

CHAPTER IV

FINDINGS AND DISCUSSION

The objective of this study is to examine the problems of English teachers' in implementing syllabus in 2013 Curriulum in SMK NU Banjarmasin. This chapter provides description and explanation of this finding in this study followed by discussion of finding based on the research question and analysis.

A. Findings

The question that have to be answered in this research is what are teachers' problems in implementing English syllabus in 2013 Curriulum Revision 2017 in SMK NU Banjarmasin. The researcher used three intruments to collect the data, those were observation, interview, and documentary. The researcher comes to the classroom to observed the English teachers while teaching in the classroom. The researcher also conduct interview with two English teachers at SMK NU Banjarmasin. Since the academic year 2017/2018, 2013 Curriculum 2017 Revision has been applied in SMK NU Banjarmasin. Some teachers in SMK NU Banjarmasin has been trained in the latest curriculum prior to the curriculum implemented from the Ministry of Education, but all teachers has been trained to curriculum especially about syllabus from the school. The English teachers of SMK NU Banjarmasin have attended this latest curriculum training, but still they have problems in implementing English syllabus.

Based on the observation and interview with English teacher, the writer found at least four problems of teachers in implementing English syllabus in 2013 Curriculum as in the following points.

1. The Teacher's Lack of Competence in Implementing English Syllabus in 2013 Curriculum

After conducting an interview with the English teachers, the researcher found that the English teachers at SMK NU Banjarmasin actually have been trained of 2013 Curriculum as well as it followed 2017 Revision. This training was conducted by SMK NU. However the training was only held for two day. So according to them the training was not enough to make them fully understand about how to implement it. Furthermore, the English teachers were the member of English Subject Teachers' working Group (MGMP). The role of MGMP in improving the teacher's professional was becoming more important when the government implemented new curriculum. The teachers have been discussed about 2013 Curriculum especially English syllabus in MGMP but the teachers still didn't understand all about 2013 Curriculum and still need training to understand about 2013 Curriculum. Mrs Dahlia said " *Sampai saat ini lo masih mempelajari, klo dibilang mengerti apaya tidak terlalu mengerti juga tapi kan masih tahap belajar aja juga*". Mrs. Dahlia's still have more times for understanding 2013 Curriculum especially syllabus. It was supported with the statement given by Mr. Radina " *Kalau mengerti banget sih enggak, tapi ada sedikit sebagian masih paham ada sebagian yang harus mendapatkan arahan dari yang lebih menguasai.* ". The English teachers not really understand in 2013 Curriculum 2017 Revision especially about syllabus. The teachers still confused to understand the syllabus especially about basic competence (*Kompetensi Dasar*) in English syllabus. The teachers feel the basic competence too much that should be applied in learning English. Mrs. Dahlia said " *Hmmmm.... Sulit dimengertinya, ini untuk KD nya ni terus KD ke IPK ini kan ada taksanominya, cari*

turunan dari analisis meanalisis apa (sambil menunjuk kearah KD disilabus) perlu dibaca dan diulang-ulang” That mean the teacher need more time to understanding it because the curriculum is newest of curriculum.

The English teachers had problem in understanding about implementing 2013 Curriculum 2017 Revision, especially about syllabus. Their still need more time to training to understand all about 2013 Curriculum.

2. Learning Sources

The teacher have problem to find learning sources for teaching English because the English books in 2013 Curriculum 2017 Revision for vocational school. The teacher felt difficulties to find the learning sources related to some material of learning in the syllabus. The teacher still confused to find some material of learning and try to find the learning of sources. Mrs Dahlia said *“Untuk Bahasa Inggris beberapa klo ibu lihat yang dibukunya, kami KD GMP beda dengan KD buku. Kalau bahasa inggris masih tahun 2016 seharusnya revisinya kan 2017, makanya KDnya dam GMP dengan isi buku beda,”*. That mean the school still have English books in 2016 Revision not 2017 Revision. The teachers tried to browse in the internet to get some material of learning but not all of learning material can find internet. In internet, material in learning is not specific. Based on observation, the teachers didn't using English book which related with the materials of learning in the syllabus in learning process and the students didn't have book for study. The students only listen to the explanation from teacher in the classroom. After that the teacher's wrote the material on the whiteboard and the students written on their note book. The students don't have guiding book because the government didn't contribute it

in SMK NU Banjarmasin. The students came from middle class in the economic. So, they felt hard to buy the English book, they can't do it.

The English Teachers had problem in learning sources because the learning sources which related with the material in 2013 Curriculum 2017 Revision was difficult to find.

3. Time Allocation

The allocation of time was governed by the government. The English teacher have problem in allocation of time. There are some materials of learning is too much while the government give times for learning English just 45 minutes for one day. Mr Radina said *“Kalau menurut spektrum 3 jam pelajaran satu minggu, kalo menurut saya dengan materi seperti itu kurang untuk mencapai yang seperti diinginkan”*. He also said that *“Kalo dibandingkan KTSP 2006, kurikulum 2013 jauh lebih sulit, tapi memang kebutuhan juga perlu ini. Jadi kita juga harus mengajarkan, pemerintah juga memang mengharukan kurikulum 2013 diajarkan. Itulah tantangan nya jadinya”*. In other words, Material of leaning in 2013 Curriculum was more difficult than KTSP 2006. Based on observation, Some times in learning process the teachers must repeat the material because the students can't understand about the topic. Moreover, the students of SMK NU Banjarmasin mostly have low ability and motivation of learning especially in English. The materials of learning in 2013 Curriculum 2017 Revision is too difficult for students, therefore the students need more times to understand all of material in learning in the syllabus. The teachers try to make activity of learning more efficient so students can understand but still the students need more time to understand the lesson.

Sometimes, since the students still do not understand the lesson, the teachers need to repeat their explanation.

4. The Facilities of Learning

The SMK NU Banjarmasin has two building. The first building of SMK NU Banjarmasin at Jln. Rantauan Timur II No. 56 RT.4 RW.3 Pekauman, Banjarmasin. The second building is Jl. Peradaban Karya No. The first building was join with SMP NU Banjarmasin. Based on the observation, in one area have two schools, there ware SMK NU Banjarmasin and SMP NU Banjarmasin. This building is only used by Tenth graders. In first building, teachers had problem in implementing syllabus in the teaching process, because the rest times of SMK NU Banjarmasin and SMP NU Banjarmasin was not similar. If the SMP NU Banjarmasin take a rest, the SMK NU Banjarmasin still have learning process in the classroom. The students of SMP NU Banjarmasin carry out noisy break, this condition made the students of SMK NU Banjarmasin feel disturb with that in learning process in the classroom. This building is haven't language laboratory, the teacher just used speaker for listening section. Mr Radina said "*Sebenarnya memadai tapi karena disini bangunan baru, kita dibangunan lama lengkap cuman tidak ada lab aja fasilitasnya untuk pembelajarannya.*" It means in the first building the students only used speaker four listening section.

The second building of SMK NU Banjarmasin is the new building. The building is only used by eleventh graders and twelfth graders. Based on observation, this building haven't speaker or language laboratory for listening sections. Mrs Dahlia said "*Kalau sekolah kami, kalau sekolah orang kada berani bilang. Kalau sekolah kami kada punya lab bahasa jadi kan untuk listeningnya. Jadi untuk peradaban kada punya tape*

recordernya. Jadi klo listeningnya spikernya gak ada ya kan terus, yang kedua ruangaannya. Jadi klo listening kan kirim audionya. Jadi dikirim ke hp, terus anak-anak bawa headset untuk mendengarnya. Itu gin punya kendala kan tidak semua anak mempunyai hape”. If the topic used speaker for listening sections, Mrs Dahlia shared the audio to the students and used headset for listening. However, not all students have mobile phone for listening. In conclusion, The English teachers still had problem of facility in the school such as the classroom and speaker for listening section.

B. Discussion

Indonesia has changed curriculum several times. In newest curriculum, the training and socialization is very important. The 2013 Curriculum requires the teachers to have maximum role in learning process in classroom. Therefore, the teacher and head master need socialization and training about 2013 Curriculum. According to Hariana, socialization of curriculum is one step to induction and learning process for teacher, head master, supervisor learning the curriculum which will be implementation, based on concepts, contents, materials of curriculum which will be implementation. The training in new curriculum is learning process for teachers to learn the curriculum which will be implementation based on curriculum development in accordance with the objective. According to Wahyuni, socialization has positive effect and significant for planning the learning activity because when the socialization has increases, the planning in learning process also increases. When socialization has decreases, the planning in learning process also decreases. In fact, the government does not hold training and socialization for all teachers in SMK NU Banjarmasin. Just little teachers have been training from government. Then, The school conducts the socialize and training for all teachers but the teacher still not understand all about

implementation 2013 Curriculum especially about syllabus. So, the teachers needs a lot of times to do socialize and training about implementation 2013 Curriculum especially about syllabus.

According to Rusman, The main of learning sources is resources by design, that is resources with specifically designed and developed as a “component of instructional systems” to provide facility of learning to directed and formal. Teachers book and students book is learning resources instructional which formal designed for teaching and learning process. The role learning sources is very important in teaching and learning process. Based on Permendikbud No. 8 year 2016, textbooks is the main of learning sources to achieve basic competencies and core competencies and declared feasible by the Ministry of Education and Culture for use in education units. In fact, the teacher still difficult to find learning source appropriate with materials in 2013 Curriculum 2017 Revision. And the students don’t have the text book for learning process. So, The teachers can’t optimal for achieve basic competencies and core competencies.

Permendikbud No. 22 year 2016, allocation of time appropriate to total of study hours in curriculum structure for a semester and one year. Allocation of time in learning process for one learning process are :

- a. SD/MI : 35 minutes
- b. SD/MTs : 40 minutes
- c. SMA/SMK : 45 minutes
- d. SMK/MAK : 45 minutes

The vocational schools have 45 minutes of allocation of time for learning process in the classroom. Allocation of times is a uniform time to master of the basic competencies needed

by various students. In learning process the English teachers just have 45 minutes of learning process in the classroom for make students to achieve basic competencies. In this case, English teacher has problem in allocation of time. The English teachers need more time to explain the lesson in teaching and learning process to achieve basic competencies.

According to Mulyasa (2004), facilities of learning is equipment that are directly used and support to the education process, especially in teaching and learning process such as building, classroom, book, library, laboratory, table, chair and other tool and media. In another words, facility of learning is equipment in learning activity for easy, smooth and support to students in learning activity. With adequate the facility will affect creativity of teacher so that in learning process can be effective and fun. But the fact, English teachers have problem in the facility of SMK NU Banjarmasin in learning process. The problem of facilities is the school haven't language laboratory, tape recorder and speaker in listening section.