

**CHALLENGES IN IMPLEMENTING THE 2013 ENGLISH
CURRICULUM FACED BY ENGLISH TEACHERS
AT JUNIOR HIGH SCHOOLS IN SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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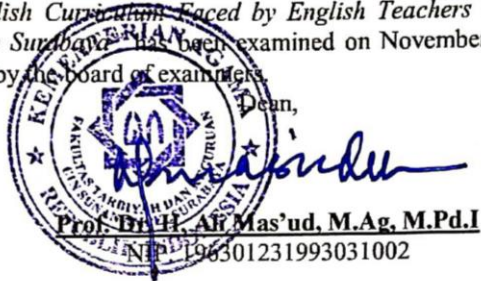
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ABSTRACT

Rohmah, Laili. (2019). *Challenges In Implementing The 2013 English Curriculum Faced By English Teachers At Junior High Schools In Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D. Advisor II: Rakhmawati, M.Pd.

Key Words: *English Teachers, Challenge, the 2013 English Curriculum, Challenges in implementing the 2013 English Curriculum faced by English Teachers*

Education in Indonesia uses the 2013 curriculum as a guidance in the teaching and learning process. The implementation of the 2013 English curriculum in Indonesia still be a challenge for the English teachers. The research was aimed to find out the challenge faced by English teachers in implementing the 2013 curriculum and to investigate the solutions to address the challenges. This research used a qualitative method and the data was collected by conducting the interview as the main data. The interview was conducted to the three English teachers who have a challenge in implementing the 2013 English curriculum at three junior high school level in SMPN 26 Surabaya, SMPN 20 Surabaya and SMPN 61 Surabaya. The finding showed that the English teachers faced two main challenges. They were the internal challenges which originated from the teachers and the external challenges which originated from the Government, the students and the facilities. From those two main challenges, the teachers had some specific challenges. To address those challenges the teachers had some different solutions and strategies.

ABSTRAK

Rohmah, Laili. (2019). *Challenges In Implementing The 2013 English Curriculum Faced By English Teachers At Junior High Schools In Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D. Advisor II: Rakhmawati, M.Pd.

Kata Kunci: Guru Bahasa Inggris, Hambatan, Kurikulum 2013, Hambatan dalam mengimplementasikan kurikulum 2013 oleh guru Bahasa Inggris di Sekolah Menengah Pertama di Surabaya

Pendidikan di Indonesia menggunakan kurikulum 2013 sebagai pedoman dalam proses belajar mengajar. Implementasi dari kurikulum 2013 masih menjadi hambatan bagi guru Bahasa Inggris. Penelitian ini bertujuan untuk mencari hambatan yang dialami guru Bahasa Inggris dalam mengimplementasikan kurikulum 2013 dan solusi untuk menyelesaikan hambatan tersebut. Penelitian ini menggunakan metode kualitatif dan data yang didapatkan dari wawancara sebagai data utama. Wawancara dilakukan dengan tiga guru Bahasa Inggris yang memiliki hambatan dalam mengimplementasikan kurikulum 2013 di tiga sekolah level Sekolah Menengah Pertama di SMPN 26 Surabaya, SMPN 20 Surabaya dan SMPN 61 Surabaya. Penemuan di penelitian ini menunjukkan bahwa guru Bahasa Inggris menghadapi dua hambatan secara umum. Yaitu, hambatan internal yang berasal dari guru dan hambatan eksternal yang berasal dari Pemerintah, siswa dan fasilitas. Dari dua hambatan tersebut, guru mempunyai hambatan yang lebih spesifik. Dalam menyelesaikan hambatan tersebut, guru mempunyai beberapa solusi dan strategi yang berbeda.

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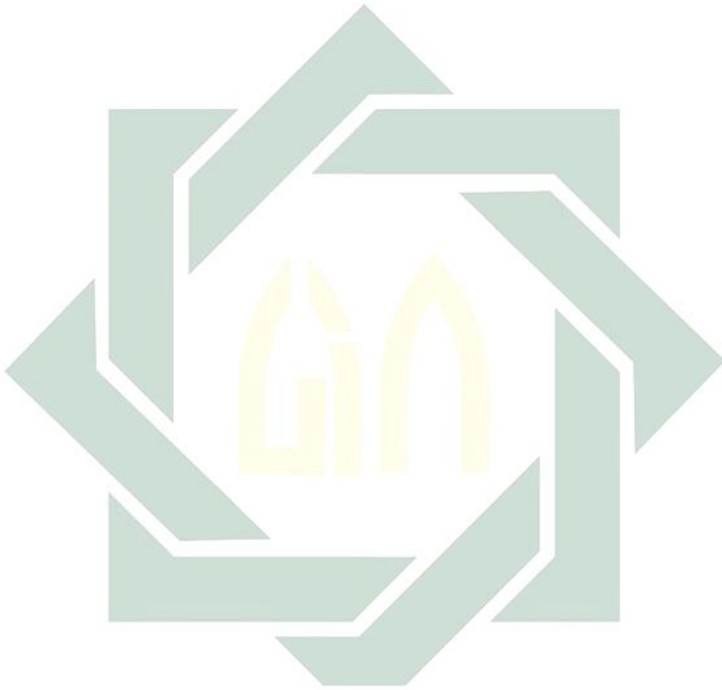
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LIST OF ABBREVIATION

1. **ELT** : English Language Teaching
2. **SMPN** : Sekolah Menengah Pertama
3. **K-13** : Kurikulum 2013
4. **KTSP** : Kurikulum Tingkat Satuan Pendidikan
5. **KI** : Kompetensi Inti
6. **KD** : Kompetensi Dasar
7. **PPK** : Penguatan Pendidikan Karakter
8. **4C** : Critical thinking and problem solving skills,
Collaboration skills, Creative skills and Communication skills
9. **HOTS** : Higher Order Thinking Skill
10. **ICT** : Information and Communication Technology
11. **LCD** : Liquid Crystal Display
12. **T1** : Teacher One
13. **T2** : Teacher Two
14. **T3** : Teacher Three
15. **KKM** : Kriteria Ketuntasan Minimal
16. **BK** : Bimbingan Konseling

CHAPTER I INTRODUCTION

This chapter discusses about the reason why the researcher conducted the research. The researcher displayed concern of the research, the objective of the research and the significance of the research. In addition, the researcher provided the definition of the key terms to avoid the misinterpretation of the terms.

A. BACKGROUND OF THE RESEARCH

Indonesian curriculum fixed English as the foreign language subject in 1945 after the Independence days.¹ Teaching English started from the junior high schools (Sekolah Menengah Pertama) used a course book as a media and the method used in teaching was grammar-translation method.² There should be a guidance in English Language Teaching (ELT) to navigate teacher in the teaching planning, teaching process, and teaching evaluation of English as a foreign language. A tool for guiding the teaching and learning process is called as “*Curriculum*”. The word curriculum stems from the latin verb “*currere*”, which means “*to run*” and it comes from two latin nouns that refer to “*course*” and “*vehicle*”. In educational context, curriculum defined as a plan for learning.³ So, curriculum is a distance that should be passed by the students. The students have to pass the curriculum to get an education certificate issued by educational Government. Curriculum is like a bridge to reach the final point of education which is noted by a certificate (*ijazah*).⁴ In a brief, curriculum is a tool to achieve the education aims. The curriculum has begun in Indonesia since 1947 after independent day. It is called as a subject plan 1947. It has been changing many times based on the situations and the aims of the Indonesian education. *The Unravel Subject Plans* in 1952, *The Education Plan* in 1964, *The*

¹ Robert Kirkpatrick, *English Language Education Policy in Asia* (USA: Springer, 2016), 13.

² Florentina Suhajati, “History of Teaching English as a Foreign Language In Indonesia,” *DEIKSIS* 02, no. 02 (2010): 163.

³ SLO, *Curriculum in Development* (Netherlands: Axis Media-Ontwerpers, 2009), 9.

⁴ Widodo Winarso, *Dasar Pengembangan Kurikulum Sekolah* (Cirebon: Widodo Winarso, 2015), 2.

*Curriculum 1975, 1984 and 1994, The Curriculum 2004 (Competence-Based Curriculum) in 2004-2006, School Based Curriculum (KTSP) in 2006-2013.*⁵

The curriculum changing has its own goals on developing the better education system in Indonesia. Every curriculum exists as the development of the previous curriculum, but there still has a problem in implementing the curriculum for both teachers and students. The national education department has changed the present curriculum, Educational Unit Level Curriculum (KTSP) 2006 with the newest curriculum called 2013 Curriculum (K-13). The 2013 curriculum is an improvement of the previous curriculum, Educational Unit Level Curriculum (KTSP) 2006. The objectives of the 2013 curriculum focus on competency-based curriculum by improving students' characters. It deals with the students' attitude, knowledge and skill competence.⁶ The students are required to be active and creative. The 2013 curriculum encourage students to be better in making observation, asking, reasoning and communicating (presenting) the materials. The emphasis of this curriculum is to increase and to balance between the soft and hard skills by including the three aspects, they are affective, psychomotor and cognitive.⁷ In addition, teacher have the other role than teaching the language skills to the students. Teachers have to help, facilitate and stimulate students to have a good attitude, motivation and enthusiasm against English Language.⁸ The key point of the development of curriculum is the teachers. Teachers are required to apply the curriculum, to adapt the curriculum with the school characteristic and needs, to conduct the curriculum research. It is known that curriculum starts from the class.

⁵ Sri Wahyuni, "Curriculum Development In Indonesian Context - The Historical Perspectives And The Implementation," *UNIVERSUM* 10, no. 01 (2016): 75–78.

⁶ Menteri Pendidikan dan Kebudayaan Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah," n.d.5

⁷ Menteri Pendidikan dan Kebudayaan Indonesia, "Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah," n.d., 1.

⁸ Derakhshan, "The Challenges of Teaching English Language: The Relationship between Research and Teaching," *International Journal of Linguistics* 07, no. 01 (2015): 102–10.

Thus, teachers have a big role in the teaching and learning process.⁹ Therefore, the researcher takes the teachers as the sample of the research and investigates the challenges faced by English teachers in implementing the newest curriculum.

Some researchers have been conducting the study about K-13 in different ways. Some researchers studied about the general condition of implementing K-13, teachers' perception of teaching-learning planning in KTSP and the teachers' perception on both KTSP and 2013 curriculum. Hendrik found that the implementation of the 2013 curriculum in ELT was not easy for both English teachers and students. It was found that the teachers at SMP Muhammadiyah 1 Surakarta have some problems on implementing the 2013 curriculum. The first problem was the time allocation. The teacher need more times to make the students more active and creative. The second problem was the students' condition. The students are vary and the teacher got the difficulties on making the students rich the goal of the learning and teaching process.¹⁰ The other related study has conducted by Irma. The aim of the study is to know the implementation of the 2013 curriculum by English teacher and its barriers on the dimensions of teaching learning planning, process and evaluation. It is found that there were some barriers on implementing the 2013 curriculum at SMAN 1 Rembang. It shows that the barriers of the teaching planning affect the other two dimensions of teaching (teaching process and learning evaluation). The barriers were finding the right method and the right instrument of assessment.¹¹ The main difference among those researches and this study is the object and the subject of the study. This study focuses on the teachers' challenges only on *Teaching Process* in the classroom with the condition of the class and the subject of the study is 3 teachers form different schools. While, the subject of this study is the three teachers from the three

⁹ Ahmad Madkur and Maulidia Nur, "Teachers' Voices On The 2013 Curriculum For English Instructional Activities," *IJEE* 1, no. 2 (2014): 201.

¹⁰ Hendrik Purnomo, "Submitted as a Partial Fulfillment of Requirements for Getting Bachelor Degree of Education in English Department," n.d., 13.

¹¹ Irma Nur Khasanah, "The Implementation Of 2013 Curriculum By The English Teacher And Its Barriers (A Case Study At The 10th Grade Of SMA N 1 Rembang In 2014/2015 Academic Year)," n.d., 5.

different junior high schools in Surabaya. While, the subject of Hendrik's study is one of the English teachers at SMP Muhammadiyah 1 Surakarta, while Irma's subject of the study are the English teacher, the principal, and the vice principal of curriculum of SMAN 1 Rembang.

In the field when the researcher did the internship program at one of the Junior High Schools in Surabaya the researcher found that the English Teachers have some challenges on implementing the 2013 curriculum. When the researcher asked the teacher's opinion about the implementation of K-13, the answer is the grievances. It is caused by the classroom condition. It could be from the students' background, learning media (facility) or it could be because of the time. By those reasons, the researcher wants to conduct the study at three Junior High Schools in Surabaya. The study will investigate ***“Challenges In Implementing The 2013 English Curriculum Faced By English Teachers At Junior High Schools In Surabaya”***. The researcher uses the qualitative method and the case study design to study in-depth teachers' defiance of the 2013 curriculum and how to deal with those defiances through an interview to the three English teachers in Junior High Schools in Surabaya. They are SMPN 26, SMPN 20, SMPN 61 Surabaya. The researcher's consideration in choosing the teacher from SMPN 26 Surabaya as the subject of the research is because the researcher has conducted a service learning in the school and it is found that the teacher got the difficulties in implementing the 2013 curriculum. While, the selection of SMPN 20 and SMPN 61 as the subject is gotten through purposive sampling with some criteria. The subject of the study should be the English teacher in Junior high schools in Surabaya and the teachers have been used the 2013 English curriculum in ELT process. In addition, those three junior high schools are located in the same area which is in the west of Surabaya. It would make the researcher more effective in doing the research.

B. RESEARCH QUESTION

1. What are the challenges faced by English teachers at Junior High Schools in Surabaya in implementing the 2013 English curriculum in the classroom teaching and learning process?
2. What do the English teachers do to address the challenges in implementing the 2013 English curriculum in the classroom teaching and learning process?

C. OBJECTIVE OF THE RESEARCH

The objectives of this research are as followed:

1. To find out the challenges faced by English teachers in implementing the 2013 English curriculum.
2. To investigate the teachers' ways in addressing those challenges.

D. SIGNIFICANCE OF THE RESEARCH

The result of the research were expected to give some significances to:

1. The English Teachers and The Candidate of English Teacher :
It can be used as a reflection of implementing the 2013 English curriculum in teaching – learning process. The teachers can be more critical to the 2013 curriculum issues while implementing the curriculum in English language teaching process.
2. The Institutions :
The Institutions can know the challenge in the implementation of the 2013 curriculum and the Institution can help the teachers in addressing the challenges through supporting the learning facilities and the learning resources in ELT process.
3. The Further Researcher :
The study would be used for the further researcher as a reference to find out the other issues in the 2013 curriculum to conduct the other research.

E. SCOPE AND LIMITATION

The scope of the research focuses on the challenges in implementing the 2013 curriculum in ELT process and what the teachers do in addressing those challenges. The challenges involve the uncertain activities which need the endeavours when implementing the 2013 curriculum in the classroom. Then, the researcher also seeks the teachers' ways to address the challenges. It is a set of the actions to anticipate those upcoming challenges. The scope would be applied to answer the research questions by conducting the interview.

The research is limited to collect the data at three Junior High Schools in Surabaya. They are SMPN 20 Surabaya, SMPN 61 Surabaya, SMPN 26 Surabaya and the research focuses on two scopes of the challenges. They were the internal challenges (originated from the students) and the external challenges (originated from the Government, Students and Learning Facilities). The study conducted on May 2019 to have the interview with 3 teachers alternately.

F. DEFINITION OF KEY TERMS

In order to make the detail information about the keys that are related to the topic in the research, then the information is stated below:

1. The 2013 curriculum :

Curriculum 2013 is a curriculum that focus on the understanding, skill, and character education, in which students are required to understand the material, active in the process of discussions and presentations and also have high manners and discipline.¹² In this research, the 2013 curriculum means the latest curriculum made by Government that officially have been being used by the teachers in Junior High Schools in Surabaya.

2. Challenges :

Arnold Toynbee has defined challenge as some unpredictable factors or events that need a big effort to be done. It tests an ability or skill of someone.¹³ In this research, challenge in teaching English is the uncertain activities faced by English Teachers on Implementing the 2013 English curriculum only from one aspect that is Teaching and learning process in the class. Furthermore, the teachers require the endeavour to face the activities.

3. Implementing the curriculum:

This terms were the activities of working out the content of the curriculum in the teaching and learning process. In the research, the curriculum implementer was the teachers. However, schools, students and parents could be an implementer at the same time.

4. Addressing the Challenges:

Addressing the challenges in this research were the teachers' ways to overcome the challenges in implementing the curriculum. It could be an improvisation of the challenge.

¹² Menteri Pendidikan dan Kebudayaan Indonesia, "Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah," 4.

¹³ Jurgen Schmandt and C. H. Ward, *The Challenge of Transition* (London: Cambridge University Press, 1987), 1.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses the related literature and studies after the through and in-depth search which is done by the researcher. It helps the researcher in familiarizing the information which is relevant to this research.

A. THEORETICAL FRAMEWORK

1. The 2013 curriculum

According to David Nunan, curriculum is a set of procedures and regulations for the planning, implementation, evaluation and management of educational program.¹⁴ It is a detail of the teaching process which contains the instructions and the list of the course that will be taught and tested. The curriculum has changed by the time. It could be caused by some impetuses for the changes in language teaching approaches, come about the changes in Language teaching methods.¹⁵ Hoyle described the curriculum change as an *unplanned drift*, which is influenced by many factors.¹⁶ The curriculum in Indonesia has changed and developed since 1975 until 2013. The existence of the 2013 curriculum is because of the improvement and the continuation of the previous curriculum, Education Unit Level Curriculum (KTSP). This curriculum started since the Ministry of National Education and Culture promoted the curriculum on 2013 in academic year 2013/2014. The aims of this curriculum is to prepare the next generation to be productive, creative, innovative and affective, through the strengthening of attitudes, skills, and knowledge which are integrated. The

¹⁴ David Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1988), 158.

¹⁵ Jack Richards, *Curriculum Development in Language Teaching* (Singapore: Cambridge University Press, 2001), 2–3.

¹⁶ A. V. Kelly, *The Curriculum: Theory and Practice*, 5th ed (London ; Thousand Oaks, Calif: Sage Publications, 2004), 5.

implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.¹⁷

The characteristics of the 2013 curriculum are:

- a. Developing a balance among spiritual and social attitudes, knowledge, and skills, and applying them in the various situations in the school and community.
 - b. The school is a part of the community that provide a learning experience so the students can apply what is learned in the school to the community and use the community as a learning resource.
 - c. Giving extra time to develop a variety of attitudes, knowledge, and skills inside or outside the school.
 - d. Developing the competencies showed by the class core competencies which is specified more in the basic competence of subjects.
 - e. The class core competence is the organizing element of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
 - f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level.¹⁸
2. 2013 English Curriculum

English is taught and used in Indonesia as a foreign language since 1945 after the independence day. The existence of English as a foreign language has been steady that English was taught over the secondary schools (junior high school and senior high school), by the time English was taught in kindergarten and primary schools. The aim of teaching English in schools based on the Decree of Minister of Education and Culture no. 060/U/1993 and the 1989 Constitution on the system of National Education that the aim of teaching English at schools

¹⁷ Kementerian Pendidikan dan Kebudayaan, “Permendikbud No. 35 Tahun 2018, Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah,” 2018, 7.

¹⁸ Kementerian Pendidikan dan Kebudayaan, “Permendikbud No. 35 Tahun 2018.....8.

is to encourage the students to be proficient in English in the globalization era.¹⁹

Since the independence day, the Government has changed the English curriculum 7 times using 3 different approaches in teaching. At the beginning, the approaches used was Grammar Translation Method. It is the approach left by the Dutch. The next curriculum was the 1968 curriculum and the 1975 curriculum. Those two curriculums were known as the oral approach. It was influenced by the audio-lingual method and the behaviourism. The 1975 curriculum was changed by the communicative curriculum or 1984 curriculum. since 1984 – 2004 the curriculum changed three times used the communicative approach. They are the 1984 curriculum (communicative approach), the 1994 curriculum (Meaning-Based Curriculum) and the 2004 curriculum (Competency-Based Curriculum). In 2004 the curriculum moved to KTSP (Education Unit Level Curriculum). The KTSP used the genre-based approach in the learning process.²⁰

This last curriculum has changed into the newest curriculum called the 2013 curriculum. English Language in the 2013 curriculum forms its goals to the two objectives. The first is *the Core Competence (Kompetensi Dasar (KD))*. It deals with moral, the character building, psychomotor and cognitive aspects. The second objective is *the Basic Competence (Kompetensi Inti (KI))*. It focuses on the contents of the knowledge of each subject.²¹ There are 4 basic competences (KI) in the 2013 English curriculum. KI-1 for spiritual competence, KI-2 for social competence, KI-3 for knowledge competence and KI-4 is designed for learning process through the KI-1, KI-2 and KI-3. The presidential regulation number 87 year 2017 about the

¹⁹ Rachmajanti, “Impact of English Instruction at the Elementary Schools on the Students’ Achievement of English at the Lower Secondary School,” *TEFLIN Journal* 19, no. 02 (2008): 160.

²⁰ Anita Lie, “Education Policy And Efl Curriculum In Indonesia: Between The Commitment To Competence And The Quest For Higher Test Scores,” n.d., 3–7.

²¹ Bernard Spolsky and Kiwan Sung, *Secondary School English Education in Asia From Policy to Practice*, 1st edition (London: Routledge, 2015), 125–27.

Strengthening Character Education (*Penguatan Pendidikan Karakter* (PPK)) demands the teachers to reinforce students' character by applying the main value of PPK that are religious, nationalist, independent, mutual cooperation and integrity in every activity of learning process. In order to build a golden generation of Indonesia, the teachers should prepare students to have the 21st Century skills. Such as, Critical thinking and problem solving skills, Collaboration skills, Creative skills and Communication skills (4C).²² In the teaching and learning process, the selection of learning method, learning media and learning resources is adjusted to the students' characteristic and the material taught. The learning method which can be used in ELT process are scientific approach, discovery learning, project-based learning, problem-based learning, inquiry learning and text-based learning.²³ The textbook used in the 2013 English curriculum should cover the four skills of English language (reading, writing, listening and speaking) and it used the genre-based approach because it includes the various kinds of the text. The syllabus design in the 2013 English curriculum is a topic-based syllabus in which, the language is not graded linguistically, but it is a product-oriented syllabus which focuses on the students' knowledge and skills that have been achieved.²⁴ The assessment in the 2013 curriculum is summative assessment. Students take examination in the end of the semesters likewise as the National Examination.

3. English Teachers' Challenges in Implementing 2013 English Curriculum

The challenges in this research is the uncertain activities faced by English Teachers on Implementing the 2013 English curriculum and the teachers require the endeavour to face the activities. The focus of the research is on the teaching and

²² Kementerian Pendidikan dan Kebudayaan, "Materi Penyegaran Instruktur Kurikulum 2013 Sekolah Menengah Pertama Mata Pelajaran Bahasa Inggris," 2018, 2.

²³ Menteri Pendidikan dan Kebudayaan Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah," 14.

²⁴ Jack Richard... 7

learning process. Teaching English as a foreign language could seem similar to the other teaching which has its own challenges. Based on Suswati Hendriani's research about the challenges in implementing the 2013 English curriculum in Senior High Schools in Tanah Regency, there are two types of the challenges that the teacher faced in implementing the 2013 curriculum. The first was internal challenges which are originated from the teachers themselves and the other was external challenges which are originated from others, like Government, students and facilities.²⁵ Here are the challenges:

a. *Internal Challenges (originated from teachers):*

- 1) Teachers' abilities to use information and communication technology (ICT).

The technology cannot be separated with the success of teaching and learning activities. It is a precondition for interesting teaching and learning process. Teaching English using technology raises many challenges. The challenge deals with the usage of the ICT tools. Such as, a challenge in operating the computer and the like.

- 2) Teachers' capability in adjusting between the time allocation, indicators and learning methods.

The teacher got the difficulties in determining how long the indicators of the learning should be done. The teaching method choice belongs to the next difficulties in designing the lesson plan. However, the focus of this study is to investigate the challenges in ELT process in the classroom. Therefore, this point is not included into the interview questions.

- 3) The activities in English Learning and Teaching process.

In English learning and teaching process, the teachers got some difficulties in the teaching and learning activities. It deals with the teaching method, the Strengthening Character Education (PPK) and Literacy, 4C and the activities in the hole session of

²⁵ Suswati Hendriani, "Permasalahan Guru Bahasa Inggris Dalam Mengimplementasikan Kurikulum 2013 Di SLTA Kabupaten Tanah Datar," *Ta'dib* 18, no. 1 (October 17, 2016): 73.

ELT process. The challenges could be dealt with the learning method which is unsuitable to the situation, etc.

- 4) Teachers' abilities in selecting media and materials. Dian Rahayuningsih has investigated the challenges in developing teaching materials faced by student teachers during teaching practicum in Vocational school.²⁶ The possible challenges in developing materials are:

- a) The lack of teachers' knowledge on the students' field.

It is important to know the background field of the students, in order to deliver the materials easily. It is important to connect the materials and the students' background field. In example, when the teacher is going to teach a kind of text to the tourism vocational students, the teacher should find the text which connect to their field. This case could be a challenge for teacher in developing materials.

- b) The confusion in selecting a suitable media and materials.

Media has a great connection to the materials development. Teachers get the confusion on adjusting between the materials and the media, the media and the level of the students.²⁷

b. External Challenges:

- 1) Originating from the Government
- a) The teacher training of the curriculum.
Some teachers have the difficulties on understanding the hole rules in implementing the

²⁶ Dian Rahayuningsih, "Student Teachers' Challenges In Developing Teaching Materials During Teaching Practicum In Vocational School," *Journal of English and Education* 04, no. 02 (2016).Rahayuningsih,..... p.12

²⁷ Dian Rahayuningsih, "Student Teachers' Challenges In Developing Teaching Materials During Teaching Practicum In Vocational School," *Journal of English and Education* 04, no. 02 (2016): 31–33.

2013 curriculum. The teachers have done the training about the implementation of the 2013 curriculum, but the instructors have not explained the usage of the 2013 curriculum in detail. The teachers were given a material in the slide of power point and they were asked to apply the materials into the implementation of making the material development without any discussion before.²⁸

b) The lack of time allocation

The time allocation is the important aspect in teaching and learning process. Suswanti stated that some English teachers faced a problem dealing with the time allocation. The time allocation for English lesson in the previous curriculum were four-hour lesson in a week, while in the 2013 curriculum the time are two-hour lesson in a week.

2) Originating from the Students

a) Students' different abilities.

It may be difficult to teach the same material to the students who have not be differentiated before. Dealing with the students' different abilities is matching the students' level. The students' background in English are different. Therefore, there would be some challenges deal with the students' different abilities, such as a challenge to make the students get used to the 21st century skills and the like.

b) Students' problem on applying HOTS, 4C, Literacy and PPK

There were some students who have not used to work with HOTS, 4C, Literacy and PPK. It can be caused by the students' characters or students' background.

²⁸ Adysta Restu, "Keluhan Guru terhadap Kurikulum 2013," Kompas.com, 2014, <https://edukasi.kompas.com/read/2014/12/07/17082541/Ini.Keluhan.Guru.terhadap.Kurikulum.2013>.

3) Originating from the Facilities

- a) The limitation of the learning facilities.
- b) The lack of learning resources

The learning book for students at the beginning year of application of the 2103 curriculum was still needs to be improved, whether in the content or the writing.²⁹ Iche Chodijah, the head of the review board of the Indonesian teacher united federation (FSGI) said that there were still some schools which have no any application guide book of 2013 curriculum for teachers.³⁰

4. English Teachers' Ways to Address the Challenges.

This point describes about the teachers' ways to address the chllenges stated in the previous points. Here are the the solutions to address the challenges.

a. *Internal Challenges (originated from teachers):*

- 1) Teachers' abilities to use information and communication technology (ICT).

The teachers should take the challenge and they should be able to solve those technical challenges in the classroom. In order to solve the problem, Hismanoglu suggested that the future teachers should be prepared with the practical knowledge in using Information and Communication Technology (ICT) to make sure they will be able to teach and work with ICT in the future.³¹

- 2) Teachers' capability in adjusting between the time allocation, indicators and learning methods.

This challenges can be solved by some solutions. Dealing with the problem in managing the time

²⁹ Nita Noviawati, "The Implementation Of 2013 Curriculum In English Teaching Learning At Man 1 Pekalongan," *IJET* 06, no. 02 (2017): 223.

³⁰ Hendriani, "Permasalahan Guru Bahasa Inggris Dalam Mengimplementasikan Kurikulum 2013 Di SLTA Kabupaten Tanah Datar," 72.

³¹ Hilda Cahyani and Bambang Cahyono, "Teachers' Attitudes And Technology Usein Indonesian EFL Classrooms," *TEFLIN Journal* 02, no. 02 (2012): 142.

allocation, determining the learning objectives and purposes, teachers can design the lesson plan not only for one meeting, but also for the rest of the meetings. It is because of managing the time allocation depends on the wide of the basic competence and the indicators. Dealing with the teaching method choices, teachers can look for the various teaching methods from some resources. It aims to make students interested to the lesson.³² However, the focus of this study is to investigate the challenges in ELT process in the classroom. Therefore, this point is not included into the interview questions.

- 3) The activities in English Learning and Teaching process.

It can be solved by using the best teaching method in learning process. Applying and matching the teaching method and the teaching topic will help teachers to create an effective teaching process. The other solution is teachers' reflection. Teachers should know the hole of their action in every activity like, finding the solutions or the suggestion of some problem in teaching and learning process. It aims to anticipate the existence of the same problem in the upcoming teaching and learning process.³³

- 4) Teachers' abilities in selecting media and materials. Dian Rahayuningsih has investigated the challenges in developing teaching materials faced by student teachers during teaching practicum in Vocational school.³⁴ The possible solutions are:

³² Jasmi, "English Teacher's Difficulties In Designing Lesson Plan (A Case Study In A Senior High School In Cipatat, West Java)," *The 61 TEFLIN International Conference*, 2014, 187–89.

³³ Aisyah Mumary, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," *Journal of Foreign Language Teaching and Learning 2*, no. 2 (2017): 58–59.

³⁴ Dian Rahayuningsih, "Student Teachers' Challenges In Developing Teaching Materials During Teaching Practicum In Vocational School," *Journal of English and Education 04*, no. 02 (2016).Rahayuningsih,..... p.12

- a) Learning the students' background field before selecting the materials.
- b) The teacher should know the capability of students and it might be different in every class.³⁵

b. *External Challenges:*

1) Originating from the Government

- a) The teacher training of the curriculum.

Regarding to the aspect, it can be solved by giving the intensive training about the curriculum to the teachers.

- b) The lack of time allocation

There should be an exclusive discussion between the Government and the teachers about the time allocation in ELT.

2) Originating from the Students

- a) Students' different abilities.

The teacher could differentiate the level of the students. It could be through planning the lesson plan which has the levelled task using the variety of grouping tasks. The group can be picked upon the result of the students' lesson practice or assignments. So, the assignments or the tasks are levelled based.³⁶

- b) Students' problem on applying HOTS, 4C, Literacy and PPK

This challenges might be solved by giving a motivation to them. Furthermore, the connivance among students' parents and teachers is needed. It aims to support the students in dealing with HOTS, 4C, Literacy and PPK.

³⁵ Dian Rahayuningsih, "Student Teachers' Challenges In Developing Teaching Materials During Teaching Practicum In Vocational School," *Journal of English and Education* 04, no. 02 (2016): 31–33.

³⁶ Melinda Robert, "Teaching in the Multilevel Classroom," in *Pearson Education* (Pearson Education, 2007), 1–4.

3) Originating from the Facilities

a) The limitation of the learning facilities.

Regarding to the teaching facilities. It is important to ensure that teacher get the proper teaching facilities to get the better of teaching and learning English.

b) The lack of learning resources

The Government should provide the better learning book for students and the teachers should have the ability on choosing the other learning resources that is suitable to the 2013 curriculum. To overcome the existence of some schools which have no any application guide book of 2013 curriculum for teachers, the Government should provide the application guide book of the curriculum both for the teachers and the schools.

B. REVIEW OF PREVIOUS STUDY

There were some researchers who have done the research in the same case of curriculum. The first study is the study that has done by Hendrik Purnomo entitled “*The Implementation Of 2013 Curriculum In English Lesson At SMP Muhammadiyah 1 Surakarta*”. The study is aimed to find out the implementation of the 2013 curriculum English lesson at SMP Muhammadiyah 1 Surakarta and to find out the problem of the implementation. The method of collecting the data is interview. The result of the study shows that the teacher used the method problem-based learning and there were two major problems in implementing the 2013 English curriculum at SMP Muhammadiyah 1 Surakarta. They are time allocation and students’ condition.³⁷

The second study is “*English Teachers’ Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh*” that has studied by Faiz Nufal Matin from UIN Ar-raniry Darussalam – Banda Aceh.³⁸ The

³⁷ Hendrik Purnomo, “Submitted as a Partial Fulfillment of Requirements for Getting Bachelor Degree of Education in English Department,” n.d., 1.

³⁸ Faiz Matin, “English Teachers’ Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh” (ISLAMIC STATE UNIVERSITY OF AR-RANIRY DARUSSALAM-BANDA ACEH, 2018), 23.

aim of the study were to know the effectiveness of KTSP and K13 implementation in teaching learning process based on the teachers' perception and to find the most comfortable curriculum among both curriculum based on the teachers' perception.

The third related previous study was conducted by Irma Nur Khasanah from UIN Walisongo Semarang. The title is "*The Implementation Of 2013 Curriculum By The English Teacher And Its Barriers (A Case Study At The 10th Grade Of SMAN 1 Rembang In 2014/2015 Academic Year)*". The study was finding how English teacher in SMAN 1 Rembang implementing K13 and how to deal the obstacles on implementing K13.³⁹

The fourth related study was conducting by Maulidia Rachmawati Nur from Ibn Khaldun University – Bogor and Ahmad Madkur from STAIN Juari Siwo Metro, Lampung. The title is "*Teachers' Voices On The 2013 Curriculum For English Instructional Activities*".⁴⁰ The study was about the pros and cons on implementing K13. The study was aimed to provide a picture of challenges, opportunities and teachers' perception on the use of this curriculum in English teaching.

Those are the four related previous studies, but there is some differences among those studies with this study. They are, the field of this study is not only in the one place but in the some schools that have implemented K13. The other difference is the object that the researcher is going to study. The object of this study only focuses on the teaching and learning process in the classroom, contrast to the other researches which studied about the whole thing of ELT process (planning, process and evaluating).

³⁹ Khasanah, "The Implementation Of 2013 Curriculum By The English Teacher And Its Barriers (A Case Study At The 10th Grade Of SMA N 1 Rembang In 2014/2015 Academic Year)," 12.

⁴⁰ Madkur and Nur, "Teachers' Voices On The 2013 Curriculum For English Instructional Activities," 21.

CHAPTER III RESEARCH METHOD

This chapter discusses about the information of the research method used in the thesis. The chapter presents some points on how the researcher gathers the information, how the researcher made the thesis possible and the location where the research conducted.

A. METHOD AND RESEARCH DESIGN

The research methodology used in this study is qualitative approach, because it deals to human behavior or teaching experience through the 2013 curriculum. The researcher did not identify or investigate the relationship among dependent and independent variables. The study used a human as the instrument. It means that the qualitative research studies human experiences and situations, the researcher need a flexible instrument to capture the complexity of human experience.⁴¹ According to Riessman, the study is a narrative research. The researcher asks one by one teacher to tell their story about challenges of implementing K13 in ELT process. This information will be retold by the researcher in the narrative or descriptive.⁴²

The method used to study in-depth a unit of person (teacher) for the purpose of understanding the life cycle that is the implementation of the 2013 curriculum faced by the teachers. The researcher probed and analyzed deeply about the challenges of English teachers in implementing the 2013 English curriculum. The method of data collection in qualitative method are observational methods, in-depth interviewing, narratives, the analysis of documentary evidence and group discussion.⁴³ Therefore, this study used an interview to three English teachers at three different Junior High Schools in Surabaya who have the challenges in implementing the 2013 curriculum.

⁴¹ Ary et al., *Introduction to Research in Education*, 425.

⁴² John Creswell, *Qualitative, Quantitative, Mixed Method Approaches Research Design*, 4th ed. (California: Sage Publications, 2009), 26.

⁴³ Jane Ritchie and Jane Lewis, *Qualitative Research Practice* (Great Britain: SAGE Publications, 2003), 3.

B. RESEARCHER PRESENCE

The researcher's role in this research is as an interviewer. The researcher collected the data through the interview. Hence, the researcher came to the participants and asked them some open-ended questions refers to the interview guideline (see Appendix 1). Anteriorly, the researcher has come to the principal and the vice principal of the schools, so that the participants has known the role of the researcher and the purpose of the study.

C. SETTING OF RESEARCH

The researcher conducted the study in the different Junior High Schools in Surabaya. They were SMPN 20 Surabaya, SMPN 26 Surabaya, SMPN 61 Surabaya. All of the participants of those schools had the challenges in implementing 2013 curriculum. Dealing with the data observed, the time allocation of the study was amount three weeks for the three schools. It was started on the first week of May, 2019.

D. DATA AND SOURCE OF DATA

The researcher collected the data through the interview as the main data of the research. The purpose of the interview was to answer the first and the second research questions. Meanwhile, the interview was held to know the teachers' challenges in implementing 2013 curriculum and how they address the challenges. The researcher used some criteria in selecting the subjects. The criteria were: (1)The subjects should be the English Teacher in Junior High School in Surabaya, (2)The teachers used the 2013 English curriculum in English teaching and learning process, (3)The participants had the obstacles in implementing the 2013 English curriculum. Hence, the researcher came to the participants to have the interview. Then, the result of the interview would be analysed.

E. DATA COLLECTION TECHNIQUE AND INSTRUMENT

This section is used to collect the data to answer each research question.⁴⁴ The research was conducted in order to investigate the relation among the constructs. The constructs were impossible to be measured directly. That is why structuring or developing the indicators was needed in order to approximate the constructs. The

⁴⁴ Donald Ary et al., *Introduction to Research*.....588.

indicators were the instrument that was used in collecting the data.⁴⁵ It aimed to support the data collection that was the interview. The researcher made the interview guideline based on the teaching-learning process analysis guideline from the Ministry of National Education (see Appendix 1).⁴⁶ It used to answer the first research question that is the teachers' challenges in implementing 2013 curriculum and the second research question that is the solutions to address the challenges. Here are the data collection techniques and the instruments of qualitative design according to John W. Creswell:

1. Qualitative Interview:

The researcher established the face-to-face interview with the English Teachers from the different schools. The interview consisted of the numbers the open-ended questions about the challenges faced by the teacher through K13 which could elicit interviewees to answer the question with their own views and opinions.

2. Qualitative Audio Materials (Audio Recording):

It was the evidence of the interview. The data might be taken from the audio recording while the researcher interviews the interviewees about the challenges through the 2013 curriculum.

F. DATA ANALYSIS TECHNIQUE

The interview results of the challenges in implementing the 2013 English curriculum faced by English teachers' in Junior High Schools in Surabaya have been analyzed through three steps according to Matthew B. Miles and Michael Huberman :

1. Data Collection

Data collection was the step of collecting the data of the research. In this research the data were collected through the interview with three English teachers.

2. Data Reduction

In this step, the data of interview results have been classified, directed, and discarded (unimportant data). The data would be simplified then.

3. Data Presentation

⁴⁵ Donald Ary et al., *Introduction to Research.....*579.

⁴⁶ Kementerian Pendidikan dan Kebudayaan, "Materi Penyegaran Instruktur Kurikulum 2013 Sekolah Menengah Pertama Tahun 2018," 2018.

Data presentation was an activity to show the information that is the data. The data has been described and analysed in this step. The analysis of the data was presented in the chapter 4.

The data gained from the interview have been analysed by using coding. Miles and Huberman stated that codes are labels or tags in order to place the unit or meaning to the descriptive or narrative information.⁴⁷ According to Miles and Huberman, there were four stages in coding the data:

- a. The statements related to the research questions were marked and identified. It was marked by the code which is the grey box showed in the Appendix 2. In this stage, the statements marked were the internal challenges came from the teachers, the external challenges which came from the other aspects (students, schools, etc.) and the possible solutions to address those challenges. It was called as the open coding.
 - b. The researcher classified the previous data into the categories of the challenges. The challenges categorized by the code that is the colours as showed in the Appendix 3 in the detail points. Each colour had its own point that is the challenge. This stage called as the axial coding.
 - c. After those two stages, the researcher came to the more analytical step and look for the explanation in the codes. In the Appendix 3, the interview result which is suitable to the codes were shown.
 - d. The last stage was selective coding. It involved the explanation of the previous codes in the description form and it was analysed based on the theories as mentioned in the Chapter 2. The result of this stage was stated in the Chapter 4.
4. Taking Conclusion
- The data reduction have been organized in this step. Here, the researcher will develop the conclusion based on the data analysed. Then, the conclusions are taken.

⁴⁷ Matthew Miles and Michael Huberman, *Qualitative Data Analysis*, 2nd ed. (London ; Thousand Oaks, Calif: Sage Publications, 1994), 56.

G. RESEARCH STAGES

The research stages was the section, in which the researcher describes the way of the study will be carried out.⁴⁸ Here were the steps on conducting the research:

1. Preliminary Research:

The researcher asked a permission to the principal or the vice principal of the Schools and explained the purpose of the study. Then, the researcher asked the English teacher that would be the participants whether the English teachers have the challenges in implementing 2013 curriculum or not. During the survey, the researcher found that the English teacher at SMPN 20 and SMPN 61 got the difficulties in implementing 2013 curriculum, while the teacher at SMPN 26 said that the implementation of the 2013 curriculum has done well, but there was still some challenge in implementing the 2013 curriculum.

2. Deciding the Research Design:

Previously, the researcher has decided the title and the research problems. Then, the researcher described the phenomenon and the limitation of the study. Afterward, the researcher chose the research design that is qualitative research and went to the outline of the research.

3. Conducting the Research:

The researcher gained the data through the interview with three English teachers from three different Schools. The information about the challenges in implementing the 2013 curriculum and how to address with those challenge was collected. The audio recording was used as the evidence of the interview. It was taken to support the interview data.

4. Analysing the Data:

The researcher analysed the data as stated in the data analysis technique above. The result of the data was correlated with the theory in the Chapter 2.

5. Concluding the Data:

After all of the data were collected, the result would be gained as the final report of the research.

⁴⁸ Donald Ary et al., *Introduction to Research*.....588.

CHAPTER IV FINDINGS AND DISCUSSIONS

The chapter discusses the result of the research by indicating the finding and the discussion which is adapted to the theory to answer the research questions. The research finding shows the results of the interview which answered the research question about the challenges faced by English teachers in implementing the 2013 curriculum and the way to address the challenges. Moreover, the research discussion shows the analysis of the interview result compared with the theories in the Chapter II.

A. Research Findings

In order to find out the answer of the research questions that are the challenges faced by English teachers in implementing the 2013 English curriculum and how to address the challenges, the researcher administered the interview to 3 English teachers. The answers will be explained descriptively and it is supported by the quotation of the teachers' answer. The challenges are categorized into three origins: Deriving from Teachers, deriving from the Government, deriving from the facilities and deriving from the students (see table 4.1). The teachers have the different ways in addressing the challenges. The detail information of the teacher challenges in implementing the 2013 curriculum and how to address the challenges as follows:

1. The challenges faced by English teachers in implementing the 2013 curriculum

To get the data of the first research question that is the challenges faced by English teachers in implementing the 2013 curriculum, the researcher conducted interview to the three English teachers from SMPN 26 Surabaya, SMPN 20 Surabaya and SMPN 61 Surabaya which have the challenges in implementing the 2013 curriculum. Based on the interview data, the teachers faced the challenges in the different aspects from the different origins. The challenges are summarized in the table below.

Table 4.1 English Teachers Challenges

| | Origin | Aspects | Challenges |
|---------------------|--------------|--|---|
| Internal Challenges | The Teachers | 1. Teachers' abilities to use information and communication technology (ICT) | 1. A challenge in using ICT for the beginners 2. Operating the Liquid Crystal Display (LCD) 3. A challenge in downloading the supporting media or materials |
| | | 2. Teachers' capability in adjusting between the time allocation, indicators and learning methods | 1. Teaching-learning process is not effective when some students work in remedial. |
| | | 3. Teachers' abilities in determining the activities for English Learning and Teaching process which deal with teaching method, the Strengthening Character Education (Penguatan Pendidikan Karakter (PPK)) and literacy, Critical thinking and problem solving skills, Collaboration skills, Creative skills and Communication skills (4C) and the activities in the hole session of ELT process (opening, adnanteaching and closing) | 1. The Government-suggested approach (Scientific approach) is not suitable for English lesson. 2. The teaching method chosen did not fit to the real situation of the class. |
| | | 4. Teachers' abilities in selecting media and materials | 3. The students were not interested in the |

| | | | |
|---------------------|----------------|--|--|
| | | | teacher-made teaching media. |
| External Challenges | The Government | 1. The teacher training for implementing the curriculum | 1. There were a lot of theories rather than the practice in the training |
| | | 2. The lack of time allocation for English teaching-learning process | 1. The time was limited to do the remedial program 2. The time allocation arranged by teacher was not suitable to the real condition |
| | The Students | 1. Students' different abilities | 1) Challenge in making students be better in the communication, because not all students are brave in the public speaking 2) Some students ignored the teachers when the teachers giving a motivation 3) Some students did not understand when the teachers deliver the learning indicators, basic competencies (KD) and the aim of the study 4) Challenge in working on the reflection in the closing activity 5) The students taught are not in the same level 6) Some students are unwilling to learn the upcoming materials |

| | | | |
|----------------|--|---|--|
| | | 2. Students' problem in working on HOTS, 4C, Literacy and PPK | <ol style="list-style-type: none"> 1. Challenge on applying HOTS to the students who are in the lower level 2. Some students who are in the first semester of seventh grade were not ready to work on 4C 3. Challenge in applying 4C to the students with the middle to lower level of abilities 4. The lack of self-motivation of the students 5. The reading interest of the students are different |
| The Facilities | | 1. The limitation of the learning facilities | 1. The use of the facilities is inadequate |
| | | 2. The lack of learning resources | 1. The Government-provided book could not suffice the students' HOTS needs |

The table shows that the challenges in implementing the 2013 curriculum come from two different aspects. The first comes from the teacher (internal challenges) and the other challenges come from the Government, the facilities and the students (external challenges). The explanation of the data is identified in the following points. Furthermore, the finding of the data was proved by the quotation of the teachers' statements.

In order to get the information about the teacher challenges in implementing the 2013 curriculum, the researcher conducted interview with three English teachers.

There are several open-ended questions adopted from the Regulation of the Minister of Education and Culture (PERMENDIKBUD) number 22 year 2016 and the infrastructure refresher material of the 2013 curriculum for junior high school (Materi Penyegaran Infrastruktur Kurikulum 2013 SMP). The full question can be seen in the Appendix 1, while the full answer of the interview can be seen in the Appendix 3.

a. *The challenges originated from the teachers*

The internal challenges which is originated from the teachers are divided into four aspects. They are:

1) *Teachers' abilities to use information and communication technology*

This aspect is originated from the teachers. It is about the ability on using the tools which deal to the information and communication technology. In this aspect, there was only one Teacher who faced the challenge. T2 was found that T2 got a little problem in using ICT. T2 said that there would be a problem dealing with the ICT for the teachers who are beginner in using ICT, but there only a little challenge for her in using ICT.

“Yes, it is challenging for new people who just use the IT but for me personally, there is some problems but not too many.” (T2, Excerpt 1)

The statement below shows that T2 face the challenges in operating LCD (Liquid Crystal Display), downloading the supporting materials and the like.

“Yes, the problems are on the way how to operate the LCD, sometimes I am about do not know on downloading the material and the like.” (T2, Excerpt 2)

The other two teachers face no challenges in using the ICT. They have known how to deal with the ICT. As T3 statement that there is no challenge in operating the tools of ICT, but the problems usually come from the tools itself. Such as, a trouble on the connection between LCD and the computer and the electrical connection which suddenly cut.

“Actually, there is no challenge in using IT, but there is some problems in the IT tools itself...” (T3, Excerpt 3)

2) Teachers’ capability in adjusting between the time allocation, indicators and learning methods

This aspect is dealing with the teachers’ capability in making a lesson plan, that is adjusting among the time allocation, the indicators, learning materials and the learning methods. Considering that the focus of this research is in the teaching and learning process, this aspect is not included into the interview questions. Nevertheless, when the researcher asked about the remedial activity, T1 answered that there is a challenge dealing with the remedial. It was a problem in managing the time for remedial. It is related to this aspect that is adjusting the time allocation and the activities. T1 felt that the learning activity is not effective when there is a remedial program. Because, not all students get the low score.

“The challenge dealing with the remedial program is the time allocation right? When we have planned to continue the next material in the lesson plan, while there are some students who have not reached the minimum completeness criteria (Kriteria Ketuntasan Minimum (KKM)). I do not think that it is effective for the students who have reached the Minimum Completeness Criteria (Kriteria Ketuntasan Minimum (KKM)), because they have to wait for their friends who have not reached the KKM.” (T1, Excerpt 4)

3) Teachers’ abilities in determining the activities for English Learning and Teaching process

This aspect deals to some points in the ELT process. They are the teaching method, the Strengthening Character Education (PPK) and

Literacy, 4C and the activities in the whole session of ELT process (opening, teaching and closing).

It is found that there were different challenges faced by the three teachers. T1 face no challenge dealing with teaching activities. T2 and T3 face the same challenge related to the learning approach used. They said that the use of scientific approach was a must. During the training program, the supervisor asked the teachers to use the scientific approach, while in fact the use of scientific approach is not suitable for English lesson.

“Actually, there is a few challenges. The use of scientific approach is not accordance for English lesson. I mean, the scientific approach is suitable if it is used in the natural science or the social science. I use the problem-based learning and the project-based learning more often, rather than scientific approach. The scientific approach cannot be used in the language lesson because the language lesson is not scientific.” (T2, Excerpt 6)

When the researcher ensured to T2 that the usage of scientific approach was a forced, T2 agreed that.

“Yes, it was forced to use the scientific approach. In the training of the curriculum, the supervisors asked us to apply the scientific approach in ELT process, even though it did not appropriate to be used in ELT process.” (T2, Excerpt 7)

T3 also faced a challenge in using the scientific approach. As T2 opinion, scientific approach is not suitable to be used in English lesson, it is better to be used in natural science or social science. T3 is asked and forced to use the scientific approach in making a lesson plan.

“In fact, there is a few challenge in using the scientific approach. Because, it is considered that the approach is not suitable to be used in

English lesson, it is more suitable to be used in natural and social science. However, in making a lesson plan, I asked to use the scientific approach, even it is forced by the supervisors.” (T3, Excerpt 8)

T3 faced the other challenge that is the selection of the method to be used. The challenge is when T3 has decided the teaching method, while it did not fit to the real situation of the class.

“Yes, there is a problem on deciding the teaching method. When I have decided one teaching method, obviously it did not suitable to the real condition of the class.” (T3, Excerpt 9)

4) Teachers’ abilities in selecting media and materials

This challenge is related to the teachers’ abilities in selecting media and materials that will be used in ELT process. Based on the data, not all teachers have the challenge in selecting media and materials. T1 and T2 have no problem in selecting the media and materials. They said that the selection of the media is based on the material and it must be interesting for the students.

“Alhamdulillah, there is no challenge in choosing media and materials. Because, I used to adapt the media to the materials at that time in choosing media. Importantly, I choose the media as interesting as possible for the students.” (T2, Excerpt 10)

T3 faced the challenge in selecting the media. When T3 has chosen one media for ELT process, obviously the students were not interested in the teacher-made teaching media.

“Yes I do, one time, I have made the media and used it in ELT process. Apparently, the students did not interest to the media” (T3, Excerpt 11)

Summary of the challenges originated from the teachers:

- 1) A challenge in using ICT for the beginners
- 2) Operating the Liquid Crystal Display (LCD)
- 3) A challenge in downloading the supporting media or materials
- 4) Teaching-learning process is not effective when some students work in remedial
- 5) The Government-suggested approach (Scientific approach) is not suitable for English lesson
- 6) The teaching method chosen did not fit to the real situation of the class
- 7) The students were not interested in the teacher-made teaching media

b. *The challenges originated from the Government*

1) *The teacher training of the curriculum*

This challenge is dealing with the training that is done by the Ministry of Education and Culture. It is a challenge if the teachers have not understood the curriculum yet, so that can affect ELT process. T2 faced the challenge in understanding the rules of the curriculum. The training was conducted by the Ministry 5 times alternately. The training was not effective, because there were a lot of theories rather than the practice.

“Yes, I have a little bit understood the curriculum through the training. However, the training that I attended in several times was not effective. I mean, we were trained with theories and it was less of practice. It may be caused by the limitation of the training time.” (T2, Excerpt 12)

The other two teachers have no challenges dealing with the training of the curriculum. When the researcher asked to the teachers, whether they have understood the rules of the curriculum through the training conducted by the Ministry of Education and Culture or not. Then the answer is they already

understand about the change of the curriculum through that training.

“Yes, I have taken the training. The training was conducted alternately. Alhamdulillah, as the time went by, I had understood the curriculum.” (T1, Excerpt 13)

2) The lack of the time allocation

This challenge deals to the time allocation which is given by the Ministry of Education and Culture in doing the activities in ELT process. Based on the data, T2 and T3 have the challenges dealing with the time allocation. T2 have the challenge when T2 did the remedial program for the students who have not reached KKM, the time was limited for conducting the remedial.

“I used to give the remedial program, but sometimes the time is limited...” (T2, Excerpt 14)

Actually, T3 has no challenges dealing with the time allocation. When the researcher asked T3 whether the time allocation given can reach the basic competencies to be reached or not. The answer is the time allocation given is sufficient. But, there was a problem when the students of T3 have done the sports subject. The time was reduced because they changed their clothes after exercising.

“Sometimes, when we have arranged the time allocation very well, suddenly there were some changes. Such as, when the students have done the sports subject, the time was reduced for changing the clothes and so on. Then, I have to adjust to their condition.” (T3, Excerpt 15)

While, T1 has no challenge dealing with the time allocation. T1 adjusts the time allocation to the difficulties level of the materials. If the material is difficult, then there will be an additional time. Otherwise, if the material is not difficult, then the time allocation will be reduced.

“Alhamdulillah, there is no challenge. Because, if the material has a high level of difficulty, then I give an extra time from the material with a low level of difficulty.” (T1, Excerpt 16)

Summary of the challenges originated from the Government:

- 1) There were a lot of theories rather than the practice in the training
- 2) The time was limited to do the remedial program
- 3) The time allocation arranged by teacher was not suitable to the real condition

c. *The challenges originated from the students*

1) *Students’ different abilities*

It is a challenge in the different ability of the students. Not all students have the same level of the ability. The three teachers have several different challenges and several same challenges in this area. T1 and T2 face the same challenge dealing with the students’ communication ability. Not all students are brave in the public speaking. It might be a challenge for teachers in order to make the students better in the communication.

“I think there is a little challenge in attracting students’ abilities in communication. Especially for communication in public speaking, because not all students are brave to speak in front of the class...” (T1, Excerpt 17)

“Yes, it might be a challenge. Not every student is brave in public speaking...” (T2, Excerpt 18)

In order to make the students more passionate in the ELT process, the teachers have to give a motivation in the opening session of the class. The other same challenge is a challenge when the teachers give a motivation in the opening session of the ELT process. When T2 and T3 give a motivation to

the students, there are some students ignored the teachers, because the ability of the students is not the same. According to T2, it may be caused by the lack of students' motivation in learning English. While, according to T3, the challenge is caused by the students' assumption about learning English. They think that English is not important to be learned in Indonesia. The statements below are the answers when the researcher asked whether giving a motivation to the students was challenging or not.

"Maybe, some students have no self-motivation in studying and they have no desire to be better." (T2, Excerpt 19)

"Yes, sometimes I found some students who think that learning English is not important. So, when I give a motivation at the beginning of the lesson, they are ignoring, even underestimating me." (T3, Excerpt 20)

The other same challenge in the students' different abilities area happened when the teachers deliver the learning indicators, basic competences (KD) and the aim of the study at the beginning of the lesson. T2 always delivers the learning indicators, basic competences (KD) and the aim of the study at the beginning of the lesson, but only in the main point not in detail. While T3 deliver the learning indicators, basic competences (KD) and the aim of the study in his own language which is understandable for the students.

"Usually I deliver the learning indicators, basic competences (KD) and the aim of the study at the beginning of the lesson, but only in general term. I only explain like "okay, now we learn this one, the aim is for this" that is all. I do not have to explain in details, because they have different abilities." (T2, Excerpt 21)

"Some students do not understand about the language in the basic competences (KD) and the aim of the study. Because, their

ability is not the same. Then, I deliver it by using my own language which is easy and understandable for the students.” (T3, Excerpt 22)

There is another challenge in this aspect. T1 used to work with the reflection in the end session of the lesson. It is challenging for T1, because there are a few students who have the low level of the ability.

“I used to use the reflection tree in doing a reflection in the end of the lesson, but back to the previous statement that the ability of the students is not the same. There are one or two students who are low, so there are a few challenges in doing a reflection,..” (T1, Excerpt 23)

The other same challenge is faced by T2 and T3. The students who are taught by T2 and T3 are not in the same level, there are only a few students who are in the high level but the rest of the students are the same that is in the lower level.

“Yes, there must be difficulties for the students who are low, ...” (T2, Excerpt 24)

“Most of their abilities are at the lower-middle level. The challenge is in the form of how I make the students with the different abilities could understand of the material I taught.” (T3, Excerpt 25)

T3 also faced the challenge when T3 asked the students to learn the upcoming materials at home. The students are unwilling to learn the upcoming materials. It might be caused by their different abilities of their background.

“Most of the students did not do what I said to them, that is learning the upcoming materials at home. But not for all students, there are some students who are willing to do what I said to them. This could be done because of their different abilities and backgrounds.” (T3, Excerpt 26)

2) Students' problem in working on HOTS, 4C, Literacy and PPK

It is the challenges dealing to HOTS, 4C, Literacy and PPK. According to the interview result. Those three teachers said that students have the problem to work with HOTS, 4C, Literacy and PPK. In the HOTS area, the three teachers faced the same challenges. When they applied HOTS to the students, there were some students who are in the lower level and they got the difficulties in working on the HOTS questions. This may be caused by the students' capability or the students' background. When the researcher asked to the teachers whether there is a challenge in implementing HOTS to the students or not, the answers are:

"Alhamdulillah, but there are one or two students who got the difficulties in working on HOTS questions. The class is homogenous class. It means that there were only one or two students in the lower level and they can follow their friends in working on HOTS questions. In addition, they could be help by their friends." (T1, Excerpt 27)

"Yes there is a challenge, because every student has the different abilities." (T2, Excerpt 28)

"Yes, I used to apply HOTS, but there is a few challenges, most of students I taught are in the middle to lower abilities. Maybe it was influenced by their background of the students' family." (T3, Excerpt 29)

There are some challenges dealing to Critical thinking and problem solving skills, Collaboration skills, Creative skills and Communication skills (4C). According to the data from T1, some students were not ready to work with 4C skills. Especially, for the new students or the seventh grade students.

“There are a few challenges in implementing critical thinking to the students. Usually it happens on the first semester especially for the first grade of junior high school, they still have no ability in critical thinking. After we trained them in critical thinking, their skill would be developed in the second semester.” (T1, Excerpt 30)

T2 did not apply the hole terms in 4C, because the level abilities of the students who are in the middle to lower abilities.

“I did not apply the hole skills in 4C, because it was difficult for the students who are still in the middle to lower level. If they have been better, it would be easy to apply 4C in ELT process. Furthermore, most of students who studied at the state of junior high school are in the middle level of the ability.” (T2, Excerpt 31)

According to T3, the students thought that learning English is not important. It is caused by the lack of self-motivation of the students.

“There is some students who are lack in learning motivation. Especially when I applied 4C in ELT process. In example, when I asked students to retell the previous material, not all students brave to explain it.” (T3, Excerpt 32)

Dealing to the literacy program, the three teachers have the same obstacle that is challenging for them. The challenge is the lack of students’ reading interest. It might be caused by the reading interest of the students are different.

“There were the many books that are sufficient in the library, there were also books in the corner of the class, whether it is a text book or non-text book. As we know that the reading interest of the students are not the same. Some of them are in the middle, some of them are in the low.” (T1, Excerpt 33)

The other two teachers also have the same challenge in applying literacy program in ELT process. While, dealing to PPK, all of teachers have no challenge in implementing PPK in ELT process.

Summary of the challenges originated from the students:

- 1) Challenge in making students be better in the communication, because not all students are brave in the public speaking
- 2) Some students ignored the teachers when the teachers giving a motivation
- 3) Some students did not understand when the teachers deliver the learning indicators, basic competencies (KD) and the aim of the study
- 4) Challenge in working on the reflection in the closing activity
- 5) The students taught are not in the same level
- 6) Some students are unwilling to learn the upcoming materials
- 7) Challenge on applying HOTS to the students who are in the lower level
- 8) Some students who are in the first semester of seventh grade were not ready to work on 4C
- 9) Challenge in applying 4C to the students with the middle to lower level of abilities
- 10) The lack of self-motivation of the students
- 11) The reading interest of the students are different

d. The challenges originated from the facilities

1) The limitation of learning facilities

This challenge is dealing to the facilities provided by the schools. T1 and T2 have no challenge in learning facilities. The facilities in the class are sufficient to be used in ELT process

“Alhamdulillah, the facilities are sufficient. There is the LCD, so I can use the power point as a media in ELT process. There are also several resources from the internet, such as a YouTube video, but the students are forbidden to bring a smartphone to the school. Sometimes, they can bring it, but it is for the lesson needs only. Then, I asked them to work with a quiz from Kahoot.” (T2, Excerpt 34)

The challenge in this aspect is faced by T3. The learning facilities in the school are available, but the use of these facilities is inadequate and it is challenging for T3.

“There are the facilities already in the classroom, such as LCD and the screen. It is for utilizing learning technology. Actually, there is no problem in working on those facilities. But sometimes, the connection of the LCD and the laptop is suddenly off and sometimes the power connection is also cut off. It is quite challenging for me.” (T3, Excerpt 35)

2) **The lack of learning resources**

It is a challenge dealing with the learning resources which is used in ELT process. T1 and T3 face no challenges dealing with the learning resources. While, T2 face the challenges dealing with learning resources. According to T2, the learning resource provided by the Government that is a student book is not enough, especially in providing students' HOTS needs.

“There are many resources other than book from the Government. If we only use that book as a resources, it is not enough, especially in fulfilling student needs in HOTS.” (T2, Excerpt 36)

Summary of the challenges originated from the facilities:

- 1) The use of the facilities is inadequate
- 2) The Government-provided book could not suffice the students' HOTS needs

2. **The English teachers' ways in addressing the challenges**

In order to get the answer of the second research question, that is “What do the English teachers do to address the challenges?”, the researcher conducted the interview to the three English teachers in the three junior high schools in Surabaya who have the challenges in implementing the 2013

curriculum. Based on the interview result, the researcher gained the information that is the challenges faced by English teachers in implementing the 2013 curriculum. The information is used as a fundamental to get the information about the English teachers' way in addressing the challenges.

Table 4.2 English Teachers' Ways in Addressing the Challenges

| | Origin | Challenges | Solutions |
|----------------------------|----------------|---|---|
| Internal Challenges | The Teachers | 4. A challenge in using ICT for the beginners 5. Operating the Liquid Crystal Display (LCD) 6. A challenge in downloading the supporting media or materials | 1. Learning from other people or tutorials from YouTube 2. Self-learning 3. Self-learning |
| | | 2. Teaching-learning process is not effective when some students work in remedial. | 1. Giving the tasks for the students who did not take the remedial |
| | | 4. The Government-suggested approach (Scientific approach) is not suitable for English lesson. 5. The teaching method chosen did not fit to the real situation of the class. | 1. The improvisation of the activities 2. Using the other teaching methods |
| | | 3. The students were not interested in the teacher-made teaching media at that time. | 1. Not using the media and make the students understand and interested in the materials |
| External Challenges | The Government | 3. There were a lot of theories rather than the practice in the training | 1. Self-learning |
| | | 2. The time was limited to do the remedial program | 2. Adjusting between the time allocation and remedial program 3. Making the best use of the available time |

| | | | |
|--------------|--|---|--|
| | | 3. The time allocation arranged by teacher was not suitable to the real condition | |
| The Students | | <ol style="list-style-type: none"> 1. Challenge in making students be better in the communication, because not all students are brave in the public speaking 2. Some students ignored the teachers when the teachers giving a motivation 3. Some students did not understand when the teachers deliver the learning indicators, basic competencies (KD) and the aim of the study 4. Challenge in working on the reflection in the closing activity 5. The students taught are not in the same level. 6. Some students are unwilling to learn the upcoming materials | <ol style="list-style-type: none"> 1. Using an interesting media and dividing the job for each student while presenting the work result 2. Face to face talk with the students about their problems and give them the advices and motivation 3. Delivering the outline of the learning indicators, basic competencies (KD) and the aim of the study using the language that is understandable for students. 4. Using a reflection tree to attract the students who have the low level of the ability in doing a reflection 5. Asking the students with the high level abilities to help the students in the lower-level abilities and asking a help to the counselling teachers (<i>Bimbingan Konseling (BK)</i>) to know the students' problems and the causes. 6. giving a motivation to the students about the importance of having a preparation in learning |

| | | | |
|--|----------------|--|---|
| | | <ol style="list-style-type: none"> 1. Challenge on applying HOTS to the students who are in the lower level 2. Some students who are in the first semester of seventh grade were not ready to work on 4C 3. Challenge in applying 4C to the students with the middle to lower level of abilities 4. The lack of self-motivation of the students 5. The reading interest of the students are different | <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. The students with the high-level help the students with the lower-level in a group work. b. Giving a special treatment for the students with the lower-level ability. c. Giving a practice for the students to work with HOTS questions step by step until they get used to it. 2. <ol style="list-style-type: none"> a. Using the interesting media to attract students 4C skills. b. Giving an antennary practice to the students. 3. Applying a group discussion 4. Convincing the students about the importance of HOTS, 4C and literacy skills 5. <ol style="list-style-type: none"> a. Giving a motivation about the importance of reading and the aims of reading in a literacy program b. Applying the reading section 5-10 minutes before the lesson begins |
| | The Facilities | <ol style="list-style-type: none"> 1. The use of the facilities is inadequate 2. The Government-provided book could not suffice the students' HOTS needs | <ol style="list-style-type: none"> 1. Trying to fix the problem on the facilities and using the other choices. 2. Finding the other learning resources which match to the materials. |

From the table above, it is found that the English teachers did many ways in addressing the challenges in implementing the 2013 curriculum. It aims to make the reader easier in understanding the finding of the research. The categories of the table above are based on the previous information that is the challenges faced by English teachers in implementing the 2013 curriculum. The points below are the further explanation about the English teachers' ways in addressing the challenges. The statements of the teachers are stated in order to explain the data.

a. Addressing the challenges originated from the teachers

1) Teachers' abilities in using information and communication technology

As explained before, the challenges dealing with teachers' abilities in using information and communication technology are faced by T2. The first challenge is for the beginner teachers in using ICT. In addressing the challenge, T2 said that it could be solved by learning. Whether from other people who are better in using ICT or from the tutorial videos in YouTube.

"Dealing to the teachers who are beginner in using ICT, in my opinion it can be solved by learning. It can be learnt from other people or from the tutorial videos from YouTube" (T2, Excerpt 37)

The other challenges are faced by T2. They are the challenges in operating LCD and downloading the materials from internet. When the researcher asked how to address those challenges, the answer was the same as the previous solution. T2 said that it could be solved by self-learning through many sources.

"...by the time, the challenges could be solved by self-learning." (T2, Excerpt 38)

2) Teachers' capability in adjusting between the time allocation, indicators and learning methods

As previously explained, the focus of this research is on the teaching and learning process. However, when the researcher asked about the remedial activity, T1 faced a challenge dealing to the activity. The challenge was on managing the time for remedial. T1 thought that remedial program was not effective, especially for the students who have reached the Minimum Completeness Criteria (Kriteria Ketuntasan Minimum (KKM)). In order to address this challenge, T1 gave the task to the students who have reached the KKM while they were waiting for the students who did the remedial.

“For the solution, I used to give them the task in order to fill the leisure time while waiting for their friends who have not reached the KKM did the remedial” (T1, Excerpt 39)

3) The activities in English Learning and Teaching process

The challenges dealing with this aspect are explained in the previous point. It is found that there were some challenges faced by teachers dealing with the teaching method used in ELT process. The first challenge is the Government-suggested approach (scientific approach) is not suitable to be used in English lesson. The challenge is faced by T2 and T3. When the researcher asked the way in addressing the challenge, the answer was almost the same. The teachers did the improvisation to the real situation when they use the scientific approach. Such as, applying some activities in scientific approach which are fit to the material at that time, adjusted the activities to the condition at that time.

“I still apply the scientific approach, but I only apply some activities which fit to the material to be taught to the students. If the approach was not fit to the material, it would be inserted and it would not be convenient.” (T2, Excerpt 40)

“I change the activities and make the improvisation by using the other method based on the condition at that time. Just be conditional.” (T3, Excerpt 41)

4) Teachers’ abilities in selecting media and materials

As explained in the previous point, the challenge of this aspect is faced by T3. The challenge is in selecting the teaching media. The students were not interested in the teacher-made teaching media. By those challenges, the teacher did not use any media. The most important is the students could understand and interest in the materials taught by the teacher.

“Because the media I made was not interested the students, I changed by not using the media. As long as the students could understand and interested in the material I taught” (T3, Excerpt 42)

b. Addressing the challenges originated from the Government

1) The teacher training of the curriculum

The challenge dealing with the training for implementing the curriculum is faced by T2. The challenge faced by the teacher is in understanding the rules of the curriculum implementation. There were many theories rather than practice while doing the training for implementing the curriculum.

The teacher way to address the challenge was *“learning by doing”*. The teacher read the guideline of the curriculum implementation, then the teacher practiced it to the real class.

““Learning by doing” I read the rules then practice them while looking into the real situation. By the time, I will get it” (T2, Excerpt 43)

2) The lack of the time allocation

This challenges have been explained in the previous point. Regarding to the first challenge that is the limitation of the time in doing the remedial program. T2 addressed this challenge by adjusting between the time allocation and the remedial. If the time for remedial is sufficient, the remedial will be held in the class directly. Otherwise, if the time for remedial is not sufficient, the remedial will be held by working a task at home.

“Sometimes, the time is insufficient.

If the remedial was needed, it would be done by the task at home.”

(T2, Excerpt 44)

The second challenge is the unsuitability between the time allocation. Teacher’s way in addressing this challenge is adjusting to the situation. The teacher made the best use of the available time.

“I have to adjust the time to the students’ condition. I used the available time as well as possible. For example, after the students done the sport subject, they took 10-15 minutes to change their clothes. Then, I have to use the remaining time as effective as possible.” (T3, Excerpt 45)

c. Addressing the challenges originated from the students

1) Students’ different abilities

As described in the previous points, there are some challenges dealing with students’ different ability. Every teacher has the different ways of addressing the challenges. The first challenge in this aspect is a challenge in making students be better in communication, because not all students are brave in the public speaking. The challenge is faced by T1 and T2. In addressing the challenge T1 used the media, which can attract students’ interests. The teacher used the electronic media such as, the interactive video.

“The first thing I do is using the media as interesting as possible. So that the students raise their ideas. For instance, I use the electronic media, because it can attract students’ interests. If we only explain the materials in such a way, the students would not be interested, but if we use the media such as video, the students would be interested. Then, the students are interested, so they will deliver their idea through a language.” (T1 Excerpt 46)

T2 has a different way to address a challenge dealing with the students’ different abilities. When the researcher asked whether there was a challenge or not when the students present the work result, T2 answered that there was a challenge because not every student is brave in presenting the work result. In addressing the challenge, T2 asked the students to divide the job desk for each student in presenting the work result. Furthermore, it can build the students’ skill in collaboration.

“It might be a challenge in the presentation session, because not each student is brave in communication. There must be a job desk for the students. Such as, there is a student who are explain this part, the other explain this part and so on. At least, the students who are do not brave in communication can speak in front of the class. Even they only reading some parts. Moreover, it can build the students’ collaboration.” (T2, Excerpt 47)

The second challenge on this aspect is a challenge in giving a motivation in the opening session of the class, because some students ignored the teachers while giving a motivation. T2 said that a challenge might be caused by the lack of students’ motivation in learning English. They did not have any

self-motivation for studying. Dealing with the challenge T2 speaks to the students who have no self-motivation in studying face to face. The teacher asked the students to tell their problem and the reason why they dislike to study.

“I discuss with the students about their problem face to face.” (T2, Excerpt 48)

Furthermore, T3 also faced a challenge in giving a motivation to the students. The students have an assumption that learning English is not important in Indonesia. So that, the students ignored the teacher while teachers give them a motivation. By the challenge, T3 convince the students that learning language is important in daily life.

“I always convince and motivate the students that language is the important lesson in the daily life.” (T3, Excerpt 49)

The third challenge dealing with students' different abilities was a challenge when the teachers deliver the learning indicators, basic competencies (KD) and the aim of the study. By this challenge, T2 has a solution that is delivering those terms only in the outline. While, T3 delivered the terms by using his language that is understandable for students. Here is the answer when the researcher asked the teachers what they do to address the challenge on delivering the learning indicators, basic competencies (KD) and the aim of the study.

“I used to deliver those terms (the learning indicators, basic competencies (KD) and the aim of the study) in the outline. Such as, talking to the students that they would learn this material and the goal were for this. I do not have to explain the learning indicators, basic competencies (KD) and the aim of the study, because students have the different abilities.” (T2, Excerpt 50)

“Some students do not understand about the learning indicators, basic competencies (KD) and the aim of the study that I used to deliver. It might be caused by students’ different abilities. So that, I convey the learning indicators, basic competencies (KD) and the aim of the lesson in my own language which is understandable for students.” (T3, Excerpt 51)

The next challenge as explained in the previous point was a challenge when the teacher did a reflection in the end of the lesson. Because, there are a few students who have the low level of the ability. Dealing with the challenge, T1 has a solution by using a reflection tree to attract the students who have the low level of the ability in doing a reflection. T1 asked the students to write what they have learnt in English and stick it into a reflection tree. If the grammar used was not right, the teacher would repair it.

“I used to use a reflection tree to write a conclusion of what we got in one meeting. So, the students write it in English. Although, there were a few mistakes in grammar. It is okay, I will fix it later. The most important is students can express the reflection both in oral and written form.” (T1, Excerpt 52)

The other challenge in this aspect is the students taught by the teacher are not in the same level. There were some students who are in the lower-level abilities and they had the difficulties in understanding the materials at that time. Dealing with the challenge, the teachers have the different solutions to address the challenge. The teachers asked the students who are in the high level abilities to help the students who are in the lower-level abilities. The other solution is asking a help to the counselling teachers (*Bimbingan Konseling (BK)*) in order to know the

students' problems and the causes, especially the problem in learning English. Below are the answers when the researcher asked whether there was a challenge in the class with no levelled-based or not, and the solutions to address the challenge.

“There must a challenge, I asked the students with the high-level to help their friends who are in the lower-level. They only be helped, not to be informed about the answers of some questions. For instance, the students with the high-level helped the students with the lower-level in finding the translation of some words, interpreting the meaning of some sentences. The other ways are giving a question such as, “anyone knows what is the meaning of this word? Raise your hand.” By the question, the students with lower-level will be helped by their friends’ answers.” (T2, Excerpt 53)

From the statement above, the teacher used two ways in asking the students who are in the high-level to help their friends who are in the lower-level. The first is asking them to help directly about the meaning of some words or the interpretation of some sentences. The other way is giving a question which can provoke the students with the high-level to help their friends with the lower-level.

“I asked a help from their friends who are better in understanding the materials, in addition I also asked a help from BK teachers to investigate the students’ problems and the causes, especially problem in learning English.” (T3, Excerpt 54)

The last challenge is the students are unwilling to learn the upcoming materials. The teacher’s way to address the challenge is giving a motivation to the students about the importance of having a preparation in learning.

“I gave them a motivation about the importance of preparation in learning” (T3, Excerpt 55)

2) Students’ problem on applying HOTS, 4C, Literacy and PPK

As explained in the previous point, there are some different challenges dealing to this aspect. Teachers have the different ways to address the challenges. The first challenge is dealing with students’ HOTS which is faced by the three teachers. The students got the difficulties to work on HOTS questions. It may be caused by some different causes. Teachers have the same challenge in applying HOTS, because the teachers taught the students in the homogenous class and the students’ level of abilities are not the same. Most of students taught by T3 are in the middle to lower abilities. By this case, teachers did some ways to address the challenge. T1 has a solution to make a learning group which consists of the students with the different abilities. The students with the high-level would help the students with the lower-level. T2 gave a special treatment for the students with the lower-level ability. The teacher used some approaches to get the students accustomed to working on HOTS questions.

“I used to give them a practice HOTS questions gradually, until they could work with HOTS questions” (T3, Excerpt 56)

From the Excerpt 56, T3 trained the students to work with HOTS questions step by step until they get used to it.

The second challenge in this aspect is dealing with the students’ problem on applying 4C (Critical thinking and problem solving skills, Collaboration skills, Creative skills and Communication skills). As mentioned in the previous points, there are three different challenges faced by three teachers. The

new students or the seventh grade students are not ready to work on the critical thinking skill. In order to address the challenge, T1 applied the skills through the media such as pictures, videos or any media from internet. In addition, the teacher practiced the students by using the Government-provided book which contains HOTS and 4C. It is aimed to make the new students get used to it.

“The solution I used is giving a problem through a picture or video from internet. I trained them to work on the skills. Furthermore, the students have already a book which has a lot of materials and questions which contains HOTS and 4C.” (T1, Excerpt 57)

T2 also has a challenge in applying 4C to the students. The level abilities of the students are in the middle to lower. It made the teacher be challenged on applying 4C.

“I used the student centred learning. So, I let the students to study in a group discussion, then the students will apply 4C skills directly. Students would apply the collaboration skills and communication skills through a group discussion.” (T2, Excerpt 58)

T3 used the same ways to address the challenge. The teacher gave a group assignment to build students' 4C skills. T3 also asked the students to summarize the lesson and give the opinion in ELT process. It could improve students' 4C skills, especially in the communication and critical thinking skills.

“I applied 4C by asking the challenging questions to the students and giving them some group assignments in order to build students' communication, creativity, collaboration, critical thinking and problem solving skills. I also asked them

to make a summary of the lesson in their own interpretations in building students' 4C skills. In addition, I tried to convince them about the importance of 4C skills.” (T3, Excerpt 59)

The last challenge on this aspect is the lack of students' reading interest. The teachers did many ways to address the challenge. T1 and T3 gave a motivation about the importance of reading and the aims of reading in a literacy program. While T2 applied the reading section 5 minutes before the lesson begins. T2 asked the students to read a text together and the teacher stopped it unexpectedly. In order to make the students can concentrate on reading, the teacher asked one student to continue the reading.

“There are some students who did not like reading. I gave them 5 minutes in the beginning of the lesson to read together. During the reading, I stop it unexpectedly. Then, I asked the student who had not taken apart in the reading section to continue the reading. So that, the students who did not concentrate will be more focused.” (T2, Excerpt 60)

d. Addressing the challenges originated from the facilities

1) The limitation of learning facilities

There is only a challenge faced by T3 in this point. The use of the learning facilities is inadequate. Such as, the connection between LCD and the laptop is suddenly off, so do the power connection. In order to address the challenge, the teacher tried to fix the problems and the teacher choose to use the other media which is easier to use. Such as, media from cardboard paper or the printed pictures.

“I used to try to fix the problems. After it could not be fixed, I would use the other easier media such as, printed pictures

or media from cardboard paper.” (T3, Excerpt 61)

2) The lack of learning resources

The challenge of this aspect has mentioned in the previous point. The teacher said that the Government-provided book for students is not enough, especially to fulfil the students’ HOTS needs. By this case, the teacher found other learning resources to address the challenge.

“As we know there are many learning resources. If we only use the book of 2013 curriculum provided by the Government, it will not enough. There should be other learning resources. Especially, to train the students’ HOTS and 4C skills.” (T2, Excerpt 62)

“The provided book is limited. Right? It depends on how we develop the materials. We can look for the other resources which are suitable to the material at that time. Because, if we only use a provided-book, it will not enough.” (T2, Excerpt 63)

From the Excerpt 63, the teacher adjusted the learning sources into the materials at that time.

B. Research Discussions

In this session, the researcher discusses about the findings which are correlated to the theories stated in the Chapter II. The findings show that there are some challenges faced by English teachers in implementing the 2013 English curriculum and the teachers do some ways to address those challenges. The researcher identified the teachers’ challenges and the solutions to address the challenges into two aspects which are the internal challenges and external challenges. The theory came from Suswati Hendriani, the lecture of State Islamic Institute of Batusangkar.⁴⁹

⁴⁹ Hendriani, “Permasalahan Guru Bahasa Inggris Dalam Mengimplementasikan Kurikulum 2013 Di SLTA Kabupaten Tanah Datar,” 73.

1. **The challenges faced by English teachers in implementing the 2013 curriculum**

From the first research question, the researcher found the information about the challenges faced by English teachers in implementing the 2013 curriculum. As stated in the key term, the definition of challenge is some unpredictable factors or events that need a big effort to be done and in this research, challenge means the difficulties faced by English teachers on implementing the 2013 English curriculum with the limitation only in one aspect that is teaching and learning process in the class. Based on the findings, the challenges were identified into two aspects, which are internal challenges and external challenges.

a. *Internal Challenges*

Table 4.1 in the findings stated that the internal challenges originated from the teachers are grouped from the four aspects. The first aspect is the teachers' ability to use information and communication technology (ICT). According to Cahyani and Hilda, the implementation of ICT makes ELT process more exciting, meanwhile it required the readiness of the teacher in using ICT.⁵⁰ The challenge deals with the ICT is a challenge in using ICT for the beginner. In this case, the challenges are faced by the teachers who are beginning in using ICT. Those challenges are the problem in operating the LCD (Liquid Crystal Display) and downloading the materials from internet. As stated in the previous study from Irma, the 2013 English curriculum is expected the teachers to be more creative in learning process.⁵¹ Therefore, using ICT in the digital era would be the important thing in improving the quality of teaching and learning. The common ICT tools which are used in schools are computer, LCD, laptop, digital audio-visual devices,

⁵⁰ Cahyani & Hilda,..... 2.

⁵¹ Irma Khasanah, "*The Implementation of 2013 Curriculum*..... 12.

etc.⁵² The challenge in operating LCD and the challenge in downloading the materials from internet came from the capability of the teachers. The teachers who are beginner in using ICT tools found the difficulties in operating them.

The second aspect of the challenges which originated from the teachers was the teachers' capability in adjusting between learning activities and the time allocation. It is related to the process in designing lesson plan. Considering to the limitation of the study that is on the teaching and learning process in the class, the aspect was not questioned in the interview. But the teacher had a challenge dealing with the remedial program in learning process. As stated in the previous research of Hendrik, the students in the schools are vary. They were some students who got the high scores and the rest of them got the low scores.⁵³ It was challenging when the teacher gave the remedial program for the students. The teacher thought that it was not effective for the students who have reached the minimum completeness criteria (KKM) while the other students do the remedial program.

The next aspect was the Teachers' abilities in determining the activities for ELT process which deal with the teaching method, PPK and literacy, 4C skills and the activities in the whole session of the ELT process (opening, teaching and closing). The teacher faces the challenge in using a scientific approach. Scientific approach was developed based on the concept of the research, hence the learning process should follow the activities done by the students to find the new

⁵² Simin Ramasamy and Annreetha Anthony, "Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions," *Malaysian Online Journal of Educational Technology* 04, no. 02 (2016): 38.

⁵³ Purnomo, "Submitted as a Partial Fulfillment of Requirements for Getting Bachelor Degree of Education in English Department," n.d.

knowledge.⁵⁴ The challenge was the difficulties to get students follow the directions and the activities. The other challenge was the unsuitability of the teaching method. There was the relevance between this research and the previous research from Irma. The teachers got the obstacles dealt with the teaching method. The teacher could use the method only for one topic on logical learning of associating and communicating.⁵⁵ While this research, the teachers faced a challenge when they decided to choose one method in the lesson plan, then the real situation of the class was not suit to the method. It caused by the condition of the class and the students at the time was different to the expected situation.

The previous research from Irma found that the teachers have written the media in the lesson plan, but in fact they did not use the media.⁵⁶ In contrast with this research, the teacher decided to make the media by himself. Unfortunately, the students were not interested in the teacher-made teaching media. That was a challenge which come from the teachers' ability in selecting learning media.

b. External Challenges

The external challenges came from the Government, the students and the facilities. The challenges came from the Government were in the training of the curriculum and the time allocation. The research from Maulidia and Ahmad Madkur stated that some teachers and schools still did not have much information about the implementation of the 2013 Curriculum.⁵⁷ As suggested in the previous study from Faiz, the Government should conduct a

⁵⁴ Usman Kasim, Teuku Zulfikar, and Nasriyati, "Classroom Practice: Applying The Scientific Approach Based On The 2013 Curriculum," *ENGLISH EDUCATION JOURNAL (EEJ)* 8, no. 2 (n.d.): 522–33.

⁵⁵ Khasanah, "The Implementation Of 2013 Curriculum By The English Teacher And Its Barriers (A Case Study At The 10th Grade Of SMA N 1 Rembang In 2014/2015 Academic Year)."

⁵⁶ Khasanah.....p.12

⁵⁷ Madkur and Nur.... p.10

curriculum training frequently.⁵⁸ In this research the trainings have been conducted frequently, but there was a challenge in the way how the trainer gave the materials. The teachers were trained with a lot of theories rather than practices. The other challenge came from the Government was the time allocation. In line with the research from Hendrik Purnomo, the teacher needs more time to make the students more active and creative in the teaching learning process using the 2013 English curriculum.⁵⁹ The teacher faced the challenges in the term of time allocation. First, the teacher found that the time allocation for the remedial program in the class was lacking. When the teacher conducted the remedial in the ELT process in the class, the time allocation for the next activity of new material would be reduced. The other challenge was when the teacher has arranged the time allocation for the activities in the lesson plan, the real situation was not suitable to the real situation. The teachers got the challenge when the lesson was done after the sport lesson, because it will reduce the time allocation which has been arranged by the teachers in the lesson plan.

The other external challenges were coming from the students. It is divided into two aspects. They were students' different abilities and students' problem in working on HOTS, 4C, Literacy and PPK. The teachers taught the class with the different level abilities. It could be a challenge because the teachers need big efforts to teach those students. Relevance to the research of Hendrik, the students were vary and it was difficult to make all students can reach the goal of learning.⁶⁰ The first challenge was a challenge in making students be better in the communication. It could be a challenge in the students' different abilities aspect because not every student was brave in speaking, especially in public. Considering that the aspect was the students' different abilities, the next challenge was the students' interest

⁵⁸ Faiz Matin..... p.56

⁵⁹ Purnomo.... P.17

⁶⁰ Purnomo..... p.17

when the teachers gave them a self-motivation. There were some students who denigrated the teachers when the teachers gave a motivation in the beginning of the lesson. In line with the previous study from Maulidia and Ahmad, one of the role of the teacher was as a learning motivator. Learning motivation is a potential factor to make the students excited to learn.⁶¹ The next challenge in this aspect was a challenge when the teachers deliver the learning indicators, basic competences (KD) and the aim of the study. It might be a challenge because the ability of the students was not a same. There were some students understand what the teachers said and the rest did not understand it. The other challenge in this aspect was done when the teachers gave a reflection at the end of the lesson. As mentioned before, the ability of the students was not the same. Thus, the students who were in the lower level got the difficulties in doing a reflection. Furthermore, there were some students who were unwilling to learn upcoming materials. It could be a challenge for the teachers, because there were some students who were lazy to look for the resources about the upcoming materials.

The next aspects of the external challenge which is originated from the students was the students' problem in working on HOTS, 4C, literacy and PPK. The first challenge was a challenge on applying HOTS to the students who were in the lower level abilities. It could be a challenge because the teacher needed a big effort to apply HOTS to them. Some students got the difficulties when the teacher applied HOTS, especially when they work with HOTS questions. The other challenges were dealing with 4C. The teachers faced a challenge when they taught the first grade of Junior High School students. It might be a challenge because in the first semester, the students in the seventh grade still had no ability in critical thinking skills. They just graduated from Elementary Schools, that is why they got the difficulties when the teachers applied 4C in ELT process. The other challenge

⁶¹ Maulidia Nur..... 9.

deal with 4C was a challenge when the teachers taught the students who are in the middle to lower abilities. The abilities of the students could be affected by the background of the students' family or something else. The next challenge which was originated from the students was a challenge deal with the students who had the lack of self-motivation in learning English. It might be a challenge because it could detain the teacher in leading activities in ELT processes. The last challenge originated from the students was a challenge when the teachers applied the literacy program in the ELT process. Not every student had a same interest in reading. When the teacher asked the students to read a book in the beginning of the class, the students who had the lack of the reading interest would not grant the teacher. It could be a challenge for the teacher in applying the literacy program in ELT process.

The other external challenge was originated from the learning facilities. The challenges were dealing with the limitation of the learning facilities and the lack of learning resources. The previous research from Faiz found that the facilities in the school was insufficient. While in this research, the learning facilities used in the classroom was inadequate. It could be a challenge for the teachers because the usage of the facilities could be used properly. The teacher had no problem to work with the facilities, but there was a problem in the facilities. Such as the connection between the LCD and the laptop was inadequate. It could detain the activities in ELT process. The other challenge was the lack of the learning resources provided by the Government. The Government had provided the book as a learning resources, but it could not suffice the students' HOTS needs. That is why the teacher pretended it as a challenge.

2. **The English teachers' ways in addressing the challenges**

Answering the data question number two that is the teachers' ways in addressing the challenges, data was collected from the interview. The aspects discussed were grouped into two aspects.

a. **Internal Challenges**

As stated in the theoretical framework of the challenges in implementing the 2013 curriculum, there were some challenges included into internal challenges. Therefore, the teachers had the solutions to address those challenges. The first challenge was dealing with the ICT usage. Here, the teachers found the solutions to address the challenges in using ICT. The first solution was learning about the ICT usage from the other people or YouTube tutorial videos. The other way was self-learning. It relevance with the theory from Hismanoglu, the teachers should prepare the practical knowledge in using ICT.⁶² Here, the teachers learnt about how to operate ICT tools such as LCD, computer, etc. and learnt about how to download the materials from the internet by searching from many resources. It could be from the internet, books, YouTube videos, the people who expert in using ICT or even they just keep operating the tools and learn by themselves.

The next challenge was dealing with the remedial program. The teacher found that the remedial program was not effective for the students who have reached the Minimum Completeness Criteria (Kriteria Ketuntasan Minimum (KKM)). In line with the study of Jane Nyambura Munene which found that the remedial program was difficult to be done, because the students who did not join the remedial program were only playing in field while waiting for their friends.⁶³ By this case, the teacher gave the task for them, in order to wait the rest of the students who conducted the remedial program.

The next solution was aimed to address a challenge which deals with the scientific approach. As stated before, scientific approach is not suitable to be used in

⁶² Cahyani and Cahyono, "Teachers' Attitudes And Technology Usein Indonesian EFL Classrooms," 142.

⁶³ Jane Munene, "Influence of Remedial Program On Academic Performance of Pupils in Public Primary Schools in Nyahururu District, Kenya," *IOSR Journal of Research & Method in Education* 07, no. 05 (2017): 45.

English lesson. Then, the teacher did the improvisation in learning process. Such as, using the other methods which are similar to the scientific approach. Mulyasa said that there were three methods of teaching-learning which close to the scientific approach. (1) Inquiry based learning, (2) Project based learning, (3) Problem based learning.⁶⁴ The teacher would adjust to the materials taught at that time. The improvisation of the teaching method was conditional to the situations.

The next solution was aimed to address a challenge in teaching media and materials. The teachers faced a challenge when they have made a teaching media, evidently the students were not interested to the media. By this case the teachers decided not to use the teacher-made media. However, the teachers tried to explain the materials without any media as long as the students could understand the materials well. In addition, the teacher should know the students' interests about the media.⁶⁵

b. External Challenges

The external challenges were the challenges faced by the teachers in which originated from the Government, the students and the learning facilities. As stated in the findings, there were some challenges which originated from the Government. The first challenge was the lack of teaching practice in the training program. This challenge usually happened when there was a revision on the curriculum. Suswanti stated that the solution was joining the intensive training, while in this research the training was only limited.⁶⁶ Hence, the teacher's solution was self-learning. The teacher read the theories which were gotten from the Government and the teacher practiced them into the real teaching in the classroom. The teacher called it as a learning by doing. The next challenge originated from

⁶⁴ Usman Kasim, Teuku Zulfikar, and Nasriyati,.... 525.

⁶⁵ Rahayuningsih, "Student Teachers' Challenges In Developing Teaching Materials During Teaching Practicum In Vocational School."....12

⁶⁶ Hendriani,.....73

the Government was dealing with the time allocation provided. The teachers faced a challenge when they conducted a remedial program. The time was limited to do a remedial program in the classroom. Hence, the teachers gave a remedial task to the students and asked them to do the task at home. Therefore, the students could work on the remedial task and it would make the time allocation sufficient for the next materials. The other challenge deals with the time allocation was the unsuitability between the time allocation arranged in the lesson plan and the real situation of the class. By this case, the teachers adjusted the time allocation and the situation of the class. It usually happened when the lesson conducted after the sport lesson. Therefore, the teachers used the remaining time effectively.

The next external challenges were originated from the students. The teachers did some different solutions to address the challenges originated from the students. The first solution was aimed to address the challenge in making students be better in the communication, because not all students are brave in the public speaking. Here the teachers used an interesting media to attract the students' interest. Then, the students would be interested to the media and they would share their idea into a spoken language. The other challenge usually happened when the students did a group presentation of a group discussion. There were some students who were not confident to present the result. In addressing the challenge, the teachers asked the students to divide the jobs for all of the group member before they presented their work. Therefore, every student would try to speak in public. Moreover, the students could learn about the collaboration through the jobs' division. The next challenge was occurred when the teachers give a motivation in the beginning of the lesson. The teachers did a face to face communication with the students to know their problems and give them advices about their problems.

The next solution was aimed to address a challenge when the teachers delivered the learning indicators, basic

competencies (KD) and the aim of the study. Regarding to the ministry regulation, the teachers should deliver the learning indicators, basic competencies (KD) and the aim of the study in the opening session.⁶⁷ The teachers still delivered those terms in the outline form by using their own language which is understandable for the students.

The other solution was done to address a challenge when the teachers did a reflection in the end of the lesson. Some students got the difficulties in reflecting the lesson. Hence, the teachers used a reflection tree to attract the students in doing a reflection. A reflection tree is a learning media which used to stick a reflection which have written by the students. It aimed to make a reflection session to be more interesting.

The next solution was aimed to address a challenge originated from the students that is the students' different level abilities. The setting of the classes was not in the levelled-based class. Therefore, the students in the lower level abilities had a problem in understanding the material. The teachers had a solution that is asking the students who have higher level abilities to help their friends who were in the lower level abilities. It relevance with the research of Melinda that a grouping tasks with the vary students could solve the problem with the students' different abilities.⁶⁸ The other solution was asking a help to the counselling teachers (*Bimbingan Konseling (BK)*) to know the students' problems why they could not understand the materials well and the causes of those problems. It would make the teachers know why the students could not understand the lesson well.

The last challenge originated from the students was the unwillingness of the students in learning the upcoming materials. The teachers' solution to address the challenge was giving a motivation to the students who

⁶⁷ Menteri Pendidikan dan Kebudayaan Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah,"

⁶⁸ Robert, "Teaching in the Multilevel Classroom," 1–4.

were unwilling to learn the upcoming materials at home. The motivation was a motivation about the importance of preparation in learning. By the time the students would realize that having preparation in learning was an important thing.

The next solutions were aimed to address the challenge in the HOTS, 4C and literacy areas. The first challenge was a challenge in applying HOTS to the students with the lower level abilities. Here the teachers had some solutions to address the challenge. The teachers applied a group learning which consisted of the students who were in the lower and higher level abilities. The students in the higher level abilities would help the students who were in the lower abilities directly. The other solution was giving a special treatment to the students who got the difficulties to work in HOTS questions. Here, the teachers guided the students who were in the lower level to work in the HOTS question gradually. Once they could pass the HOTS questions the teachers would let them to work on their own. The other way was giving a more practices in HOTS questions to the students. The practices were given gradually from the easy questions to the difficult questions.

The next challenge was a challenge in applying 4C to the students who were in the first semester of the seventh grade. Here, the teachers used an interesting media to attract their critical thinking. By using an interesting media, the students would be easy to think critically. In addition, the teachers also gave more practice in order to build students' 4C skills. The teachers used a Government-provided book to practice the students in 4C skills. The other challenge was a challenge to apply 4C skills in ELT process to the students who were in the lower level abilities. The teachers used a group discussion consisted of students' mixed level abilities to address the challenge. In the group discussion, the students would learn how to collaborate with their friend and communicate with the others. Hence, the students' collaboration and communication skills would be built directly. The next solution was convincing the

students about the importance of 4C skills in the 21st century to solve a challenge on the students' lack-motivation in applying 4C skills. The last challenge was dealing with the literacy program. The students' reading interests were not the same. There were some students who were not interested in reading. The teachers did some ways to address the challenges. They were giving a motivation about the importance of reading and applying the reading habit in the beginning of the lesson. Here, the teachers gave 5 minutes to apply the reading habit. By the time, the students' interests in reading would be increased.

The next external challenge was originated by the learning facilities. The first challenge was the problem in the usage of learning facilities. The learning facilities were not inadequate, the teachers tried to fix the problems by themselves. If there were still a problem in the learning facilities, the teachers would use the other choices. Here, the teachers usually faced a problem in the connection between LCD and the laptop, then the teachers change the media with the easier media such as a printed pictures or the cardboard paper. The last solution was to address a challenge in the Government-provided books. The books still could not suffice the students' HOTS needs. The teachers found another learning resources and used it as a practice to increase the students' HOTS and 4C skills. The resources could be from internet or the other books.

CHAPTER V CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the research findings presented in the previous Chapter, there are two main points in conclusion which is related to the research questions.

1. **The challenges faced by English teachers in implementing the 2013 curriculum**

As stated in the previous points, the challenges were grouped into two main points. They were the internal challenges which were originated from the teachers and the external challenges which were originated from the Government, the students and the facilities. The most challenging parts in implementing the 2013 curriculum were coming from the students. The internal challenges which came from the teachers were the challenges dealt with (1) The usage of ICT (Information and Communication Technology) tools, (2) The time allocation for remedial program which had arranged by the teachers in the lesson plan, (3) The implementation of the scientific approach and the other methods and (4) The unwillingness of students in the teachers-made media.

The next challenges were the external challenges which came from the Government. The challenges were dealing with (1) The time allocation given in ELT process that was not suitable to the real situation and (2) The lack of practices in the curriculum training which conducted by the Government. The next external challenges were the most challenging challenges which originated from the students. The challenges were dealing with the students' different abilities and the students' problems in working on HOTS, 4C and literacy program in the 2013 curriculum. The last external challenges were originated from the learning facilities. The challenges were the use of the facilities which were inadequate and the limitation of the Government-provided book.

2. **The English teachers' ways in addressing the challenges**

The teachers' ways in addressing the challenges are based on the findings of the study. The solutions to address the challenges which originated from the teachers were (1) self-learning from many resources to address a challenge which dealt

with ICT, (2) giving a task for the students who did not join the remedial program, (3) using the other suitable teaching method in ELT process and (4) the decision not to use any teaching media when the students did not interest to the teachers-made media.

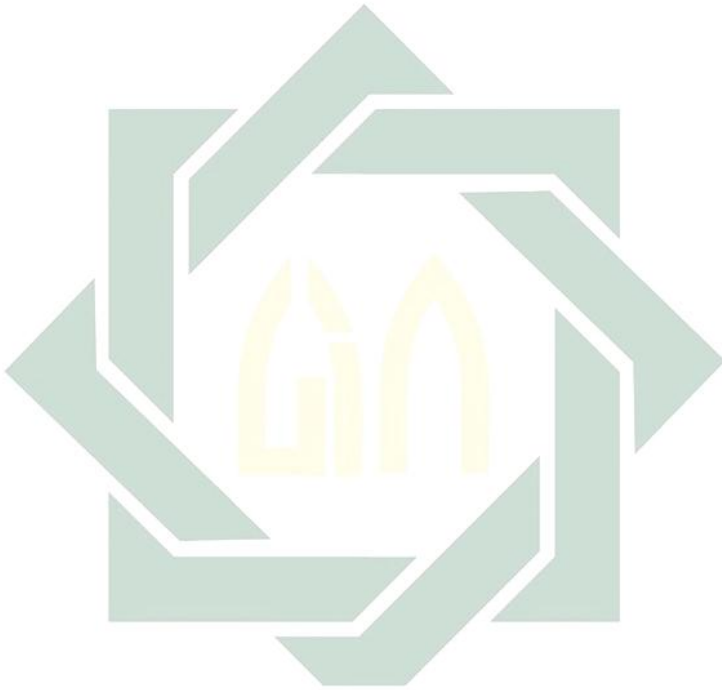
The next solutions were aimed to address the challenges which originated from the Government. They were doing self-learning after attending the training and adjusting between the remaining time allocation with the learning activities. To address the challenges which dealt with the students' different abilities and the students' problem in working on HOTS and 4C, the teachers (1) used an interesting media to attract their interesting in learning English, (2) gave a motivation both face to face and simultaneously and (3) applied a group discussion. In addition, to address the challenge which dealt with literacy program, the teachers applied a reading habit in the beginning of the lesson. The teachers' ways in addressing the challenges which originated from the learning facilities were the teachers' effort in fixing the facilities which were inadequate and finding the other learning resources that match to the materials.

B. Suggestion

Based on the result of the research, the significant suggestions were aimed for:

1. The English teachers and the future English teachers:
The teachers who are still have the same challenge in implementing the 2013 curriculum are suggested to use the solutions stated in the findings to address those challenges. Furthermore, the teachers are suggested to avoid the possible challenges by applying the solutions above.
2. The Institutions:
Based on the findings, the teachers still had the challenges dealt with the learning facilities. The Institutions are suggested to support the learning facilities which are adequate and match to the learning materials.
3. The further researchers:
This research found the challenges in the teaching process in the class and the solutions to address the challenges. The further researchers are suggested to find the other challenges issues in the similar topic about the 2013 curriculum such as the challenges in designing lesson plan or the challenges in the

learning evaluation process. In addition, they are suggested to use the other research method in order to analyse the data.



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