

CHAPTER V

CONCLUSION AND RECOMMENDATION

This is the last chapter of the thesis in which the conclusions of the study are drawn and some recommendations are proposed. Conclusions are built up on the basis of research analysis and its findings. Then, the recommendations are addressed to those who involved in the 2013 curriculum implementation such as English teachers, principals, instructors or trainers of 2013 curriculum and those who are interested in conducting further research.

5.1 Conclusion

This study has investigated several issues related to teachers' understanding of the 2013 curriculum, benefits felt by the teachers in implementing the 2013 curriculum, and challenges faced by the teachers in implementing the 2013 curriculum. Then, the findings, as a set of conclusions, are drawn as follows:

a) *EFL Teachers Understanding of the 2013 Curriculum*

Based on data collected through questionnaires which were delivered to sixteen teachers, it was found that most of teachers know and understand about general concept of curriculum. They also seem to have a good understanding about the definition and the purpose of the 2013 curriculum. However, they are less knowledgeable in certain aspects concerning law and government regulation regulating the 2013 curriculum.

Related to the rationale of 2013 curriculum, most of teachers know that the 2013 curriculum was developed based on internal and external challenges. Internal challenges such as those associated with Indonesian population growth factor seen from the growth of productive age population. External challenges including future challenges and competence, public perception, the development of knowledge and pedagogy, as well as a negative phenomenon. Related to changes elements of the 2013 curriculum, it was found that the participants under this study still need to improve their understanding on this point especially concerning content standards (*Standar Isi*) and graduates'

competency standards (*Standar Kompetensi Lulusan*). However, most of teachers seem to have full understanding on process standards and assessment standards.

Related to the structure of the 2013 curriculum, most of the teachers seem to have full understanding on this point. They know that in junior high curriculum structure, ICT is not the subject itself, but it becomes media for all subjects and self-development integrated in each lesson and extracurricular.

Related to assessment and teaching process based on the 2013 curriculum, most of the teachers are knowledgeable enough on this point. They understand that in 2013 curriculum, the assessment of learning outcomes is based on competence. Students are not assessed through test only, but all competencies of attitudes, skill and knowledge are assessed through authentic assessment. They also have a comprehensive understanding on the process of teaching and learning. They understand that in 2013 curriculum, the learning is students-centered and applies scientific approach.

Based on the interview data which were obtained from five respondents of five “pilot project” schools, it was found that there are several findings which are the same as those in the questionnaire data. These have been mentioned in the previous part.

Concerning teachers’ understanding of general concept of curriculum, the interview data shows that all of teachers have good understanding on this point. They have various understanding toward curriculum such as curriculum is a set of material or subjects to be taught to students, curriculum is a plan for learning, a guideline for teaching, a set of students’ learning experiences, purpose, methods and assessment to achieve certain educational goal.

Concerning teachers’ understanding of the definition of 2013 curriculum, the interview data shows that all of teachers have a comprehensive understanding on this matter. They knew and understand that 2013 curriculum is a further step development of competency-based

curriculum in 2004 and SBC in 2006 which covers attitudes competence, knowledge and skills in an integrated manner.

This study also found that most of teachers have a full understanding on the purpose of 2013 curriculum. However, concerning rationale of the 2013 curriculum, only two teachers knew about this. The rest of teachers are less knowledgeable in answering question because they are not sure with the answer and the answer is incorrect.

Concerning changes elements of the 2013 curriculum, the interview data shows that most of teachers seem to have good understanding on this point. One teacher seems to have a comprehensive understanding, but the rest of teachers are not certain and gave incomplete answer although they are correct.

The interview data also shows that most of all teachers have good understanding on the structure of the 2013 curriculum, assessment and teaching process based on 2013 curriculum. All teachers are very knowledgeable in explaining assessment and types of assessment approach in 2013 curriculum. They are also knowledgeable in explaining teaching and learning process based on the 2013 curriculum. Their good understanding on the elements of the 2013 curriculum is due to their effort during almost two years in comprehending the curriculum. Most of teachers read a lot of sources and documents of the 2013 curriculum as well as discussing with other experienced teachers in improving their understanding. Training that has been joined did not influence much on their understanding; the coaching process was lecturing, focused on the theory, not serious and no deeper discussion about the implementation of 2013 curriculum; therefore it is still hard for teachers to implement the 2013 curriculum.

b) Benefits of the 2013 Curriculum Implementation

The questionnaires data also shows that the 2013 curriculum gives some benefits and challenges for the teachers. The benefits deal with the process of teaching and learning which is students-centered, the role of teachers which is as facilitator and motivator, and assessment which is authentic and assess all aspects of students.

The interview result revealed that there are five benefits embedded in the implementation of the 2013 curriculum. The first, 2013 curriculum is able to improve the quality of learners, not only of their cognitive aspects, but also of their character, skills, and attitudes due to the integrated character education in the learning process. The second one, the teachers' teaching load is not too heavy, especially the nature of the student-centered learning, is a convenience for teachers because students find and apply his own ideas, so they use their own learning strategies for learning. This of course can enhance the active participation of the students and can increase the potential of the students. The third one, the book provided by the government helps teachers much because it becomes their guidelines in teaching. The fourth, it improves teachers' motivation in teaching. In 2013 curriculum, teachers act as the facilitator and motivator, so they have to be more creative and smarter in choosing the learning activities that motivate students to participate actively in the classroom. The last, assessment based on the 2013 curriculum is fair since all aspects of students are assessed.

c) Challenges of the 2013 Curriculum Implementation

Related to challenges, the questionnaires data shows that there are several challenges such as in applying scientific approach, authentic assessment and in designing lesson plan. Scientific approach becomes challenge for teachers because they tend to use conventional method such as lecturing, teachers' mastery of technology and information is also limited. Authentic assessment also becomes challenge for teacher because it is still difficult to implement. The questionnaires data also shows that it is not an

easy task to design a lesson plan. The English teachers still considered that designing a lesson plan prior to teaching is a burden.

Concerning challenges of 2013 curriculum implementation, the interview data shows that there are five challenges. First, it is quite hard to apply authentic assessment because teachers tend to assess final product of students competency. Second, teachers need to adapt with the learning revolution based on 2013 curriculum. The 2013 curriculum emphasizes a modern pedagogical dimension in the learning process by using scientific approach. Scientific approach covers five steps namely observing, questioning, associating, experimenting, and networking. Third, the shortage of time makes it hard for teachers to provide or improve students' competency by giving them exercises and opportunity to practice and speak English. The fourth, it's challenging to motivate students to be active speaking English because they usually speak their mother tongue. It takes time to create students-centered classroom. The last challenge is in designing lesson plans. Teachers still find difficulties in choosing teaching method, teaching media and integrating character education.

5.2 Recommendations

Based on the conclusion presented above, there are several items to recommend regarding teachers' understanding of the 2013 curriculum. These recommendations are addressed particularly to English teachers, institution, the 2013 curriculum instructors, policy makers and other researchers who are interested in this field.

English Teachers

Creative, smart, innovative and knowledgeable teachers are really required in implementing 2013 curriculum. Consequently, the teachers had better keep improving their understanding and knowledge in order to play their roles as curriculum implementer. Teachers are the key people who are interpreting the planned curriculum and giving life to it in the language classroom by means of

their instructional and evaluation strategies. Therefore, teachers should be responsible for their development. It can be done through reading a lot of sources, discussing with experienced teachers, attending seminar, conference or workshop.

Institution

The 2013 curriculum is different from the previous curricula because there are several elements new such as mindset change, scientific approach, authentic assessment, etc. Therefore, institution should provide opportunities for the teachers to develop their careers and update their professional knowledge and skills. Such opportunities can be provided through conference, seminar and workshops which are conducted regularly.

The 2013 Curriculum Instructors

Deeper understanding on implementing 2013 curriculum is prerequisite for the teachers. Since teachers are less knowledgeable in applying scientific approach and authentic assessment, the instructors should firstly train them how to conduct teaching and learning process using scientific approach. Teachers also need training on how to evaluate students' achievement with authentic assessment and making assessment rubric as well.

Policy Makers

Concerning the implementation of the 2013 curriculum, policy makers have right to decide and legalize the use of this curriculum. Therefore, it will be better if policy maker asks many more pilot schools or even all schools to implement this curriculum.

Other Researchers

This study was done in short time and it is inevitable that there are some limitations. First, this study had limited time to try out the questionnaires. Consequently, all the insignificant items were revised without trying them out for the second time. It was because the school where the questionnaires were

distributed had solid schedule for preparing National Examination. Due to these facts, the questionnaires were tried out only once and distributed only to ten teachers out of participants. This has affected the result of questionnaires data in which the participants tend to give ideal choices to the questionnaires items. Therefore, it is recommended that other researchers who are interested in this field construct the questionnaires more carefully and try them out several times to many teachers in order to get more valid and reliable questionnaires.