

Research Article

An Exploration of the 2013 Curriculum Implementation in ELT Classroom Management in the Indonesian Senior High Schools

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Abstract: Curriculum is one of the important factors to improve education quality. In Indonesia, the curriculum has already changed in some occasions. At this time, the government has implemented the 2013 curriculum (K-13) as the revision of School Level-Based Curriculum development. The main purpose of K-13 is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible for the citizens and positive contributors to civilization. Thus, the teachers should have good classroom management skill to manage the classroom well in every situation. In addition, to create an effective learning environment, a teacher needs to play some roles for classroom activities. Therefore, this study aims to describe the English teacher's classroom management during the teaching and learning process at tenth grade of SMAN 7 Malang. The researcher uses three instruments to measure the implementation of classroom management by the teacher that are observation form, interview guide, and field notes. The observation form is adopted from Burden (1995) and Teaff (2007). Then, the interview guide of this study is adapted from Astuti (2015) the researcher has 15 questions related to classroom management. The field notes are used for collecting the data in the field. The subjects of the study are the English teacher and 35 students of X MIPA 4 class. Moreover, this study uses descriptive qualitative research. The result of this study showed that there are two aspects of classroom management are not fulfilled by the teacher, such as instructional strategies and social climates. However, the teacher succeeded to implement three aspects in his class, such as physical arrangement, instructional time and behavioral consideration. Hence, the implementation of classroom management was quite good to support the teaching and learning process.

Keywords: K-13, classroom management, physical arrangement, instructional time, instructional strategies, behavioural considerations, social climates, teacher role.

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INTRODUCTION

Curriculum is one of the important factors to improve education quality. The education system is not successful without it, because the curriculum plays an important role in the success of education for learners. In a narrow sense, the curriculum is defined as a plan for learning or a general overall plan of the content or specific materials of instruction that the school should offer the students by way of qualifying him for graduation or certification or for entering into a professional or vocational field, as Djuwairiah Ahmad (2014, cited in Connelly and Lantz 1991, p. 15) has demonstrated. Based on the Ministry of Education and Culture (2012), the curriculum defines as a set of plans and arrangements about goals, contents, learning materials and methods used as guidelines for implementing learning activities to achieve educational goals.

In Indonesia, the curriculum has already changed in some occasions, starting with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum), 2006 (School Level-based Curriculum). At this time, the government has implemented the 2013 curriculum (K-13) as the revision of School Level-Based Curriculum development. According to the Ministry of Education and Culture (2012), the main purpose of 2013 curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization.

Based on the K-13 interpretation, the teachers should have good classroom management skill to manage the classroom well in every situation. It is not only to help the teacher maintain the classroom activity

but also help them to create an effective learning environment for students. In addition, Dymoke *et.al* (2013, p. 117) conveys that classroom management is a central concern of a teacher as a beginner since they need to ensure that the classroom is a secure and positive place where learning can take place.

In addition, Burden (1995) and Teaff (2007) explained that there are five aspects of effective classroom management: physical arrangement, instructional times, instructional strategies, behavioural considerations and social climates. All of the aspects must be owned by English teachers to make their class well, but not all English teachers apply five aspects of effective classroom management. They only merely teach the materials without knowing how to create effective classroom management.

In addition to create an effective learning environment, a teacher needs to play some roles for classroom activities. Harmer (2001, p. 57-62) proposed eight teacher roles that can be applied for different classroom activity by the teachers. There is a teacher as controller, teacher as organizer, teacher as assessor, teacher as prompter, teacher as participant, teacher as resource, teacher as tutor, and teacher as observer.

This study focus on how the English teacher performed the classroom management by using 2013 curriculum. The researcher wants to find out the English teacher classroom management for tenth grade because students at this level have special characteristics. Senior high school is a time when each individual student takes the talent and personality that they realized in junior high school and expands them for future (Haruji Nakamura, 2005).

For this research purpose, the researcher chose SMAN 7 Malang which is located at Jl. Cengger Ayam I No.14, Tulusrejo, Lowokwaru, Tulusrejo, Kec. Lowokwaru, Malang, Jawa Timur 65141. The researcher chose the English teacher who taught at X MIPA 4 class. There were some reasons why the researcher determined this class and the teacher as the research participant. First was based on the researcher's experience when observing this class, the students were hard to be controlled by the teacher practitioner who is the student of Brawijaya University. Students often create noise by talking with their friends, doing another project during the lesson, showing less interest in the lesson, and *etc.* Those behaviours happen because the students want to be noticed by the teacher. Slavin (2008, p. 67) stated that children in this stage want to try something new and wants to be acknowledged by other people, in this case, is the teacher. The second was the researcher had seen the English teacher controlled and taught the students. The way the teacher was able to control the classroom and made the students pay attention to the lesson.

METHOD

The researcher used descriptive qualitative as the research design of this study. Furthermore, Creswell (1994, p. 145) stated that the definition of qualitative research involves fieldwork, the researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting. In addition, descriptive qualitative research is a method used by teachers to find out the knowledge concerned in research subject in several times (Mukhtar, 2013, p. 10).

FINDING

Finding presents the result of observation and interview guide that has already been done at SMAN 7 Malang. The result of observation was described by three observations that were conducted by the researcher. The interview based on the interview guideline by the researcher with the teacher.

The First Observation

The first observation was conducted on Wednesday, March 6th 2019 (See, Appendix 3a). The topic of the study on that day was about a Narrative text. The lesson was begun at 12.15 p.m. Mr Misianto as the teacher began the class by greeting and asking the previous material last week that was about Recount text. He also asked about differences between both materials then the students responded to the teacher airily and loudly. The teacher started to explain about the material on that day. After explaining the material, the teacher asked the students to look for some examples of the narrative text on their mobile phone. In this school, gadget are allowed because they believed that using the gadget in the right way can help the students enjoy learning activity. When the students looked for the examples on their mobile phone, the teacher walked around the class from one bench to another bench to make sure that they were looking for the assignments that had been given. And then the teacher asked the students one by one to read the example that had already students looking for.

After students reading the example, the teacher told one of the stories that had already mentioned by the students specifically. Here, the teacher told the story with the great expression and body language. The students did not show bad expression while the teacher was telling the story. Moreover, it made the students touched and motivated in learning on that day.

Fifteen minutes before the class ends, the teacher concluded the narrative text. Also, the teacher asked the students what the confusing material on that day. After making sure that the student understood the material on that day, the teacher closed the class by greeting.

When the writer came into the class, the classroom's condition was conducive. Chairs and desks were arranged well. The floor and the whiteboard were clean. Because of the students always cleaned the board after the end of the class and made sure that the next class was ready to use.

The classroom has a bulletin board on the wall to put the announcement about events or seminars. In the right side of the bulletin board, students stuck some poems. That's the task of another subject. The use of the bulletin board was good and maximum.

In functional room arrangement point, the temperature was comfortable to learn and teach. Lighting in this class was also great because every class in this school have five big windows and six lamps that made the class snugly. Students were not seated in high traffic or congested area so no sound of the high traffic that disturb teaching and learning activities (See, Appendix 1a).

The Second Observation

The second observation was conducted on March 20th 2019 (See, Appendix 3b). The class began at 12.15 p.m. and the teacher came into the class at 12.13 p.m. The students were ready to study in the classroom. Classroom and whiteboard were clean. The chairs and desks arranged well. Also, the bulletin board contained the same announcement as the previous week.

In the beginning, the teacher opened the class by greeting. Then, he asked the students' knowledge about the material in the previous week. After that, the teacher checked the attendance list and asked the students to raise their hand one by one. The teacher told about the material that was going to learn by the students. It consumed for about 20 minutes. The way how the teacher assessed the students still same with the previous week. The teacher gave some questions about the material on that day. He asked one by one student to read the question. Students who can answer correctly would get adding a score.

At the end of the class, the teacher told students that they need to make a paragraph of narrative text and it would be homework then should be done individually. After the teacher checking to understand the students, the teacher asked the students to repeat back about the material that had been taught. The teacher summarized at glance about the material. The teacher also made sure if the students still did not get the point they can ask on that day. When the bell ringing at 01. 45 p.m., the teacher closed the class and left the class.

The Third Observation

The third observation was conducted on March 27th 2019 (See, Appendix 3c). In the third observation,

different condition of the classroom happened when the teacher opened the class. The teacher opened the class by greeting as usual. Then the teacher announced that he can't teach the students fully because the teacher had a meeting with the other teacher in the office in preparing the UN for XII class. So he could only teach the students in one lesson on that day. Meaning that if the class was usually finished at 1:45 p.m. then on that day the class would be ended at 1:00 p.m.

In the beginning, the teacher stood up and checked students' attendance one by one then the student who was called by his/ her name raised hand. Then, the teacher continued to ask about the homework was already the students done yet. Students were asked to collect the homework by the teacher. Then the teacher picked one assignment randomly and it made students worry and nervous about which students' paper would be chosen. The student's paper who had already picked by the teacher should read the story in front of the class loudly. The teacher had purposes that it would make the student confident and show the plot of the story with their friends. It continued until 8 students who read their story in front of the class.

When the writer saw the situation in the class on that day, the students were very enthusiastic and excited. Besides, they would meet with the teacher for only in one lesson, they were very entertained by their advanced friends to read the story on that day. Because actually, at 12.00 o'clock p.m. was ineffective time to study, the problem was the situation of the students at this time is tired, sleepy and weak. Yet, it did not have an impact in X MIPA 4 class on that day because they really enjoyed learning situation and made the class run well.

After the chosen students have read their stories, the teacher closed the class. However, before closing the class, the teacher gave the assignment in the textbook that should be done individually and should be done immediately on that day. This was because the teacher did not want to let the students waste their free time by did not do anything in the class.

The situation immediately changed at that moment. The students who were previously happy because of the class would be ended, then, they felt disappointed and complained. Directly, the teacher explained the reason that they must take advantage of the existing time. Because by learning and having high knowledge, they would be able to become great people someday.

Hence, the students understood what the teacher's meaning and they agreed about it. Because the students had already handled, the teacher made sure that the students got the point of the assignment. After that, the teacher closed the class and asked the captain of

class to collect all of the assignments on his table in the office when they had already finished the assignment. Eventually, the teacher left the class.

The Result of Interview with the Teacher

In conducting the interview, the writer provided fifteen questions that were stated in the interview guideline and were validated by Dr. Putu Dian Danayanti Degeng, S.S. M.Pd.. The interview was conducted on Wednesday, March 27th 2019. The question is about the teacher's educational background, how the teacher manages a classroom, and about five aspects of effective classroom management which were used by the teacher in his class.

The teacher was Mr Misiyanto, S.Pd. M. Pd. He was an English teacher in SMAN 7 Malang. His education background was in English Education. There was a reason why he chose that subject, he considered that he was talented in teaching and becoming a teacher was his ambition since he was young. He graduated from D2 English Education of IKIP Negeri Malang in 1991. Then, he continued his S1 English Education in Universitas Negeri Malang and passed in 2002. His last education was S2 English Education in Universitas Islam Malang and passed in 2007.

From the interview, the researcher knew that the teacher had been already teaching English in SMAN 7 Malang for almost nineteen years. Before he taught in this institution, SMAN 7 Malang, He had a lot of experiences in teaching in the other institutions such as SD Kristen Kalam Kudus Malang, SMP Kristen Setia Budi Malang, SMA Kristen Setia Budi Malang, and SMPN 7 Malang.

There were some problems faced while the teacher taught X MIPA 4 class. The teacher had difficulties because of the students' low degree of learning motivation. He told that "when the students do not have a motivation to learn in a class, the students will hard to receive knowledge from the teacher". Then the solution of that problem from the teacher was various teaching methods. It had meant that the students would not face the same teaching method in the same class to motivate them in learning a foreign language.

There were five questions about five aspects of effective classroom management which were used by the teacher in English subject. They were about the physical arrangement, instructional time, instructional strategies, behavioural considerations, and social climates;

- a. About physical arrangement. The teacher made sure that all students could see the LCD or whiteboard clearly. He wanted the students to understand the material that had been delivered and explained on the board or LCD distinctly.

- b. About instructional time. The teacher always observed the instructional time based on the lesson plan. That's why he was able to manage the time well in every class.
- c. About instructional strategies. The teacher used instructional strategies but it was not in specific instructional strategies. He used group working as part of instructional strategies rarely. Meaning that, when he used group working, there were some students who did not work effectively. In the end, he used independent practice more often as instructional strategies.
- d. About behavioural consideration. It was about reinforcing class routines. The teacher said that he gave the students verbal punishments and rewards. Meaning that the teacher rebuked the students when they made a problem in the class and the teacher gave praises when the students did their job as a student.
- e. About social climates. The teacher had a good rapport with his students. He was a teacher. He had to be a good teacher for his students. He tried to understand the conditions of the students. He had to build good examples to the students. He had to teach about what good attitude itself before he taught about the academic ability. Academic ability and attitude had to balance each other.

DISCUSSION

This discussion answered the research problems. The result of this research was to prove what does the classroom management of X MIPA 4 of SMAN 7 Malang was effective or not to learn. Those aspects were described here:

Physical Arrangement

Based on finding for physical arrangement aspect, the researcher found that the classroom was effective enough to support the teaching and learning process. According to Brown (2007, p. 241-243), there were four categories of physical environment; sight, sound comfort, seating arrangements, chalkboard use, and equipment. There was classroom management which centres on the physical environment.

The first category was sight, sound, comfort. There were five big windows and six lamps that supported the light in the classroom so that students had a clear vision. The classroom was far from street noise but sometimes, there were other noises from another class that the teacher in that class had not come yet. The classroom was good enough. The whiteboard was erased, but the floor little bit sandy.

The second category was the seating arrangement. Some chairs and desks were controlled well. In this school had a habit that before starting the class, the chairs and desks should be arranged neatly. In

X MIPA 4, the seating arranged used traditional type. Meaning that, a desk consists of two students, two chairs in a desk and also a desk for the teacher facing the student's seat. Then, there were four rows in the classroom.

The third category was chalkboard or whiteboard use. One of the teacher's greatest allies was the whiteboard. Visual input was given to the students from the whiteboard. It could help the students illustrate with words, pictures, graphs, and charts. The whiteboard was neat and orderly in the chalkboard use. It made the students comfortable in visual input in the teaching and learning process.

The fourth category was equipment. Brown (2007, p. 243) argued that it was very important to use equipment in the classroom. It supported teaching and learning to help the teacher deliver the material. One of the equipment was electrical equipment. There was a projector, audio, video player, et cetera. From three observations that had already done by the researcher, the researcher saw that there was no electrical equipment used by the teacher. He just merely used textbook and boards as equipment to teach the students.

Instructional Time

The teacher managed the instructional time in X MIPA 4 greatly. In the previous literature, Hoover, et al (2003, cited in Wong and Wong 1998, p. 20) described the different types of scheduling time in the school. Wong and Wong divide the time into four types. The first type was allocated time. The allocated time refers to the total for teacher instruction and student learning in the classroom. For example, the schedule of teaching activity for every subject by the teacher would be on time to start teaching and learning. During three observations, the teacher never came late. He started the class with greetings. The second type was the instructional time. He managed the lesson plan effectively in every meeting. He spent 10 minutes for opening the class with greeting and checking the attendance of the students, 15 minutes for reviewing the previous material last meeting and explaining what the material on that day, 30 minutes for giving an explanation of the material, 25 minutes for checking the students' comprehension, and 10 minutes for closing the class and giving the conclusion of the material on that day. The third type was the engaged time. The teacher always communicated between the teacher and the students. Asking, questioning, answering, discussing happened in the class. The fourth type was academic learning. In this type, the teacher tried to receive the knowledge but some students lack interest in the subject.

Instructional Strategies

Instructional strategies deal with the activity when students do their task, do discussion, and the way

the teacher monitors them. Based on Hoover, et al (2003, p. 126) there were some strategies, working in pairs, and working as an individual. The teacher used the independence practice strategy (working as an individual) when he taught in his class. This strategy meant that the students did the task individually based on teacher instruction. The teacher told that this strategy is suitable for the students' characters in the class. He hoped the students could improve their respective material comprehension skills.

In addition, based on Burden and Teaff's observation form, the researcher found in the international strategies that the teacher always use appropriate tempo and pace. He taught slowly because of the students' proficiency level. He also monitored the students' attention to the lesson continuously. The teacher's instruction was adapted based on student references. The questioning was used by the teacher. The teacher also gave some appropriate feedbacks to the students. The materials and examples were up to date. The teacher just merely took the materials from the textbook. Actually, the students lack interest in the materials given by the teacher. The researcher saw the students were more interested in other activities during the class. Moreover, the teacher did not use any kinds of media and electronic equipment.

The researcher saw that the teacher used an independent teaching strategy to teach the students. Based on Richa (2014, para. 1), "independent study included a range of teaching methods that develop student skills like initiative, self-belief, time management and self-improvement. Students were encouraged to undertake a planned activity under the supervision of a teacher or guide". The teacher did the independent teaching strategy which focused on homework and assignment.

Behavioural Consideration

For behaviour consideration aspect, the teacher showed an important role for students. The teacher showed his competence and spiritual intelligence during the learning activities. In addition, Jayadi (2012, p. 173) described the teacher's competence as the teacher's ability to control and give motivation to the students in the learning process. Spiritual intelligence shown by the teacher when he always connects bad habits done by students will also have a bad impact in the future. The researcher saw that the teacher was patient when he had challenges because of the students' bad habit during learning and teaching activities. Also, the teacher always advised the students who had good spiritual intelligence.

Reinforcement was one way to increase the students' motivation in teaching and learning activities. Based on Mulyadi (2009, p. 36), there were two processes to control the student's behaviour that relate

to this research; they were positive (reward) and negative (punishment) reinforcement. Then based on the interview result, the teacher never used violence for the reinforcement. Thus, the teacher used verbal reward and punishment.

The teacher showed that he tried to be a friendly teacher to his students. He communicated with his students in and out of the classroom. Furthermore, the researcher saw that the teacher was patient to face the students in X MIPA 4 that the class really needed attention.

Social Climates

Social climates dealt with the relationship between the teacher and students. Based on the previous literature in chapter II, Hoover, et al (2003, p. 20) argued that social climates were the social relationship that was established between the teacher and student and also among the students. A good relationship between teacher and students could produce a comfortable zone for learning activity. In the real situation, it was quite difficult to build a good relationship between teacher and students.

There to, the teacher has built a good relationship with his students. According to Garret (2014, p. 45), teachers should have sense humour, raw and welcoming personality, be able to provide extra help, be able to provide ongoing feedback, be able to encourage students to regulate their own learning, be able to talk, be sensitive to students' personal concern, be able to learn about students' cultural backgrounds, and take a personal interest in students. All prescribed methods could build a good relationship between teacher and students.

The researcher saw that the teacher had a good relationship with his students. The teacher had a positive attitude and really friendly. He never classified his students. He taught that all of the students should have the same portion. He also tried to understand the condition of the students. Moreover, the teacher ever said in the interview section that the students in this class really need attention. He also said that the condition was hard because of the students' low motivation. Meaning that the teacher felt little bit hard to conduct a good relationship with the students' bad behaviour. He had to build a good example for his students. He also had to teach about what important the good attitude itself before he taught about academic skills. Thus, the teacher thought that academic skills and attitudes had to balance each other. In addition, the researcher saw that the atmosphere in the class was always tense and a little stiff. That was because the teacher had a disciplined and orderly attitude.

In addition, Mulyadi (2009, p. 23) said that the teacher had a big contribution to create an optimal

teaching condition. The teachers had a certain attitude; being fair, honest, and serious about their job as the teacher. The teachers had to give a good example to the students in daily activities. The teachers were also open-minded with the students.

CONCLUSION

The researcher had drawn some conclusions based on the finding and the discussion which had been discussed above. The teacher had a positive and negative side to implement classroom management based on five aspects of classroom management. The positive side was the physical arrangement, instructional time and behavioural consideration. Then, for the negative side were instructional strategies and social climates. Hence, the teacher still had three aspects that he could handle. Thus, the implementation of classroom management was good enough to support the teaching and learning process.

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