time. The participants were supposed to assess the students by that way of assessment and they had to write them down in
their daily journals. Meanwhile, the second participant found it irrational and that kind of assessment should be considered to revise seriously.

From the previous paragraphs, it was concluded that the administrative requirement and the management of topics in line with time allocation were burdensome to the two exemplary senior high school English teachers in Yogyakarta. However, as stated in Chapter IV, it was obvious that the teachers do not feel overwhelmed with the implementation of C13 because they had implemented the spirit of teaching based on self-agency theory, teacher professionalism, and adult learning theory.

In addition, the researcher had gained and learned valuable lessons related to the conducted study. Those were about the spirit of teaching students by the participants although they faced the change of curriculum; how they placed students as the center of the teaching and learning processes; and how they dealt with the change of curriculum.

B. Recommendations

Based on the research findings, there were two big problems which occurred on implementing C13, they were the burdensome administrative requirement and the management of topics in line with time allocation. According to the problems aroused, the researcher gives some suggestions for the English teachers and for the future researcher who would like to conduct research with the similar topic. The suggestions are as follows:
1. For the English Teachers

The teachers are suggested to implement C13 and solve the problems in administrative requirement by referring to the finding in this research. For example, the teachers were defining the best assessment procedures for their students because the procedures met the aspects being assessed. It would be more appropriate rather than enforcing the C13 assessment procedures in their administrative requirements.

The second suggestion was about how to deal with a numerous topics in C13 syllabus. Teachers should realize that what they teach is encouraging the students to be autonomous learners. To reach that goal, it is better to teach them the most applicable topics, especially in their daily life. In addition, teachers can decide the topics based on how fundamental the topics are.

2. For the Future Researchers

The future researchers who will conduct the research on the similar topic should consider that curriculum changes are an innovation of education in Indonesia. Therefore, the future researchers are suggested to criticize the changes in order to understand and they will not be trapped in the curriculum changes. Conducting qualitative research is also suggested to the future researchers because this kind of research can describe clearly what the real problems are and to what extent they can solve those problems.
REFERENCES


APPENDICES
APPENDIX A

A List of Questions for Interviewing the Participants
Exemplary teachers’ responses to the implementation of C13

Pertanyaan:

1. Menjadi guru bahasa Inggris sejak tahun berapa?
2. Hal apa yang membuat Anda memilih untuk menjadi guru Bahasa Inggris?
3. Selama menjadi guru Bahasa Inggris, apa yang membuat Anda bangga menjadi guru Bahasa Inggris?
4. Selama menjadi guru sudah mengalami berapa pergantian kurikulum dan apa saja tantangannya?
5. Implementasi kurikulum apa yang menurut Anda paling sulit? Bagaimana mengatasinya?
7. Perubahan apa yang paling signifikan dalam implementasi K13? Apa akibat dari perubahan tsb? (INOVASI) → untuk guru
8. Selama Anda mengimplementasikan K13 dengan cara seperti itu, bagaimana tanggapan para guru lain yang ada di sini dan Dinas Pendidikan di daerah ini?
9. Media apa saja yang digunakan Anda dalam mengajar Bahasa Inggris dan mengapa menggunakan media tsb?
10. Selama Anda mengajar Bahasa Inggris dengan K13, bagaimana cara Anda menginspirasi siswa untuk menggunakan bahasa Inggris dalam kehidupan sehari-hari siswa (bukan hanya untuk mendapat nilai bagus)?
APPENDIX B

An Example of the Transcript
1. #ET1 sudah menjadi guru Bahasa Inggris sejak kapan?
   Tahun 1989, 26 tahun yang lalu.
2. Itu waktu yang lama. (Ya) Lalu kurikulum yang sudah pernah dihadapi itu apa saja Bu?
3. Lalu selama ini bagaimana implementasinya?
   Nggak masalah sih kurikulum apapun...hahaha. (Kenapa Bu?). Ya itu kan, itu kan guideline dari pemerintah lah mau namanya apa, kurikulum atau silabus atau apa yang penting guideline, kita kan sudah diberikan patokan2 untuk mengajar. Jadi nanti tidak masalah mau diganti2. Ya itu kan policy, policy, ya harus dari pemerintah. Maka kita, walaupun ujung tombaknya kita sih, kita kan hanya perangkat yang harus menyampaikan ke siswa.
4. Itu untuk pengaruhnya ke cara mengajarnya itu bagaimana, setelah ada pergantian kurikulum seperti itu?
   Sebetulnya kalau metodologi gak masalah, kita sewaktu kuliah ya ada. Kemudian ada inovasi yang berkembang, mengikuti tren begitu memang ada. Tetapi basic2 kayak, apa namanya, method, technique yang dari dulu kita dapat ya tetap kita pakai aja. Ya, tapi untuk tren terkini, dimana yang ada dengan approach yang lain, ya tetep kita juga pakai. Tapi sepanjang mana yang pas saja lah. Intinya adalah kita ke siswanya aja. Kita mempertimbangkan individual differences. Walaupun ya, ini kan di kurikulum ini approachnya itu disarankan untuk pakai scientific approach, yang mana dalam pembelajaran bahasa itu kita gak menemukan. Saya belum menemukan seperti itu kalau dengan labelling yang seperti itu. Tapi ya anyway itu labelling dari pemerintah. Nah tapi kan kita harus tetap ikuti
pekerjaan, paling nggak ya jalannya halus, ada optimis, kemudian ada disitu intinya apa, concern yang mengenai alur berpikirnya yang logis.

5. Kalau untuk materinya, kan selama ini ada buku panduannya dari pemerintah... (*he’em, he’em*). Itu sebagai referensi saja atau harus yang urutannya setelah ini, ini, ini, ini?


6. Berarti kalau di implementasinya dalam Ib mengajar berarti ada sumber2 dibebaskan begitu ya Bu? Siswanya bereksplorasi mencari.....


7. Itu juga dijelaskan kalau nanti pemerintah itu mintanya seperti ini ke siswa?

Ada. Ya kita sampaikan lah tujuan pembelajarannya ke siswa; itu juga ada baiknya. Kurikulum yang ini uniknya kan nggak cuma materi itu2 doang kan, nggak cuma pengetahuan tapi inti sikap. Kalau kesananya sih dari dulu sih
memang belajar English is skill language ya. Bahasa itu kan skill ya. Kita otomatis, kadang gak bisa dipisahkan juga dengan...Tapi yang sikap ini kan tetep sekarang ikut..

8. Kalau seperti itu ada keluhan dari siswa atau tidak?


10. Semuanya penilaian sudah memakai skala 4 Bu? Dari kelas 10-12?

11. Itu kalau seperti itu, yang mengenai inovasinya ya Bu. Inovasinya Ibu yang seperti apa setelah terjadi perubahan K?


12. Jadi kan itu Ibu #ET1 memberikan yang kontekstual sudah dari lama ya berarti ya Bu?


13. Kelebihannya kalau menurut Ibu apa?


14. Kalau kekurangannya?

amat.. Yang penting tahu bahwa riddle itu nanti ada answernya. Proverb ada meaningnya. Cuma itu. Jadi nggak harus ada jam sendiri; itu tidak. Terus materi tahun lalu buat apa?

15. Terus kalau seperti itu, kan Ibu istilahnya punya cara sendiri untuk mengimplementasikan itu ya Bu? Bagaimana tanggapan teman sejawat atau mungkin dinas yg menjadi asesor?


Untuk dengan teman2 di kalangan guru kan kita ketemu 1 minggu sekali. Kita kan ada MGMP. Ya kita bahas di situ.

16. Kalau dilihat dari teknik mengajar yang sperti itu, hal itu menginspirasi siswa untuk menggunakan Bahasa Inggris ya Bu?


17. Jadi selama ada implementasi ini, apa anak2 sudah bisa mulai terbentuk?

18. Jadi mereka itu bukan hanya mengejar nilai saja?

19. Medianya jelas banyak sekali ya Bu. Media yg dipakai untuk mengajar apa saja Bu?
Oh kalau disini kan kebetulan LCD sudah ada di semua ruang. Record audionya ada. Dulu ada komputer juga sih di depan, tapi sekarang guru ya males pakai

20. Terus kalau untuk media selain yang IT based apa Bu?


21. Lalu selama ini mengapa Ibu #ET1 memilih untuk menjadi guru Bahasa Inggris?


22. Berarti Ibu #ET1 itu selama ini memandang perubahan K itu akan membuat hectic/ kelelahan sekali?


23. Menurut Ibu, hal itu membebani guru atau tidak?

24. Kalau menurut Ibu, kebanggaan sebagai guru itu apa?