



# The Teaching English of English Grammar based on the 2013 Curriculum

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## Abstract

This study aims at investigating the teachers' strategies in teaching English grammar based on the 2013 Curriculum. The subject of this research are two English teachers at SMPN 11 Maros Baru. This study is conducted by qualitative design and is focused on the phenomenon method. The findings show that the strategies applied by the teachers in teaching grammar based on the 2013 Curriculum are problem-based learning, project and blended learning. meanwhile, the problems faced by the teachers when implementing the 2013 Curriculum are related to time, the learners' self-confident, the internet networking, and the learning resources. As the result, the findings elucidate that most of the teachers apply the 2013 Curriculum in their teaching process. although it was not deeply in the using. The teachers use discovery-based learning, project-based learning and problem-based learning as the main strategy in their teaching and learning process. The problems faced by the English teacher when in implementing the 2013 Curriculum were related to time, the learner's unconfident, the internet networking and the pedagogy technology competence.

**Keywords:** Curriculum; grammar; teaching English

## **Introduction**

The transforming of curriculum in Indonesia has changed eleven times. It can be seen as follows: 1947 Curriculum, 1964 Curriculum, 1968 Curriculum, 1973 Curriculum, 1975 Curriculum Elementary Schools, 1984 Curriculum, 1994 Curriculum, 1997 Curriculum, 2004 Curriculum *pioneering Kurikulum Berbasis Kompetensi* (KBK) or Competence-based Curriculum, 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP) or School based Curriculum, and the current is 2013 Curriculum.

As the last curriculum, the 2013 Curriculum uses communicative approach. This approach is one of the methods that engage the teachers to be more creative to create activities which support the learners to use the language for communication. This approach also has other names, Communicative Language Teaching (CLT) or Functional Approach (Littlewood). Canale stated that Communicative Approach as a method of the language teaching involves the learners' creation and use of meaningful and purposeful utterances in the target language. Communicative Approach is used not only to make communicative competence but also to develop four language skills namely: reading, speaking, listening and writing.

As one of important skill for language learning. The writing skill teach in English foreign language learners such as learning encouragement, language development, learning approach, and most importantly, writing skill as compulsory subject. Therefore, writing become one of necessary skills for preparing the learners to communicate and acquire knowledge in the era of information technology. Teach writing it means that teach the structure or grammar.

Grammar is a system of rules that defines the grammatical structure of a language. In the junior high school, it is not taught separately in the 2013 Curriculum but it is taught integrate deal with other skill. In 2013 Curriculum, especially in junior high school level, the learners teach how to speak communicatively oral and written without introduce the basic grammar specifically to the learners first.

As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written. Unfortunately, in teaching English using the 2013 curriculum there is no specific part which emphasis on learners being able to know the structure, but for be able to use English communicatively, however the learners should know the concepts of structure or grammar correctly.

In the previous curriculum, the learners were emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that learners are facing very difficult to understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.

The learning grammar usually make the learners are not really interested to learn it although they are know well that it so important for them. This fact always realizes by the teacher when they teach about grammar. The atmosphere of the class calms down when grammar is taught.

There are some investigations have been conducted by previous researchers about the 2013 curriculum and grammar such as Ilma and Pratama (2015), Retnawati, Hadi, and Nugraha (2016), Maba (2017).

However, none of them have investigated of the teaching grammar based on 2013 curriculum. Most of them focused on the 2013 Curriculum with its effect. While in the researcher points of view based the role of grammar in using English as a tool of communication skills remains an important thing to consider.

### **Method**

This study is conducted in qualitative design since it investigated a phenomenon which described by Cresswell (1994) as an approach which inquires often makes knowledge claims based primarily on constructivist perspectives. The data described by English teacher strategy in teaching English grammar. In collected the data, the researcher used two instruments. They were observation and interview. The observation was distributed to gain the data about the teachers' strategies in teaching English based on 2013 Curriculum. There were some statements about the learning steps based on the scientific approach which the statements were marked with check list by the researcher based on the fact appropriate in the class.

The interview used was some questions which allow the teachers give the free answer. All the data process and presented into descriptive form in order to make the readers easy to got the complete information from the research result.

The subjects of this research were the English teachers who taught n academic year 2019/2020. The researcher chose the school because it is one of the most favorite schools in Maros that has competent teachers and modern facilities. Some of the teacher in Maros became the winner in some events. There were three English teachers observed in this research and all of them are civil servants

The researcher used interview as instrument in this research to know the teachers' understanding about the 2013 Curriculum, their understanding about the strategies that the teachers used especially in integrated the grammar and about the problems found when the teacher taught English in the classroom. This instrument guided by Pazaver (2019)

Observation used in this research to solved the research question about the strategy which used by the teacher in teaching in this activity, the researcher not spoke or

asked something to the teacher, it used to evidence between what the teachers' answer while in the interview process and the fact in the teaching and learning activity in the class. This instrument guided by Ratnaningsih (2017)

For the first step in her researching, the researcher starts her research from interviewing three English teacher which interview was done to know the teacher strategy that used by them. The objective this activity also to know the English teacher understanding about the implementation of the 2013 curriculum and to prove between the teacher's statements during the interview and the researcher found during observation. After six-time observation during one years, the researcher then analysed the teacher statement and the reality as quantitatively. From the observation and interview guide the researcher conclude the results of the research. So, the focus of analysis is the teachers' strategies in teaching English based on the implementation of 2013 Curriculum. The researcher also analysed the problems faced by the teachers in teaching English based on 2013 Curriculum.

## Results

The findings were-in the two parts descriptions. The first is the description about the English teachers' strategy which implemented by the teacher and the second is the problems which the teacher faced in teaching English grammar the description presented detailly.

The aim of this research is to describe the implementation of 2013 curriculum in teaching of English. The following are the findings of this research

The question being used to get the English teacher's responses toward her understanding about the 2013 Curriculum were also given to the other English teacher decided purposively.

The interview information being collected started with the first question. "*Did you know the objective of the learning in 2013 Curriculum?*". From this question, all the teacher answered same "yes" in which they realized the objective of the learning in 2013 Curriculum. Then at the further related question, the researcher give her another question "*if you know it, what it is?*", in which the responses was got as follows:

*" ... the implementation of 2013 Curriculum that very emphasize that the learning should be contextual. Contextual means that the learners are thought the theme according to the context, based on the situation and the environment's of the learners"(Teacher A)*

And then with the same question, the other English teacher gave her responses about the question, as follows:

*"... the 2013 curriculum was created to make the KTSP perfect, the objective learning in 2013 Curriculum is to prepare Indonesian people religious,*

*productive, creative, inovative and can contribute to the life of the nation, state and world”.(teacher B)*

*The third teacher also gave her answered as follows:*

*“...sorry for me, I did know what was the 2013 curriculum exactly. I Just knew that it was difficult to apply”*

Based on the interview, the researcher found that the teacher B understanding about the learning objective of 2013 Curriculum, then the teacher A was not answered correctly because she answers about the implementation about 2013 Curriculum and is not really related to the question. Nevertheless, it is indicating that the teacher gets the point of the objectives of the 2013 Curriculum goals. The researcher interpret that the teacher C did not understand about the objective of the 2013 Curriculum.

The second question is about the English teacher’s understanding about the scientific approach. The researcher asked to the teacher A and B about it. *“Did you know about scientific approach”?*. From this question, all have answered that same “yes” in which they knew about the scientific approach. The teacher C did not asked again about the 2013 Curriculum. Then at the further related question, the researcher gave another question *“ if you know it, what it is?”*, in which the responses was got as follows:

*“...The scientific approach means that all the teaching process should be scientific. The scientific means that the process teaching and learning process can measure” (A)*

And then with the same question, the teacher B gave her responses about the question, as follows:

*“...the scientific approach is model of learning in which contains some activity such as observation, asking, experiment, processing data or information and communicating. It should apply in all the meeting”(B)*

Based on the interview, the researcher found that the teacher A understanding about the scientific approach is the one choice to apply in the teaching process. it is indicating that the teacher A is not gets the point of the scientific approach because she said that the scientific approach just a choice to apply in teaching process, where actually it is a should to apply in teaching process.

From teacher B, the researcher found that she knew well about the scientific approach is like and it should apply in each teaching and learning process.

Then at the further related question, the researcher give her another question “*Did you apply the scientific approach in the teaching process*”? *If you apply it, how did you run it? and If you did not apply it, why*”? Then based on this question toward the teacher A, the answer got from her, as follows:

*“...because the scientific approach is one of the choice to implement in the teaching process, however I always try to apply it in the teaching process. The scientific approach means that all the teaching process should be scientific. The teacher measure the learners process in absorbing the lesson or the students’ project..”*

Then based on this question toward the teacher B, the answer got from her, as follows:

*“...every meeting in the teaching and learning process, I always do every activities such as ask, to the learners to answer the question, read the book, etc. It do for make the learners active in the class.”*

Based on the interview, the researcher found that the teacher A understood about the scientific approach process based on the how the teaching process evaluated as scientific and from the teacher B how to run the teaching process in the class. it is indicated that the teacher A actually knew the scientific process and the teacher B, the researcher found that she knew well how the scientific process should do.

The third question is about the models of learning in 2013 Curriculum. The researcher gave her question “*Did you know the teaching models in 2013 Curriculum, what it is*”? , in which the response was got as follows:

*“...actually there are three models in 2013 Curriculum. They are discovery, project and problem based learning, but there are eight curriculum models of learning as curriculum development model from 2013 curriculum”.*

And then with the same question, the teacher B gave her responses about the question, as follows:

*“... discovery, problem and project based learning are the models of learning that are very emphasize in the 2013 curriculum, but the teacher can apply another models in the teaching”(teacher B)*

From this question, all the teacher answered same “there are models” in which they know that the models are the prioritized models in 2013 curriculum.

The fourth question is about the syntax in the models of learning. The researcher gave her question “*every models have different syntax, how do you apply it*”. From this question, all the teacher answered same ““..The syntax every models should be done sequentially starting from basic ” in which they understand that the syntax should done in order each models.

The fifth question is about the strategy in teaching. The research ask “*What kinds of teaching strategies did you use? why did you use it? How do you apply it*”?

The teacher A gave her response as follows:

*“... whatever that strategies that use, it always based on the context, where the learners learn by doing, see the object , touch, hear, and enjoy the object of learning process. The strategy is very effective because it based on their daily live and familiar with the learners’ environment so the learners can get the point easily. ”(teacher A)*

And then with the same question, the teacher B gave her responses about the question, as follows:

*“ in teaching, the strategy that use are role play, debate, demonstration, etc which customized the material. (teacher B)*

From this question, the researcher get different answer, where the teacher A teach based on the context and the teacher B teach based on the material the lesson that costumized.

The next question about the grammar. All of the teacher were asked *“Did you agree that the teaching of grammar in 2013 Curriculum today is not important? If you agree, why? If you did not agree, why?”*

Based on the interview, the researcher found that the teacher A, B and C were not agree. They agree that the grammar forever needed to teach and very significant to teach for the learner although the teaching process based on the contextual teaching. The grammar always need when write and speak communicatively.

The researcher found the different strategy in teaching grammar which the teacher A said that :

*“...integrating grammar in teaching process based on the context, the learners unconscious that they learn grammar, just focus on one syllable, word or phrase”.*

From the interview the researcher found that the teaching process emphasizes the contextual teaching for the learners to reach the goals of teaching at the meeting. Integrating the grammar, the teacher A command sentences are the sentence which the learners mostly the learners hear or do everyday .

The teacher B described her strategy as follow as:

*“...in teaching the grammar, the sentences taught by gave the un complete sentence and the learners ask to complete it, the grammar is not taught by giving pattern as teaching traditionally ”*

The teacher C told her strategy as follow as:

“ *the grammar taught by given the patterns of the sentence that appropriate* ”

From the teacher's C statement, the researcher interpreted that the teacher C still used traditional strategy as like as in the KTSP curriculum.

From the observation the researcher not found the technology-based media used by the all teachers which it was one of indicators from the 2013 curriculum that the learning process were a combination between education system and certain technology and application in learning. This fact was very relevant with Alhabibi (2017) said that It was very important because technology can be out of date go ahead to find the latest updates that were sometimes important Use digital technology effectively, especially when used in specific locations areas like education.

In 2013 Curriculum, the scientific approach there are parts combination that should integrated in the learning activity they are technological, pedagogical and the content knowledge (TPACK).

As the findings relevant the challenges dealing with the technical problems, the teachers are accordingly to manage their time wisely to prepare the strategies in teaching. the teacher also need to consider learners' need, learners' level, learners' absorb and the learners' context when implementing the strategies in teaching tenses, so the learning process can reach the goals. Related the teachers' skill in dealing with the using technology, the teachers need to more to improve the skill by join the seminar or workshop about the technology related to the education skill.

Based on the findings and the observation, the researcher described some interpretation of findings in order to explain them in details. At the first meeting, the researcher observes the teacher A.

The researcher found that the teacher and the learners start the lesson with *salam* and pray together, the teacher ask to the learner who their friend was absent today, ask the question which related with the lesson will be done.

The researcher found the teacher explained the purpose of the learning, divided the learners into the groups, gave the material from the book, stimulated the learners to ask some question which related the text but the teacher was not answered the problems that the learner found.

The teacher taught about “*command sentence*” the teacher gave the real and contextual example of the sentence that from something that the learners often see, do and familiar with the learners daily. The teacher said to the learners that please make the command sentences that the learners often heard from the teacher, then the teacher ask the learners to say the command sentences that the learners always heard from the teacher when the teacher gave some instructions in the class. Furthermore, beside from the material based on the textbook, the teacher also gave an example, demonstrate orally,

verbally and fluently with the correct intonation with the correct word stress. Then the learners were asked to come on front of the class to write the example of command sentences. For example “do not be noisy please!, etc

## **Conclusion**

Based on the finding and discussion before, it can be concluded that the strategies applied by the teachers in teaching grammar based on the implementation of the 2013 Curriculum are discovery-based learning, project-based learning and problem-based learning. The problems faced the teacher when in implementing the 2013 Curriculum were related to time, the learners self-confidence, the internet networking and the learning resources.

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