DEVELOPING A MODEL FOR TEACHING ENGLISH USING CURRICULUM 13 FOR THE STUDENTS OF SMA SURAKARTA

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ABSTRACT

Most of English teachers still feel uncertain to implement Curriculum 13. The trainings for implementing it have not made them able to develop the students' four language skills, spiritual, and social attitude. That is why it is necessary to develop a model for teaching English using Curriculum 13. The objectives of the research are: (1) to study the quality of the existing model for teaching English in SMA Surakarta; and (2) to develop a model for teaching English using Curriculum 13 which is feasible to develop the students' four language skill, spiritual, and social attitude. The research method used is Research and Development. Because it is an educational research, it is classified as Educational Research and Development. The results of the research in the first year show that there are still some weaknesses of the existing model for teaching English, so it is necessary to design the prototype for teaching English using Curriculum 13. The prototype is tried out until it becomes a feasible model which is feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four language skills (listening, reading, speaking, and writing), spiritual, and social attitude.

Keywords: Curriculum 13, Educational Research and Development, teaching English

1. INTRODUCTION

The current English teaching and learning process in SMA Surakarta has not simultaneously developed spiritual and social attitude and four English skills (listening, reading, speaking, and writing) because the English teachers still feel uncertain in implementing curriculum 13 in teaching English and developing spiritual and social attitude and four English skills (listening, reading, speaking, and writing). That is why it is necessary to design an English teaching model using curriculum 13 which can develop spiritual and social attitude and four English skills (listening, reading, speaking, and writing) simultaneously.

The objective of the research is to design an English teaching model using curriculum 13 which can develop spiritual and social attitude and four English skills (listening, reading, speaking, and writing) simultaneously. To design the appropriate teaching model, it is necessary to investigate the existing condition to find out the problems (weaknesses) and to conduct need analysis so that the design can overcome the problems and fulfill what is really needed. Based on the problems (weaknesses) and need analysis, a prototype of English teaching model is designed. The prototype is then tried out and revised based on the result of observation and FGD. The revised model is tried out again and revised until it becomes a feasible model which is feasible for the teacher to teach English, for the students to study English, and feasible for

developing the students' four language skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

The development of an English teaching model is carried out through Research and Development. The expected findings of the research in the first year are: (1) the weaknesses of the existing teaching model; and (2) the prototype of an English teaching model using curriculum 13. The expected finding of the research in the second year is the feasible model which is feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

The research findings can be used by English teachers in SMA Surakarta as one of stakeholders of higher education (Sebelas Maret Universty) to conduct English teaching and learning process which can develop spiritual and social attitude and four English skills (listening, reading, speaking, and writing) simultaneously.

To support the implementation of Research and Development to design an English teaching model using curriculum 13, it is necessary to review curriculum 13. Based on *Permendikbud* No. 68/2013, the rationale of curriculum 13 is as follows: (1) The graduates' competence standard is based on the need; (2) Content standard is based on graduates' competence standard through core competence which is free from subject matters; (3) All the subject matters must contribute to attitude, knowledge, and skill; (4) The subject matter is based on the competence which will be achieved; and (5) All subject matters are based on core competence.

The characteristics of curriculum 2013 according to *Permendikbud* No.68/2013 are as follows: (1) developing a balance between spiritual and social attitudes, curiosity, creativity, teamwork, and intellectual and psychomotor ability; (2) a school is a part of society which develops planned learning experience where the students will apply what is learned at school at their society and use society as the learning resources; (3) developing attitude, knowledge, and skill and apply them in any situations in schools and society; (4) giving adequate time to develop attitude, knowledge, and skill; (5) the competence is reflected in class' core competence which is further elaborated in subject's basic competence; (6) the class' core competence becomes organizing element of basic competence where all basic competences and subjects are developed to achieve the competence stated in core competence; and (7) basic competence is developed based on accumulating, reinforcing, and enriching principle among subjects and education levels (horizontal and vertical organizations).

The steps for strengthening process of curriculum 13 are as follows: (1) using scientific approach through observing, questioning, experimenting, associating, and communicating; (2) using science as learning movement of all subjects; (3) guiding the students to discover knowledge which is not being told (discovery learning); (4) emphasizing language competence as a means for communicating, getting knowledge, and thinking logically, systematically, and creatively; (5) measuring the students' thinking levels from low to high; (6) emphasizing on questions which support deep thinking (not solely retention); (7) measuring the students' working process, not only the results; and (8) using the students' learning portfolio.

SMA graduates' competences according to *Permendikbud* No. 54/2013 are as follows: (1) attitude: having behavior which reflects attitude of people having faith, good ethic, knowledge, self-confidence, and responsibility in interacting effectively with natural and social environment; (2) knowledge: having factual, conceptual, procedural,

and metacognitive knowledge; and (3) skill: having ability to behave effectively and creatively as the application of what has been learned at schools.

The changes of curriculum 13 in English subject according to *Permendikbud* No.69/2013 are as follows: (1) the materials taught are emphasized on English as a means of communication to convey ideas and knowledge; (2) the students are trained to read and comprehend texts and summarize the content using their own language; (3) the students are trained to construct systematic, logical, and effective English texts; (4) the students are familiarized with the texts' features so that their texts are not ambiguous; and (5) the students are trained to be able to express themselves and their knowledge using spontaneous and confident language.

2.   MATERIALS AND METHODS

The research method used was Research and Development. Because it is included in educational research, it is classified as Educational Research and Development. Gall, Gall, and Borg (2003: 569) stated:

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Borg and Gall (1983: 772) defined Educational R & D as follows:

Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field- testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

As stated by Borg and Gall (1983: 772), the term *product* not only refers to material objects (textbooks, films, etc.) but also procedure and process (teaching methods).

Borg and Gall (1983: 775-776) also stated that the stages and cycles of R & D in education are as follows:

1.   Research and information collecting – Includes review of literature, classroom observations, and preparation of report of state of the art.
2.   Planning–Includes defining skills, stating objectives, determining course sequence, and small scale feasibility testing.
3.   Develop preliminary form of product – Includes preparation of instructional material, handbooks, and evaluation devices.
4.   Preliminary field testing – Conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational, and questionnaire data are collected and analyzed.
5.   Main product revision – Revision of product as suggested by the preliminary field-test results.
6.   Main field testing – Conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects' precourse and postcourse performance are collected. Results are evaluated with respect to course objectives and compared with control group data, when appropriate.

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7. Operational product revision – Revision of product as suggested by main field-test results.
8. Operational field testing – Conducted in 10 to 30 schools involving 40 to 200 subjects. Interview, observational, and questionnaire data are collected and analyzed.
9. Final product revision – Revision of product as suggested by operational field-test results.
10. Dissemination and implementation – Report on product at professional meetings and in journals. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.

After studying the stages and cycles of R & D stated by Borg and Gall (1983), the researchers used three stages as follows: (1) exploration stage, (2) development stage, and (3) experiment stage.

All the three stages were conducted in three years as follows: (1) the first stage was conducted in 2015 to find out the weaknesses of the existing model used in teaching English in SMA Surakarta and need analyses to develop the prototype of for teaching English using Curriculum 13; (2) the second stage was conducted in 2016 to try out the prototype of teaching English using Curriculum 13 until it became a feasible model which is feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four language skills (listening, reading, speaking, and writing), spiritual, and social attitude; and (3) the third stage will be conducted in 2017 to compare the existing model and the developed model of teaching English using Curriculum 13 and to find out which one is more effective to teach English or for developing the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude.

3.   RESULTS AND DISCUSSION

The research findings of the first stage are: (a) the existing model for teaching English in SMA Surakarta; (b) the weaknesses of the existing model for teaching English in SMA Surakarta; and (c) the prototype of teaching English using Curriculum 13.

The existing model for teaching English in SMA Surakarta is as follows:
1. The teacher opened the meeting using greeting, asking the students' condition, checking who is absent, mentioning the topic, and explaining the learning objective.
2. The teacher explained the topic "opinions": how to convey and ask for opinion and how to state agreement and disagreement to other's opinion.
3. The teacher showed a slide of giving opinion (audio visual) and a dialogue between a mother and her child and asked *'What is your conclusion? What the mother say? What the daughter say?* The teacher showed the second slide of giving opinion and a dialogue between a husband and his wife about looking for a candidate wife for his son and asked *'What is your conclusion? What do you think about text 2? What the husband say? What the wife say? (The teacher still made errors in using English)*
4. There was a teacher who asked the student to listen to the dialogue about "*sympathy*", and then asked *"Is there problems? What is it? / What happen?"* The students were asked to imitate the dialogue sentence by sentence. The teacher

did not correct the students' errors in pronunciation/intonation, give an example/model of the correct pronunciation/intonation, show the expressions of sympathy, and explain how and when to use them *(The teacher still made errors in asking questions)*

5. The teacher asked the students to listen to dialogues 1 – 7 and asked some questions about the content of the dialogues. The activities were monotonous and took long time.

6. The students were asked to make a conclusion. The teacher did not give explanation and a model of pronunciation or drill the students to pronounce the difficult words.

7. The teacher did not give clear explanation, model of expression, and correct the students' errors. There were some errors in pronouncing the words: *column, ghost, move, son, box, start, response* and in using some expressions '*Are you clear?* and *'Think and give respond it'*.

8. The teacher concentrated on finishing the materials in worksheet.

The weaknesses of the existing model of teaching English conducted in SMA Surakarta are as follows:

1. In general the approach used was mixed approaches (scientific and traditional) and the traditional approach was more dominant.

2. The teacher dominated the class in explaining and asking questions and the students were passive.

3. The teacher did not guide the students to observe, ask questions, experiment, associate, and communicate.

4. The students were directly asked to observe without explanation how to observe and what aspects should be observed. They were asked to observe the video and give response to the video.

5. The teacher asked the students to listen to the audio but there was no questioning activity. The students were asked to imitate the dialogue. They were asked to identify the expression *"I'm terrible"* and the response *"I'm sorry to hear that."* There were no activities for experimenting, associating, and communicating.

6. The next step was working in groups to do the exercises in worksheets to match the pictures and expressions in the dialogue and to present the results in front of the class.

7. In one of the classes, observing was conducted by asking the students to observe the pictures and dialogue, there was no questioning activity, and experimenting was conducted by asking the students to write the expression of *sympathy* and expression of response to *sympathy* on worksheet, associating was conducted by asking the students to identify the situation in the picture, and communicating was conducted by asking the students to present the result of group discussion in front of the class (one student read and the other wrote on the whiteboard).

8. There was a teacher who conducted questioning activity by asking questions to the students, not asking the students to ask questions.

9. In one of the classes there were no questioning, experimenting, associating, and creating and the teacher did not develop spiritual and social attitude and the teacher dominated the class so that the students were not active.

10. The associating activity was written in lesson plan "the students compared their work with the other groups' works" but in teaching and learning process, the

a c t i v i t y was not implemented. The students were asked to write their work on the whiteboard without being asked to compare their works with others'.

11. In communicating activity, the students were asked to present their worksorally in front of the class but they fully read the text.
12. There was a teacher who asked the students to write some words from the video on the whiteboard and read their works (a procedure text) in communicating activity.
13. In creating activity the teacher asked the students to work in groups to make a procedure text about how to make fried rice and present or read the text.

Based on the existing condition and weaknesses, the researcher designed the prototype of teaching English using curriculum 13 to develop the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude using a scientific approach as follows:

1. Observing (phenomena to identify the problems which will be studied)
2. Questioning (limiting the problems and formulate questions and their answers based on their limited knowledge and data/information)
3. Experimenting (collecting data using one or more techniques which are relevant to the questions using various techniques)
4. Associating or analyzing data (to draw the conclusion)
5. Communicating (conclusion or the answers of the questions to others)
6. It can be continued by creating (and communicating the creation or innovating based their knowledge)

The learning activities and the competences which can be developed ineach of the steps of scientific approach are as follows:

1. Observing
   a. Learning activities:
      Reading, listening, or looking at (with or without media)
   b. The competences which are developed:
      Training the seriousness, carefulness, and looking for information
2. Questioning
   a. Learning activities:
      Asking questions about information which has not been understood from what is observed or questions for getting additional information from what is observed (from factual to hypothetic questions)
   b. The competences which are developed:
      Developing creativity, curiosity, and ability to formulate questions for developing critical mind which is needed for smart life and long life education.
3. Collecting information/experimenting
   a. Learning activities:
      1) Conducting an experiment
      2) Reading other sources besides textbooks
      3) Observing objects/events/activities
      4) Interviewing the experts
   b. The competences which are developed:

Developing carefulness, honesty, politeness, respecting others' ideas, the ability to communicate, collect information using various techniques, learning habit, and lifelong learning.

4. Associating
    a. Learning activities:
        1) Analyzing the collected information from experiment and observation.
        2) Analyzing information for making it broader and deeper and for looking for solution of the problems.
    b. The competences which are developed:
        Developing honesty, carefulness, discipline, obedience, hardworking, and the ability to apply procedure and think inductively and deductively in drawing conclusion.

5. Communicating
    a. Learning activities:
        Delivering the result of observation or conclusion based on the result of analysis orally, written, or using other media.
    b. The competences which are developed:
        Developing honesty, carefulness, and tolerance, the ability to think systematically, convey ideas briefly and clearly, and use language appropriately and correctly.

The prototype covering those steps was elaborated in the form of lesson plan for teaching English to develop the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude. The teaching and learning process consists of: (1) asking the students to listen to the English text *(observing and questioning)* and answer the questions to develop all indicators of listening; (2) asking the students to read the English text *(observing, questioning, experimenting, and associating)* and answer the questions to develop all indicators of reading; (3) asking the students to works in groups *(experimenting and associating)* to develop spiritual and social attitude; (4) asking the students to retell the contents of the English text orally and talk about related ideas *(communicating orally)* to develop all indicators of speaking; and (5) asking the students to write as a homework because of the limited time *(communicating)* to develop all indicators of writing (Joko Nurkamto, et al., 2012, p.3 and Brown, 2000, pp. 256-354).

The prototype was tried out in English class of SMA 1 Surakarta on Saturday (October 8, 2016) which was observed by the researchers and followed by FGD and revision. The revised prototype was then tried out in SMA 7 Surakarta on Wednesday (October 12, 2016) which was observed by the researchers and followed by FGD and revision. The revised prototype was tried out again in SMA Batik 2 Surakarta on Wednesday (October 19, 2016) which was observed by the researchers and followed by FGD and revision. The prototype was feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

4. CONCLUSIONS

The conclusions which can be drawn from the research findings are as follows:

1. There were some weaknesses of the existing condition or the teaching model used by the English teachers to teach English so that it could not develop all the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

2. It is necessary to develop a teaching model for teaching English using curriculum 13 which could develop the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

3. The developed model for teaching English is feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four English skills (listening, reading, speaking, and writing), spiritual, and social attitude simultaneously.

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