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THE DESCRIPTIVE ANALYSIS OF ENGLISH TEACHERS IN IMPLEMENTING CURRICULUM 2013 IN TEACHING LEARNING AT THE EIGHTH GRADE OF UPTD SMP NEGERI 2 MANDREHE BARAT IN 2022/2023

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan desain rencana pelaksanaan pembelajaran berdasarkan kurikulum 2013 pada materi recount text oleh guru bahasa Inggris di kelas VIII UPTD SMP Negeri 2 Mandrehe Barat. Tujuan penelitian yang kedua adalah untuk mengetahui kendala yang dihadapi oleh guru bahasa Inggris dalam mengimplementasikan rencana pelaksanaan pembelajaran pada materi recount text berdasarkan kurikulum 2013. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data diperoleh dari hasil observasi dan wawancara yang kemudian dianalisis dengan menggunakan reduksi data, display data, dan penarikan kesimpulan. Hasil dari analisis data menunjukkan bahwa guru bahasa Inggris merancang rencana pelaksanaan pembelajaran (RPP) dalam kegiatan pembelajaran bahasa Inggris pada materi teks recount di kelas VIII SMP Negeri 2 Mandrehe Barat telah dilaksanakan berdasarkan komponen kurikulum 2013. Kendala guru dalam mengimplementasikan RPP berdasarkan kurikulum 2013 di kelas VIII UPTD SMP Negeri 2 Mandrehe Barat adalah guru tidak memberikan isyarat apa yang harus dilakukan siswa sesuai dengan RPP, tidak menggunakan media secara efektif dan efisien, tidak melibatkan siswa dalam memanfaatkan media, tidak melakukan penilaian di akhir pembelajaran sesuai dengan kompetensi dan indikator yang harus dicapai oleh siswa.

Kata Kunci: Descriptive Analysis, Curriculum 2013, Recount Text.

Abstract

The purpose of this research is to describe the lesson plan design based on the 2013 curriculum in recount text material by the English teachers at the Eighth grade UPTD SMP Negeri 2 Mandrehe Barat. The second research objective is to find out the obstacles that is faced by the English teachers in implementing lesson plan in recount text based on 2013 curriculum. The method used in this research is descriptive qualitative. Data were obtained from observations and interviews which were then analyzed using data reduction, data display, and conclusion drawing. The results from data analysis show that English teachers design lesson plan in English learning activities on recount text material at the Eighth grade teachers at SMP Negeri 2 Mandrehe Barat has been implemented based on the 2013 curriculum components. The teacher's constraints in implementing lesson plans based on the 2013 curriculum at the Eighth grade of UPTD SMP Negeri 2 Mandrehe Barat are that the teacher does not give about signal what students do according to the lesson plan, does not use the media effectively and efficiently, does not involve students in utilizing the media, does not conduct assessment at the end of learning based on student competencies and indicators.

Keywords: Descriptive Analysis, Curriculum 2013, Recount Text.

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INTRODUCTION

The curriculum is an important part of the educational process. Because a good learning in education without a curriculum will look unsystematic. The creation of curricula will change as a result, particularly in Indonesia. So the curriculum is one of the tools to achieve educational goals, and at the same time serves as a guide in the implementation of the teaching and learning process in various types and levels of schools. According to Bin Ali and Ridwan (2018), "Curriculum is a means to achieve educational goals, as well as guidance in the implementation of education". In other definition by Azis (2018) in Fauzi Sukron (2019), "Curriculum is a tool to achieve the goals of education and as well as a guide in the implementation of teaching on all types and levels of education". It means that, curriculum is the basic of all teaching and learning process, the teaching and learning process must follow the curriculum changes. That is why every teacher must understand every implementation of the applicable curricula because every lesson content, material, and process to evaluate the achievement of educational goals.

Teacher play a very important role in the learning process especially in English learning. In teaching English, especially writing, teachers must be able to create learning that helps students achieve learning objectives. Teachers are required to implement lesson plans systematically in order to create interesting learning and lead to predetermined learning objectives. In implementing the lesson plan, teachers must pay attention to students' characteristics. Teachers must also pay attention to the limited time allocation for learning to ensure that students fully understand and are able to complete the tasks given in writing. In this case, the learning steps should be developed in a structured manner. This can involve a variety of activities including discussions, groups, individual tasks and projects. Writing is the process of communicating ideas, thoughts, information, or feelings through the use of writing. Writing can also be used as a tool to record, process and build effective communication.

But in reality there are still many students who have not achieved these goals. From the results of preliminary observations made by researchers at SMP Negeri 2 Mandrehe Barat who are still lacking in writing skills. This can be a challenge for junior high school students to develop their writing skills, and can also be a challenge for junior high school teachers to organize writing structures. In addition, students' level of independence is still low and passive in the classroom so teachers must make learning more interesting. This problem can be solved by the teaching method used by the instructor to help the students which is not suitable. To achieve these goals, the lesson plan is a very important component that can affect the success or failure of the curriculum objectives, so the lesson plan must be made correctly in accordance with the expected goals. Based on the above problems, researchers have conducted research on lesson plans, especially focusing on learning activities used by a teacher to teach students, especially in writing so that the level of student achievement in writing skills can be better. By creating activities that can be assessed and evaluated to see if students' writing skills improve. Lesson planning helps teachers manage their time efficiently.

Learning is an active process where a person gathers information or knowledge that can be used to understand and develop skills with learning goals and objectives. Writing-related learning activities are a variety of tasks or encounters created to support students in improving their writing through close engagement with the curriculum and learning environment. The teaching of writing includes a variety of strategies and techniques, including writing under the direction of a teacher, writing in groups with peers, and writing alone. Through practice and feedback, it is intended to assist students in understanding correct structure and grammar, developing their vocabulary, and improving their writing ability. Writing learning exercises can also focus on the writing process, such as planning, initial drafts, revision, and editing, as well as the final product, such as writing an essay, letter, or story. To help students develop strong writing skills and create quality writing, learning activities that involve writing are essential.

All of the above explanations are the main focus of this research is to find out the components of lesson plans used by English teachers based on the 2013 curriculum. Based on the above phenomenon, the researcher is interested in conducting a study entitled: "The Descriptive Analysis of English Teachers in Implementing Curriculum 2013 in Teaching Learning at the Eighth Grade of UPTD SMP Negeri 2 Mandrehe Barat in 2022/2023".

METHOD

This research have conducted qualitative research. Researcher carry out the research using inductive approach with the aim of finding the meaning that originate the facts with an approach to make observation and interview. The purpose of this research was to describe how the English teachers designing the lesson plan in writing based on curriculum 2013. In order to perform this research, the researcher was employ descriptive qualitative research to analyzed and description how the English teachers implement lesson plan based curriculum 2013.

Furthermore, Creswell (2014), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem". This research was conducted in two stages: observations and interviews focus of the observation stage is the lesson plan on learning activities that the teacher uses to teach writing. The purpose of the interview stage is to get English teachers' opinions about their experiences in designing lesson plans based on the 2013 curriculum, with the process and can also provide an overview of the constraints of teachers in designing lesson plans based on the 2013 curriculum used to help students learn to write. The subject of the researcher is the English teachers in class Eighth grade of UPTD SMP Negeri 2 Mandrehe Barat are three English teachers. This research was carried out in May 2023.

There are kinds of instruments involved in this research is observation sheet and interview sheet. To obtain valid data, researchers use two techniques in collecting data. Data collection techniques are a strategy step in research because the purpose of this research is to obtain data. In this research, the researcher used qualitative research. According to Creswell (2013) state "Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem". data collection techniques used in the research, namely observation and interview.

After the data collected, the researcher analysed them. The data were sourced from the test and the transcripts of interviews and observations. Data analysis of English teachers in designing lesson plan based on 2013 curriculum in class Eighth grade UPTD SMP Negeri 2 Mandrehe Barat. The first data collect the researcher will do observation. After the observed, the researcher will do interview of English teachers at the eighth grade of UPTD SMP Negeri 2 Mandrehe Barat.

The data analysis technique from this research uses data analysis reduction the data, display the data, drawing conclusion by Saripudin et al (2018). The following explanation of this data analysis technique is :

a. Data Reduction

Data that are obtained from the research site are quite a few; therefore it is needed to be noted conscientiously and specifically. Reducing the data means to summarize, to select the main things, to focus on the crucial things, and to look for the theme and pattern. (Sugiyono 2009)

b. Data Display

Miles and Huberman as cited in Sugiyono (2009) says, "The most frequent form of display data used for qualitative research in the past has been narrative text".

c. Drawing Conclusion

The conclusion in qualitative research is a new finding that has never existed before. The initial findings in the form of description or picture that are still a vague object, transform to become a clear object after being observed. It can be shown as causal or interactive relation, hypothesis or theory.

Based on the data analysis techniques used, data reduction, include that involves summarizing, and classification of the data result. Data reduction is the process of choosing information found in field notes or transcriptions. After selecting and taking the information supported some criteria, the researcher were presented and describe the data. Data display was show the data was reduced within the form patterns. In this stage, the researcher presentation of the data in the narrative and table. After describing and interpreting, the researcher would form an overall opinion of the interpretation's outcomes. Thus, the conclusion was be in favour of the general viewpoint. Drawing or conclusion is a process of creating research findings based on data analysis findings that address the research question.

RESULT AND DISCUSSION

Based on the findings of the research, English teacher at UPTD SMP Negeri 2 Mandrehe Barat in class Eight with three English teachers. This research is aimed to find out the English teachers in implemented lesson plan based on curriculum 2013 to answer the research problems in the first chapter. Data is collected by giving instruments in the form of observations and interviews in implementing lesson plan based on curriculum 2013 in English teaching learning.

The Implementing Lesson Plan by the English Teachers Based on Curriculum 2013

This observations were made in the classroom when the English teacher carried out learning in English subjects. The researcher has prepared a checklist observation sheet that is used when observing three English teachers. The purpose of this observation is to find out the teachers process implementing lesson plan based on curriculum 2013 in the classroom by the English teaching especially in recount text.

From the table observation above it seen that the English teacher has implementing lesson plan based on curriculum 2013 in teaching learning process especially by the English lesson. For the first English teacher has implemented lesson plan based on the curriculum 2013 in teaching learning process, where the teacher has done Eleven activities from the observation results and two activities that have not been done by the teacher in implementing lesson plan based on curriculum 2013. The second English teacher has implemented lesson plan based on the curriculum 2013 in teaching learning process, where the teacher has done nine activities from the observation results and three activities that have not been done by the teacher in implementing lesson plan based on curriculum 2013. And the third English teacher has implemented lesson plan based on the curriculum 2013 in teaching learning process, where the teacher has done Eleven activities from the observation results and two activities that have not been done by the teacher in implementing lesson plan based on curriculum 2013.

After the analyzed the results of observation, the researcher found the process of implementing lesson plan based on curriculum 2013 not fully implemented due lack of time, for example the teacher lacks of knowledge in vary in design lesson plan, for example, the teacher lacks of creativity of strategy in teaching learning, the teacher focuses on providing learning material, the English teacher did not involve students in using media, for example, the teacher ask students to write on the blackboard and read the subject matter on the book. After that not effective due to various obstacles and inadequate material sources. On the other hand, researchers also saw that teachers were less creative in choosing the right method for students,

This is supported by Taba in Ema (2020) “curriculum is also a learning design which considers various aspects of teaching and learning process and aims at developing students' critical thinking creativity.” In also supported by Ramadhana (2021) “The teacher is an important factor in education management because the core process in schools lies in them due to their direct involvement in learning activities in the classroom”.

Based on the responses of English teachers in the interviews regarding the implementing lesson plan based on 2013 curriculum in the learning process that they experienced. The researcher to analyze the data interviews to get answers to research question especially in the second question. Based on the technique of analyzing the data by Pratomo (2022) “this stage includes classifying the data based on the standard of curriculum 2013”.

The English teachers said that the curriculum has been implemented in the school, and they have implemented the learning process according to the 2013 curriculum standards. They said that the 2013 curriculum assessment can shape students' character and make students responsible. In addition, there are obstacles faced by English teachers during implementing the 2013 curriculum during the learning process, namely, lack of time effectiveness, lack of supporting learning resources, and lack of learning media.

The Problems Faced by the English Teachers in Implementing Lesson Plan Based on Curriculum 2013

Based on the results of interviews done by the researchers that found out the problems faced by the English teacher in implementing lesson plan based on curriculum 2013 in teaching learning, one of the English teachers said that the implemented lesson plan based on curriculum 2013 is effective, but

besides that the English teacher have the obstacle in implemented it, the lack of learning media facilities that are less supportive, there are many assessment rubrics in the lesson plan basedn on curriculum 2013, so the teacher have difficulty in giving assessment to students effectively, and not all students are able to be active during learning in the classroom. Another obstacle experienced in implementing lesson plan based on 2013 curriculum is the limited teaching materials, student handbooks and incomplete teacher handbooks, so that learning resources are lacking. English teacher also said the preparation of learning materials are the lack of supporting media. Asep in Juanda (2020) said that “Learning process difficulties can be interpreted as a condition in the teaching process that is marked by the existence of certain obstacles for a teacher in teaching activities to obtain the results to be achieved, the obstacles may be realized or not realized by a teacher, whether psychological, sociological or physiological in the teaching process” and supported by Juanda (2020) said that “the implementation of the 2013 Curriculum is not as easy as imagined because many things become obstacles or problems in implementing and developing them”.

However, the researcher also conducted interviews with English teachers to find out the solutions they did to overcome the problems they faced. They said that related to the problems they are experienced, the teachers said that, inviting students to utilize existing learning media, such as whiteboards, textbooks and conducting group discussion activities for students with the aim that students are able to interact with each other. In addition, training all students to be able and able to understand the learning material is assisted by the utilization of learning media such as the use of blackboards and English books.

CONCLUSION

Based on the description and analysis of the research results that have been found in the previous chapter, the analysis of lesson plans based on curriculum 2013 in English language learning activities, especially recount text material on writing skills at SMP Negeri 2 Mandrehe Barat can be concluded as follows:

The lesson plan design process in English learning activities on recount text material used at the Eighth grade teachers at SMP Negeri 2 Mandrehe Barat has been implemented based on the 2013 curriculum components. Teachers design lesson plans using several components including school identity, subject identity consisting of educational units, classes, semesters, time allocations, subjects, meetings, competency standards, basic competencies, indicators, learning objectives, learning methods, learning activities, learning resources, learning media and learning assessments.

The teacher's constraints in implementing lesson plans based on the 2013 curriculum in class VII of SMP Negeri 2 Mandrehe Barat are that the teacher does not give about signal what students do according to the lesson plan, does not use the media effectively and efficiently, does not involve students in utilizing the media, does not conduct an assessment at the end of learning based on student competencies and indicators, and the teacher does not involve students in summarizing the material at the and of learning according to the lesson plan, the teacher only focuses on explaining the material and the teacher is not creative in choosing learning strategies and methods that are in accordance with the material.

From the explanation above, the researcher concludes that the lesson plan design in learning activities based on the 2013 curriculum in the subject of recount text has been implemented well. However, the role is still not maximized and is still very visible where teachers have not really been able to implement based on the objectives of the 2013 curriculum.

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