

# **The Implementation of the 2013 Curriculum in Teaching Simple Present Continuous Tense through Cooperative Learning at the Eighth Grade Students of SMPN 13 Semarang**

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This study attempts to describe teacher's method in implementing of 2013 curriculum. This study used qualitative as the approach and case study as its research design. The subject of this study was eighth grade students of SMPN 13 Semarang. To collect the data, the writer used observation and interview. The result of the study shows that the English teacher used cooperative learning in teaching simple present continuous tense using cooperative technique in implementing 2013 curriculum. He tried to implement the five learning steps of scientific approach of 2013 curriculum. However, he encountered some problems such as limited time, less competence in implementing 2013 curriculum, unavailability of workshop or seminar in his school. In other cases, the English teacher only focus on the textbook to give the examples of the material. Whereas, teaching simple present continuous tense needs the real examples to make students understand. Therefore, the teacher needs workshop of the implementation of 2013 curriculum. The authentic example should be used by the teacher to make students understand easily.

*Keywords:* implementation of 2013 Curriculum, teaching simple present continuous tense, cooperative learning

*Penelitian ini bertujuan untuk menggambarkan metode yang digunakan oleh guru bahasa Inggris dalam mengimplementasikan kurikulum 2013. Penelitian ini menggunakan kualitatif sebagai pendekatan dan studi kasus sebagai desain penelitian. Subjek penelitian ini adalah siswa kelas 8 SMPN 13 Semarang. Untuk mengumpulkan data, peneliti menggunakan observasi dan interview. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan pembelajaran kooperatif dalam mengajar simple present continuous tense dalam menerapkan kurikulum 2013. Namun, dia menemukan beberapa masalah seperti keterbatasan waktu, lemahnya kompetensi guru dalam menerapkan kurikulum 2013, ketidaktersediaan workshop atau seminar di sekolahnya. Pada kasus lain, guru bahasa Inggris hanya fokus pada buku teks untuk memberikan contoh dari materi tersebut. Sementara, pengajaran simple present continuous tense memerlukan contoh yang real untuk membantu siswa dalam memahami materi tersebut. Oleh karena itu, guru tersebut membutuhkan workshop atau seminar tentang implementasi kurikulum 2013. Materi and contoh yang autentik seharusnya digunakan oleh guru untuk membantu siswa memahami dengan mudah.*

## **INTRODUCTION**

In Indonesia, the education movements have been introduced to develop the quality of the people. The quality of the people depends on the educational quality and the role of education in creating the brilliant society, peachfulness and democracy. To meet that demand, The Indonesian government works very hard to create a marvelous design of education that can form an excellent generation with good knowledge, massive skill and likeable behavior. In order to reach those purposes, the government design the new curriculum (2013 curriculum) to increase the quality of nasional education and to be relevant to modern era. However, the successfulness of the implementation of the curriculum 2013 is not only on accuracy and substansial arrangement of curriculum and the leadership of teachers on the class level, but also it will be determined by the teaching strategeis of the teachers in implementing laerning steps of the new curriculum.

One of the strategies that the teacher can use in implementing the new curriculum is Cooperative Learning. Cooperative learning can be defined as a stratgy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving and to encourage colloabotarive skills. According to Richards Arends, "Cooperative Learning is actually a family related strategy that can accomplish a variety of purposes. Depending on the strategy selected can impact factual material, basic skills, conceptual understanding, or problem solving. Cooperative learning strategies vary in how teacher cntered they are, but since they involve students interaction, they are as a group considered as much less teacher centered than lecture or direct instruction."

In cooperative situation students can provide means of working towards such goals, with significant part of learning taking place in small, mixed-ability teams concisting of two to four leaners. The work in the team is structure so that there is positive interdependence and individaul accountability among the learners, with each participant contributing to the team product and the team being in change of helping its teammates to learn.

## **METHOD**

In this study, the writers used descriptive qualitative research that was case study, as the research design to describe the teaching and learning process happening in classroom. This study described and explained the process of teaching and learning in implementing 2013 curriculum in secondary school of SMPN 13 Semarang.. This study is individually describing the efforts of teacher in implementing the five learning steps in 2013 curriculum. This study was done in SMPN 13 Semarang and the participant was eight grade students.

In collecting the data, the writers used observation and interview of English teacher. After the data collection, the writers analyzed data using descriptpive technique to describe how the teacher implement 2013 curriculum using certain strategy.

## **FINDINGS AND DISCUSSION**

### **The Analysis of The Implementation of 2013 Curriculum using Cooperative Learning Approach.**

The implementation of curriculum is an effort to apply idea, concept, and the policy of the curriculum in the learning activities so that students master a set of certain competency. In implementing the concept and the content of curriculum, it needs actors such as teachers, practitioners and etc. One of the actors who implemented 2013 curriculum in SMPN 13 Semarang was English teacher. He implement 2013 curriculum in teaching simple present continuous tense.

In applying 2013 curriculum, the teacher tried to implement learning steps of observing. In this case, students were asked to observe the pictures and illustrate the picture as a member of family. The teacher also asked students about their difficulties in creating sentences in the form of simple present continuous tense. Then, in implementing learning steps of associating and experimenting, the teacher asked students to illustrate the pictures as develop sentences based on the activities of member of family. Although the pictures asked to observe did not reflect the activities of member of family, the teacher took other pictures that reflect the activities are happening.

Out of five learning steps of 2013 curriculum, only four steps were implemented by the English teacher. While learning steps of networking was not implemented because of some factors such as limited time, teacher's competence in implementing those learning steps of new curriculum. In spite of the teacher implemented some of the learning steps of 2013 curriculum, he still had some difficulties to implement it because he does not get training or workshop about the implementation of 2013 curriculum. In this case, he needs training to understand how to implement learning steps with limited time.

Then, the purpose of cooperative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation. According to Roger T and David W. Johnson the purpose of cooperative learning is to make each member a stronger individual in his or her own right. And each member has responsibility upon their right. Based on the purpose of cooperative learning above the teacher had tried to encourage students to learn together by forming the groups to discuss the topic having been selected.

Based on the description above that there are some common ways to structure individual accountability. However, the teacher just conducted some of them that are the teacher asked students to make group in small group consisting of 4 members, assigned one student in each group to take role of the checker, observing each group and recording the frequently in which each member contributes to the group's work.

In the principle of cooperative learning the teacher had encouraged students to think in terms of positive interdependence, it means that the teacher encouraged students did not think competitively and individually. Although the teacher gave instruction to make four sentences

of each students and instructed to take responsibility or right as member, but they remain to work together.

### **The Role of Teacher and Learners in Teaching and Learning Process.**

Teachers' role in teaching process was as facilitator of students. In this case, teacher observed and gave feedback to students during the discussion activity. In the beginning teaching and learning process the activity was as teacher-centre, but after teacher formed students into groups, the atmosphere of classroom changed into students – centre. Teacher walked around students to control such activity and checked students' work.

However, the problem happened in the situation students had lack to dig the activities as a member of family do and less vocabularies. In this case, students need to enrich their vocabulary so that they can develop their sentences easily. Therefore, it can be done by listing the vocabulary related to the topic. Another problem that the teacher encountered was about the textbook. In this case, teacher just focused on the textbook, whereas teacher's book does not describe something which is happening, it means that such book does not reflect the authentic material. Therefore teacher should use other sources related to the topic to support students activities.

During the discussion session, the students thought collaboratively on task. The atmosphere of discussion was active enough and this describes the students' role as explained in theory of cooperative learning in which students have to take the active role in discussion session. In session of checking, all students or members mutually checked their work whether correct or not. This activity helps students to think critically and creatively.

### **The Role of Instruction Material**

Material plays an important role in teaching and learning and that should be suitable with students' level. As explanation in teaching and learning process above that the topic of this is simple present continuous tense. Moreover, the teacher did not ask students to develop their sentences based on the activities being happened in classroom or in school area as reflection of the activities are happening.

Thus, the problem is that the material doesn't reflect the situation which is happening in around area. In this case, the teacher should ask students to develop or discuss the topic based the situation which is happening in around students, so students easily develop and understand the topic. Principle of teaching simple present continuous tense should refer to the real situation which is happening at the time of speaking. However, the teacher just focused on the textbook, whereas that book does not describe something which is happening, it means that the such book does not reflect the authentic material. Therefore, teacher should use other sources related to the topic to support students activities.

Language acquisition was expected by teacher is the students are able to use target language using simple present continuous tense in whatever situations related to something or activities which is happening at the time of speaking.

## **CONCLUSIONS**

In implementing 2013 curriculum in SMPN 13 Semarang, the English teacher tried to apply five learning steps in scientific approach such as observing, questioning, associating, experimenting and networking as recommended by 2013 curriculum. Out of five learning steps, the English teacher are able to implement only four steps that are observing, questioning, associating, experimenting. Although he faced some difficulties such as limited time, less competence and etc.

Then, in teaching simple present continuous tense using cooperative learning, he also had weaknesses such as the material. In this case, the material does not reflect the simple present continuous tense, it means that he should use authentic material that describe the real situation happening. Although, he had weakness of implementing cooperative learning, he is regarded success in implementing it because almost students are active either in discussing or making sentences cooperatively.

Before applying the content of 2013 curriculum, the teachers or other stakeholders should be given training of how to implement such curriculum in classroom. In this case, headmaster as the key of school should also hold workshop or seminar about implementation of 2013 curriculum, so that teachers have competence or master in implementing it.

Then, In teaching and learning process the teacher should not focus on the book only, it means that the teacher should try to dig other sources related to the topic in order to support students to develop their understanding or knowledge. When teacher teaches simple present continuous tense the teacher can also use other authentic examples so that the students really understand the simple present continuous tense. As we know that teaching simple present continuous tense needs the real situation so that students can understand directly the concept or example of simple continuous tense.

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