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ENGLISH LEARNING STRATEGIES IN THE IMPLEMENTATION OF THE 2013 CURRICULUM FOR CLASS VII AT SMP NEGERI 2 MUNTHE

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ABSTRACT

The aim of this research is to see how English learning strategies are implemented in the implementation of the 2013 class VII curriculum at SMP Negeri 2 Munthe. This research uses qualitative research with a descriptive approach, this research uses qualitative research. Referring to Strauss and Corbin. The subject of this research was carried out at SMP N 2 Munthe in class VII. Where it was found that the learning strategies applied by English teachers were implementing contextual and scientific learning strategies. There are several obstacles in implementing the 2013 curriculum.

Keywords: Students Ability, Descriptive text, Think Talk Write Method.

INTRODUCTION

Education, which comes from the word *didik* in Indonesian, is the result of the Indonesian translation of the Greek word "peadagogie". The etymology of the word *peadagogie* is "pais" which means "child", and "Again" which means "guidance" so the translation is "guidance given to children". According to broader terminology, education is an effort undertaken by a person or group of people to become adults or achieve higher goals in life and livelihood.

Thus, from the above definition it can be concluded that education is an effort made by one or more people to guide, educate and teach something to children or students so that they become more mature and achieve higher and better life goals for the future.

The language learning process in both Indonesian and English in the 2013 Curriculum is used as a means to develop cognitive, affective and psychomotor abilities as well as reasoning skills. This is different from the 2006 curriculum which prioritizes language and literature skills.

Thus, a comprehensive understanding is needed for teachers to achieve the goals of the 2013 curriculum. This is in accordance with Rusman's opinion (2009:21) that the curriculum that will be studied by each student is an experience gained from their participation in the learning process carried out by the teacher. Teachers should be able to create effective learning that is able to encourage children's creativity as a whole, make students active, achieve learning goals effectively, and take place in enjoyable conditions.

The 2013 curriculum is a curriculum that focuses on building students' competencies and character, in the form of a combination of knowledge, skills and attitudes that students can demonstrate as a form of understanding of the concepts they learn contextually.

The implementation of the 2013 Curriculum indicates that learning strategies must be directed at facilitating the achievement of the competencies that have been designed in the curriculum document so that each individual is able to become a lifelong independent learner, and in turn they become an important component for creating a learning society.

In order to help prepare themselves to face challenges in the future, education must be provided to students to create an intelligent society. Because of this, SMP Negeri 2 Munte as the organizer has the responsibility to create quality learning, including English language education.

RESEARCH METHODOLOGY

This research was carried out with a descriptive qualitative approach, because the focus of the research was to find out how English Learning Strategies are in implementing the 2013 Curriculum. In qualitative data analysis research in this study, researchers used interactive model qualitative data analysis from Miles and Huberman which consists of: data reduction, data presentation, and conclusion drawing. This research was carried out at SMPN 2 Munthe school and focused on class VII.

FINDING AND DISCUSSION

English Learning in Implementing the 2013 Curriculum at SMPN 2 Munthe

From the results of observations and interviews conducted by researchers with English teachers at SMPN 2 Munthe, it was found that teachers in providing explanations

regarding the material presented used various strategies in implementing the 2013 Curriculum that is currently in effect. It's just that there are still teachers who don't understand learning strategies and still need a lot of consultation, because learning strategies are very important and a requirement for a teacher.

The authors found findings related to the implementation of learning strategies for English teachers at SMPN 2 Munthe: (1) Using contextual strategies, (2) using scientific strategies.

In general, learning implementation consists of three stages of activities, namely preliminary activities, core activities and closing activities.

Based on the results of observations, the preliminary activity carried out was that the teacher started the lesson by saying hello and then the students answered. Next, the teacher asked the class leader to lead the prayer and invite the members to pray together. The teacher asks about student attendance through student attendance attendance. From there the teacher can see the condition or condition of the students whether they are ready or not to receive the lessons that will be delivered. Then the teacher asks questions about the previous material and the material to be studied. Next, the teacher conveys the title of the material to be studied and the learning objectives.

In the core activity, the teacher conveys the content of the lesson material which at that time is about Grammar. The teacher delivers the material "grammar there is and there are". Then the teacher asks questions about the material. Students were active and enthusiastic in listening to their friends' answers and explanations from the teacher. In delivering examples of the material, the teacher shares his experiences in composing sentences, so that students can more easily understand the direction of the material they are studying.

The core activity also provides punishment for students who do not pay attention when the teacher explains. When he didn't pay attention to the teacher saying his name, three times he didn't pay attention to the teacher calling him to come to the front of the class. And for students who understand when asked by the teacher, the teacher gives a simple prize, even if it is just a round of applause.

Then in the closing activity, the teacher gives assignments to students. Then the teacher delivers conclusions regarding the material studied today. Then close by saying hello.

At another meeting, the preliminary activities carried out were the teacher starting the lesson by saying hello and then the students answered. Next, the teacher asked the class

leader to lead the prayer and invite the members to pray together. The teacher asks about student attendance through student attendance attendance. From there the teacher can see the condition or condition of the students whether they are ready or not to receive the lessons that will be delivered. Then the teacher asks questions about the previous material and the material to be studied. Next, the teacher conveys the title of the material to be studied and the learning objectives.

In the core activity the teacher forms groups and divides them into several groups. Then the teacher distributed pictures regarding the "Giving Commands" material. Students are asked to observe the picture, and the teacher asks questions about the picture. So students don't just see it and understand it too. If students don't understand, students can ask the teacher. After that, to dig deeper into the material provided, students discuss with their group friends, giving each other input and opinions based on what they know. Then after discussing they concluded the results of their discussion. After that, present the results of the discussion in front of the class.

In the closing activity, the teacher begins with an evaluation, then provides conclusions from the material discussed. After drawing conclusions the teacher provides wisdom from the lessons that have been implemented. After that, finish saying hello.

Supporting and Inhibiting Factors English Learning Strategies in Implementing the 2013 Curriculum at SMPN 2 Munthe.

Based on the results of observations and interviews regarding obstacles in implementing English language learning strategies at SMPN 2 Munthe, researchers found several obstacles as follows:

1. There are too many students locally which results in a less conducive learning process.
2. Some teachers still use old learning strategies or methods such as lecture and question and answer methods which result in learning becoming monotonous.
3. There are teachers who do not understand the 2013 curriculum, especially in the assessment section.
4. Weak thinking power of students from some local areas.

From the results of interviews with students regarding the obstacles that occur in implementing learning strategies, it is a challenge for the school and also teachers to continue to be innovative in creating quality students who are in accordance with the school's vision.

Learning Strategies Implemented by English Teachers at SMPN 2 Munthe

1. Contextual Strategy

A contextual approach or strategy is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of the family and community.

Based on research results, English teachers generally use contextual strategies. The activities carried out by the teachers are by linking the subject matter with everyday life so that students can better understand the material being taught by explaining examples they have experienced and can apply them in everyday life.

2. Scientific Strategy

The scientific approach is a learning approach that emphasizes student activities through observing, asking questions, reasoning, trying and creating networks in learning activities at school.

Based on the research results, apart from using contextual strategies, some English teachers also use scientific strategies. The activities carried out in implementing this strategy are that the teacher displays pictures or videos related to the lesson material. Then the teacher asks to observe the picture or video. Then there is interaction between the teacher and students who ask each other questions. Then the teacher asks students to communicate what they know from the information they have collected in front of the class.

CONCLUSION

Based on the research findings that can be put forward by researchers are that the learning strategy implemented by English teachers in class VII is to use contextual and scientific strategies. Regarding contextual strategies, teachers relate lesson material to everyday life so that students can apply it in their lives. Meanwhile, for scientific strategies, teachers apply observing, asking, gathering information, associating, and communicating. It's just that the implementation is still not optimal.

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