

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the data and followed by the discussion of the findings of the research. It is also trying to answer the research questions based on the data analyzed.

A. Findings

1. Teacher's Problems in Teaching English Using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin

The researcher did not only conduct interviews with the English teacher but also with the head master and the tenth grade students of SMK Muhammadiyah 3 Banjarmasin as supporting data. Since the academic year 2017/2018, 2013 Curriculum 2017 Revision has been applied in SMK Muhammadiyah 3 Banjarmasin especially for the tenth grade students. This Vocational High School (SMK) still uses KTSP Curriculum for the eleventh and twelfth grades.

On Tuesday, May 08, 2018 the researcher came to school to conduct an interview with an English teacher of SMK Muhammadiyah 3 Banjarmasin as a pre-agreed schedule and she arrived at school that day around 9:30 am. On the same day after interviewing an English teacher, the researcher interviewed the head master of SMK Muhammadiyah 3 Banjarmasin. Then the researcher interviewed the tenth grade students in the following days.

The new curriculum has been implemented for 2 semesters as said by the English teacher of SMK Muhammadiyah 3 Banjarmasin. The head master of SMK Muhammadiyah 3 Banjarmasin also said something similar to what the English teacher said that the latest curriculum, 2013 Curriculum 2017 Revision, was only applied for 2 semesters.

All teachers, both English and non-English teachers have been trained in the latest curriculum prior to the curriculum implemented, all teachers were given direct training from the Ministry of Education. In 2017, SMK Muhammadiyah 3 became the cluster main school (a school that guides 4 schools to implement the latest curriculum). English teacher of SMK Muhammadiyah 3 Banjarmasin has attended this latest curriculum training twice, but still she has problems in implementing the curriculum.

Based on the interview with the English teacher, the head master, and some students, the writer found at least six problems the teacher faced in teaching English as in the following points.

a. Assessment

2013 Curriculum 2017 Revision is a curriculum that is actually efficient, but in terms of assessment it can be said quite difficult to apply particularly for 2013 Curriculum 2017 Revision. All aspects should be described, not only for academic value but also for attitude value as said by the English teacher. The same opinion is also conveyed by the head master of SMK Muhammadiyah 3 Banjarmasin.

b. Basic Condition of Students (lack of language skills)

The English teacher at SMK Muhammadiyah 3 Banjarmasin actually has known what is demanded by 2013 Curriculum 2017 Revision. This curriculum wants the activeness of the students (student centered learning) and the teacher just as a facilitator. The curriculum can only be implemented if students participate actively in teaching-learning process, but she is difficult enough to make students active, so that the pattern of learning should be back to KTSP (Kurikulum Tingkat Satuan Pendidikan). The same opinion is also conveyed by the head master of SMK Muhammadiyah 3 Banjarmasin.

c. Growing of Strengthening Character Education

Five characters must exist in strengthening Character Education. They must be grown by the English teacher when teaching has been fulfilled, and when learning ranging from warming up, while activity to the closing. Five characters consist of religious, nationality, integrity, mutual help, and independence. The English teacher cultivated one of the aspects that is PPK (Penguatan Pendidikan Karakter or Strengthening Character Education) which becomes the latest revision of the curriculum for students by tucking in learning in accordance with teaching materials that must be closed by conclusions and linked to existing life. The most dominant character grow to the students by the English teacher is religious character. Otherwise Nationality character is difficult to grow into the

students' behavior, English teacher said. Five out of 8 students admitted the same thing.

Meanwhile, according to the head master SMK Muhammadiyah 3 Banjarmasin, five characters of character education not only exist in English subject, but also in other subjects such as Mathematics and Bahasa Indonesia (Indonesian). He also added, before the government implements five characters that must exist in teaching English using the latest 2013 Curriculum, Muhammadiyah itself has implemented the five characters, that is religious, nationality, integrity, mutual help, and independence.

d. Growing of Literacy

In terms of literacy, the English teacher recognized that cultivating literacy especially about Reading literacy to students was difficult. Four out of 12 students stated that the English teacher didn't grow reading literacy to them. However, the English teacher continually cultivates literacy to students though they are outside of learning such as giving assignments for students who had less value. In addition, the head master added that growing literacy in learning English went on by allowing the students to bring Hand Phone, but it was only used for the learning process. Growing the literacy is not only in the library, but also in class.

e. Growing 4C (Creative, Critical Thinking, Communicative, and Collaborative)

In growing 4 characters (4C) especially creative and critical thinking to students, the English teacher said that she was quite difficult to

drill her students. Three out of eight students also stated that she didn't grow 4C especially of critical thinking. Moreover, the head master explained that the English teacher has driven the students to think creatively and critically by giving the freedom to the students. She gave a chance to the students to say although the students' questions or answers were wrong or inaccurate. They should not be blamed, but should be flattered. By way of flattering, the children will be more daring to ask and to give answer. In the case of growing to be communicative, in writing it was not conveyed well but could be accepted and understood by the other persons through the group works in learning.

f. Growing HOTS (Higher Order of Thinking Skill)

The next aspect that English teacher needs to grow to her students in teaching English using the 2013 Curriculum 2017 Revision is HOTS (Higher Order of Thinking Skill). She said that in fact growing HOTS to students was really a bit difficult, but she always encouraged her students to think and to solve their own problems. Five out of 12 students stated that the English teacher did not grow HOTS. The head master added that SMK Muhammadiyah 3 Banjarmasin is a private school. Therefore in terms of academic value, it is still below the state schools. If students want to solve high-level problems it is rather difficult because of two sides. There are children who can speak but in terms of writing they are weak and vice versa there are children who talk not fluently but in writing they are able to pour what are in their brains.

2. Some Reasons that Made the English Teacher Have Problems in Teaching English Using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin

Why did the English teacher have problems or obstacles in teaching English using the 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin? The first, in term of assessment, the teacher less explained and described about the value in each aspect of assess. The second, in term of students' condition (lack of language skills), they were basically low, so they could not do anything more. They were mostly silent in class. The third, in term of growing of Strengthening Character Education in particular the nationality character. The students have no more understanding about the nationality because of lack of teaching time and information. Some students expressed same reason with the teacher. The fourth, in term of growing literacy especially reading literacy. Students were quite difficult to understand reading text because they were in transition from SMP (Junior High School) to SMK (Vocational High School). The fifth, in term of growing 4C especially of being creative, the students' lack of vocabulary. Therefore, they were not be able to develop their creativity in reading. The sixth, in term of growing HOTS, the acceptance of the new students was not through filtering, so their ability was limited.

3. The Solutions of the Teacher's Problems in Teaching English Using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin

There are some activities or actions that can be used to solve the problems in teaching English using 2013 Curriculum 2017 Revision. The first is developing learning quality. To develop learning for the better quality, all important aspects of the latest curriculum revision are covered when learning. The second is making a report or consulting to the head master. If any problems in implementing some aspects in 2013 Curriculum 2017 Revision, the teacher should report or consult the problems in implementation to the head master. Otherwise, if the problems encountered in the form of subject, she should be discuss in the MGMP of English. The third is inviting an expert in English Curriculum. If MGMP English cannot solve the problems, school invite the expert of English Curriculum The fourth is solving the problems of the teacher and the students internally. There were some problems considered not necessary to solve by the head master or MGMP, like lack of vocabulary and creative. The problems were just enough handled by the teacher and the students themselves internally.

B. Discussion

Indonesia has a standard-based education system. Based on the National Education System Law No. 20 year 2003, there are eight national education standards. In relation to the standards-based education system,

the 2013 Curriculum framework is developed based on students' competency standards, content standards, process standards, and assessment standards. Education Assessment Standards in Permendikbud No. 23 year 2016 state that every aspect needs to be described. In fact the English teacher admits that the latest curriculum assessment is complicated. So, not all aspects could be described by her.

The main objective of the implementation of 2013 Curriculum, learning has to change from teacher centre to student centre. Teacher only becomes facilitator for students. Learning entirely on the students is a learning feature of the 2013 Curriculum 2017 Revision as clearly stated in Permendikbud No. 81A on the Implementation of 2013 Curriculum. In fact, English teacher has enough difficulty to make students active, so that the pattern in learning goes back to KTSP. In addition, the basic of the students themselves are still lacking, whether because of transferring or their own weaknesses and that they are difficult to be creative.

Perpres No. 23 year 2017 article 3 states that PPK (Penguatan Pendidikan Karakter or Strengthening Character Education) is implemented by applying the values of Pancasila in character education, mainly religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, passion, nationality, homeland love, respect for achievement, communicative, peace loving, reading, caring environment, social care, and responsible. Furthermore, according to Hendra Darmawan (2017) integration of PPK in classroom learning should

and must be carried out by the teacher. There are at least five important characters that must be possessed by students as a result of the integration of learning with character education. The five characters are religious, nationality, integrity, mutual help, and self-reliance. However, in this case, English teacher has problems in growing nationality character due to the lack of teaching time.

Pangesti Wiedarti, et al (2016: 10-11) stated that literacy activities have no longer focus on the students alone. Teacher as well as a facilitator is also the subject of learning. Broad access to information resources, both in the real world and the virtual world, can make students know better than teacher. Therefore, the participants' activities in the literacy should not be separated from the teacher's contribution, and the teacher should try to be a qualified facilitator. Teacher and school stakeholders are exemplary figures of literacy in schools. Here, the English teacher of SMK Muhammadiyah 3 Banjarmasin is still difficult to grow literacy especially reading literacy in English course. If the students are given English reading by the teacher, they will ask to the teacher about the passage especially in term of vocabulary because students who are transition from SMP (Junior High School) to SMK (Vocational high School) lack of vocabulary.

Success in the digital world is highly dependent on essential skills such as critical thinking skills, problem solving, communication and collaboration (Partnership for 21st Century Skills, 2007). Learning of the

21st century is also a principle in the 2013 Curriculum which is called 4C. Since the English teacher is still difficult to grow creativity to students, whatever the reason, the lack of vocabulary possessed by the students.

Hendra Darmawan (2017) stated that the amendment decision in the revision of the 2013 Curriculum this year emphasizes the necessity of HOTS integration in learning. This suggests that learning should provide training not only for students' fundamental abilities in a subject, but also for their high level of ability. It is expected that learners can compete in the world arena. Then, according to Krathworl (2002) indicators to measure the high-level thinking skills include: analyzing, evaluating, and creating. But the fact that happened, English teacher is difficult to grow HOTS to the students because the acceptance of students of SMK Muhammadiyah 3 Banjarmasin is not through filtration.