

ENGLISH LEARNING CURRICULUM IN JUNIOR HIGH SCHOOL

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Abstract

This research was conducted to determine the application of the curriculum in learning English in junior high schools and the challenges faced by teachers. Questionnaires, observations, interviews, and documentation were used to collect data. The data needed is the implementation in learning English which can be seen from the syllabus, lesson plan used by teachers and the implementation in class and also the challenges that the teachers face in implementing it. This can be seen from the preparation, practice and evaluation. The challenges faced by English teachers here are the diversity of students and the limited time allocation for English.

Key words: curriculum, implementation, junior high school.

INTRODUCTION

English is an international language that has special function in worldwide today for communication (Simamora & Oktaviani, 2020; Utami et al., 2020). People can access many things such as internet, machine guideline, books, and literature from all over the world. In the other word, this study believed that English has important roles in many countries including Indonesia. Nowadays, English becomes one of subject that examined in the Final Examination of secondary school. It means Indonesian Government has a high awareness to the needs of English for students in this country. Indonesian government believes that students should be able to speak English so that they would be ready to compete globally (Oktaviani, 2012; Sasalia & Sari, 2020).

The development of English for students in Indonesia was influenced by some aspects such as the curriculum and teacher awareness toward the implementation of the curriculum (Adam et al., 2020; Dewi, 2021). Curriculum is a very important part in education while made by the government that will be implemented in the school (Wahyudin & Kuswoyo, n.d.; Wahyudin & Sukyadi, 2015). The one who would have implemented it is the teacher. The teachers' reference to make a material to be thought is the curriculum. The curriculum is an interactive process developed among learners, teachers, materials, and the environment (Luckett & Shay, 2020). Teachers are required to teach the students fit with their needs. Based on the basic competence or core competence and analyzed concept and content of the curriculum, teacher would know the needs of the students learning.

The school curriculum in Indonesia has changed several times. Since gaining independence in 1945, the Indonesian National Curriculum has changed several times. Nowadays, Indonesia have applied the 2013 curriculum which is intended for the better future of Indonesian education in facing the tighter competition in global era (Pasaribu, 2021; Puspaningrum et al., 2020; Puspita, 2004). It is expected to encourage the students' competence on behavior, knowledge, and skills. Relating to the implementation of 2013 curriculum, the government is responsible for socializing to parliament members, training the teachers and headmasters, providing students' books, teachers' books, and other related instructional materials, and conducting evaluation (Tuhuteru, 2020).

LITERATURE REVIEW

Indonesia's education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education. The first two levels constitute 'basic education' as that term is used in the Indonesian context. State educational institutions dominate the education system, particularly at primary and junior secondary levels (Diharjo et al., 2020; F. M. Sari & Wahyudin, 2019). Junior Secondary is an important phase of learning in state secondary schools for students in Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students.

In Indonesia, English is taught in junior high school, senior high school, and elementary school even in kindergarten (Ambarwati & Mandasari, 2020; N. R. Putri & Sari, 2021). Although English is not the new thing for junior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. A formal education is done at school in Indonesia and it has some subjects taught to the students, such as Mathematical and Natural Sciences, Social Studies, Indonesian language, and foreign languages (Muliyah et al., 2020; N. R. Putri & Sari, 2021). One of the foreign languages learned by the students is English.

Based on Muliyah & Aminatun (2020) cited in Wahyudin & Kuswoyo, n.d.) teacher education programs in Indonesia currently prepare pre-service English teachers for teaching at junior high and high schools and not in primary schools, because the recent curriculum for English language education in Indonesia focuses on English language education for junior high and high school students.

English learning presented at Junior High School (SMP) is more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing, without considering the ethical values contained in that four language skills (Kuswoyo, 2013; Yuniara et al., 2020). It means that the teaching and learning English. Based on the explanation above about English foreign language in Indonesian students have many difficulties because English is not the Indonesian native language. In addition, it is needs more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing (Apriyanti & Ayu, 2020; N. Putri & Aminatun, 2021; S. N. Sari & Aminatun, 2021).

METHOD

This study aims to determine the implementation of the curriculum in learning English in junior high schools. This research is focused on the behavior or activities of students during the learning process. To find out and get an in-depth picture of the implementation of English language teaching related to material development, teaching steps and classroom management at the school, this study used qualitative research methods using case studies. It is in line with other researchers that qualitative method is used to know more the data in depth (Pahdi et al., 2020; Rido & Sari, 2018). This data collection will find out what students' problems are in the process by using a questionnaire using google form. Which will be distributed with various questions that will be made by the researcher. In observation activities, researchers act as observers. The last technique in collecting data is documentation.

RESULTS AND DISCUSSION

This chapter describes the research results. It consists of two parts; research findings and discussion. As explained in the previous chapter, this study aims to determine the implementation of the curriculum in learning English in junior high schools. In table 1 some of the participation in this research :

Table 1.1 : Characteristics of responded base on gender

Gender	N	%
Female	26	68,4
Male	12	31,6
Total	38	100%

The results table contains 38 participants consisting of 26 women and 12 men.

NO	Statement	N	Mean	SD
1	Is the implementation of the curriculum in English at school very helpful?	38	2,71	0,51
2	Is the implementation of curriculum implementation in English learning good?	38	2,97	0,49
3	Activities carried out by planning and referring to certain rules to achieve the objectives of an implementation activity in the application of English?	38	3,10	0,64
4	The main purpose of implementation is to carry out the plans that have been carefully drawn up, either by individuals or groups?	38	2,94	0,51
5	How effective is the implementation of the curriculum in the application of learning English?	38	2,65	0,58
6	How well are curriculum documents structured in schools?	38	2,84	0,49
7	How effective is the process of teaching and learning activities carried out in schools in learning English?	38	2,44	0,55
8	A plan that has been prepared or made carefully and in detail in the Implementation of Curriculum in English Learning?	38	2,73	0,50
9	Does learning encourage the improvement of students' thinking skills in this implementation?	38	3	0,46
10	Learning increases students' motivation and learning motivation teach teacher?	38	2,84	0,49

The results of the questionnaire show that the mean is the average value and SD is the standard deviation. In these results, the average or mean value of several participants agrees with the implementation of the curriculum in English and the standard deviation is very low.

CONCLUSION

People can access many things such as internet, machine guideline, books, and literature from all over the world. In the other word, this study believed that English has important roles in many countries including Indonesia (Pratiwi et al., 2020; Rahmania & Mandasari, 2021; Zuhud, 2014). The development of English for students in Indonesia was influenced by some aspects such as the curriculum and teachers awareness toward the implementation of the curriculum. Curriculum is a very important part in education while made by the government that will be implemented in the school (Dewi, 2021; Pratomo & Gumantan, 2021; Puspaningrum et al., 2020). The school curriculum in Indonesia has changed several

times. Since gaining independence in 1945, the Indonesian National Curriculum has changed several times. Indonesia's education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education (Almuafiry et al., 2017; Gazali & Yusmaita, 2018; Lestari & Puspaningrum, 2021). The first two levels constitute 'basic education' as that term is used in the Indonesian context. In Indonesia, English is taught in junior high school, senior high school, and elementary school even in kindergarten. English learning presented at Junior High School (SMP) is more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing, without considering the ethical values contained in that four language skills. It means that the teaching and learning English (Heri Kuswoyo & Wahyudin, 2017; Oktaviani, n.d.; Oktaviani & Mandasari, 2019; B. N. Sari & Gulö, 2019). It is in line with the previous study that have been conducted by (Pustika, 2020; Sukerti & Yuliantini, 2018; Sulistiani et al., 2021)

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