



**Curriculum change: Implementing the 2013 English Curriculum
in senior high schools in West Java province, Indonesia**

Submitted by

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ABSTRACT

The curriculum change in 2013 signified a crucial turning point in Indonesia. In the English Language Teaching (ELT) context, the Ministry of Education (MOEC) made some major changes in the curriculum. There are some significant changes related to the subject of English in the 2013 curriculum in Indonesia. These include the removal of English in elementary school, reduction of teaching hours in senior high school, reduction of contents of teaching material, and limitation of topics for class discussion. Moreover, the 2013 curriculum has represented a significant shift compared to the previous English curriculum as it has required a paradigm shift in teaching methodology. The main aim of the study is to explore the curriculum implementation at the senior high school level as school is the centre of change and it is essential to the success or failure of any educational reform. Consequently, the views of the curriculum stakeholder i.e. school principals, English teachers and students toward the new curriculum were gathered in order to understand the challenges and overcome them. The study adopted Fullan's (1991) framework of curriculum change model on implementation perspective with slight alterations (e.g., including students under local characteristics) and Brown's (1995) approach to element in language curriculum to fit in with the context of the curriculum change through an analysis of the curriculum stakeholder's beliefs about teaching and learning, their perceptions about the curriculum change, and the issues involved in implementation.

A mixed method design was employed with both quantitative and qualitative methods to collect the data: English teacher questionnaires and students' questionnaires, semi-structured interviews with school principals, English teachers and students and classroom observations. Quantitative data were analyzed using SPSS descriptive statistics while qualitative data were transcribed and then analyzed using thematic content analysis.

This study indicated that the curriculum change process was controlled centrally by the Minister of Education and Culture. This top-down approach to curriculum change disregarded the curriculum stakeholders' voice i.e: the school principals, English teachers and students. They did not have any choice other than to follow and implement what had been mandated by the government. The findings showed that participants hold different perceptions on the curriculum change. Their perceptions evolved with time to become more positive with familiarity. The findings of the study revealed that each stakeholder applied different strategies to cope with the curriculum change as they encountered different problems during the implementation of the change. The study discovered that the main challenges they faced were the time reduction in English subject, large class size, teacher paperwork, and limited learning resources at schools. The most significant challenge in 2013 English Curriculum mentioned by all stakeholders was the time reduction in English subject as that this was revealed to be is the most concerning aspect for all teachers and school principals as it also reduces English exposure for students. As a result, teachers struggled in explaining the lesson, assessing students' tasks and observing students' behaviour in only one session per week.

The implication of this finding reflects the need for the curriculum stakeholders to engage deeply with the nature and the effect of change at the start of the implementation phase. In another word, the MOEC should highlight the value of the curriculum stakeholders' role in the curriculum by involving them and listening to their voices during the curriculum development.

Keywords: curriculum change, ELT, senior high schools

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TABLE OF CONTENTS

Abstract	ii
Acknowledgements	iv
Table of Content	v
List of Tables	xi
List of Figures	xiii
List of Acronyms	xiv
List of Appendices	xv

CHAPTER ONE: INTRODUCTION

1.1 The nature of the problem	1
1.2 Rationale of the study.....	7
1.3 Research aims.....	10
1.4 Research questions	10
1.5 Significance of the study.....	11
1.6 Structure of the thesis.....	13

CHAPTER TWO: BACKGROUND OF THE STUDY

2.1 Indonesian secondary school context	14
2.2 The status and culture of English learning in Indonesia.....	15
2.3 The development of English curriculum at secondary level in Indonesia....	18
2.4 Overview of the 2013 Curriculum	23
2.5 The 2013 English Curriculum.....	26
2.6 Teacher training in the 2013 Curriculum.....	33
2.7 Summary of the chapter	34

CHAPTER THREE: LITERATURE REVIEW

3.1 Theoretical framework.....	35
3.2 The nature and importance of curriculum.....	43
3.2.1. What is a curriculum?.....	44
3.2.2. Components of the curriculum.....	47
3.2.2.1. Aims and objectives.....	49
3.2.2.2. Content.....	50
3.2.2.3. Learning materials and activities.....	51
3.2.2.4. Assessment.....	52
3.3. Understanding curriculum change	53
3.3.1 Why there is a need for educational change	53

3.3.2. What is meant by curriculum change?	57
3.3.3 Models of curriculum change	59
3.3.4 Change strategies.....	61
3.4 Perspectives on change process.....	63
3.5 The role of curriculum stakeholders in curriculum change at school level	66
3.5.1 Principals' role in curriculum change	67
3.5.2 Teachers' role in curriculum change.....	72
3.5.3 Students' role in curriculum change	79
3.6. Curriculum Implementation	83
3.6.1 Key Factors in Implementation	85
3.6.2 Characteristics of Change	87
3.6.3. Local Characteristics Affecting Implementation.....	89
3.6.4. External Factors.....	90
3.7 Summary of the chapter	90

CHAPTER FOUR: METHODOLOGY

4.1 Research paradigm.....	92
4.1.1 Ontological assumptions.....	93
4.1.2. Epistemological assumptions.....	94
4.2. Research Methodology... ..	96
4.3. Research design and justification.....	98
4.4. Research participants... ..	104
4.5. Data collection procedures.....	107
4.5.1. Quantitative data collection	107
4.5.1.1 Construction of the questionnaire.....	107
4.5.1.2 Piloting the questionnaire.....	109
4.5.1.3 Administering the questionnaire.....	110
4.5.2. Qualitative data collection	111
4.5.2.1. Semi-structured interviews... ..	111
4.5.2.2. Focus Group interview	114
4.5.2.3. Classroom observation.....	115
4.6. Research site	117
4.7. Data analysis	118
4.7.1. Quantitative data analysis... ..	119

4.7.2. Qualitative data analysis...	120
4.7.2.1 Semi-structured Interview and focus group interview	121
4.7. Classroom observation.....	124
4.8 Quality of research.....	126
4.9. Ethical issues.....	130
4.9.1 Gaining access	130
4.9.2 Informed consent... ..	130
4.9.3 Issues of anonymity and confidentiality	131
4.10. Challenges and limitations... ..	131
4.11. Summary of the chapter	132

CHAPTER FIVE : FINDINGS

5.1. Demographic information from the questionnaires...	135
5.1.1 Teacher questionnaire.....	136
5.1.2 Student questionnaire.....	136
5.1.3 English teachers' profile.....	137
5.1.4 Students' profile.....	138
5.2. Qualitative data analysis.....	139
5.3. Curriculum elements in the implementation of the 2013 English Curriculum	139
5.3.1 Objective of the 2013 English Curriculum- "It is much more emphasized"	141
5.3.2 The content of the 2013 English Curriculum- " <i>The content of this new curriculum is much better than before</i> "	144
5.3.3 The learning materials and resources of the 2013 English Curriculum- " <i>I do not use the MOEC textbook too often, but I use it as guidance</i> "... ..	148
5.3.4 The new student assessment system- " <i>Too many aspects to assess in such limited time</i> "	153
5.3.5 Teaching and learning process – " <i>I try to interact more with the students in the classroom</i> ".....	160
5.4. Curriculum stakeholders and the process of change.....	165
5.4.1 Reasons of the change- " <i>To change their mindset from teacher</i> "	

<i>as source of learning to student-centred learning</i>	166
5.4.2 The Necessity of change – <i>The two perspective</i>	167
5.4.3 Perspective on the early years of implementation- <i>“Once it was implemented, many things became difficult”</i>	171
5.4.4 Teacher role in the 2013 English Curriculum- <i>“The role of the teacher now is as facilitator so we don’t have to give too many lecturing”</i>	175
5.4.5 Impact of the 2013 English Curriculum on teachers- <i>“I feel great desire for learning”</i>	178
5.4.6 Impact of the 2013 English Curriculum on students- <i>“I feel very motivated”</i>	179
5. 4. 7 Mixed feeling toward the change.....	181
5.5. Managing curriculum change and its implementation	183
5. 5.1 Challenges in implementation.....	184
5.5.1.1 Time reduction for English subject- <i>“The time reduction is really affecting us”</i>	184
5.5.1.2 Large class size- <i>“For that amounts of students, that’s hard”</i>	187
5.5.1.3 Over-detailed assessment	188
5.5.1.4 Students’ limited English vocabularies.....	189
5.5.1.5 Teacher paperwork- <i>“They don’t have enough time to do it as their main job is teaching”</i>	190
5.5.1.6 Lack of school facility- <i>“We still have limited budget”</i>	191
5.5.2 Coping strategies.....	192
5.5.3 Perceived support.....	194
5.5.3.1 Government support.....	194
5.5.3.2 School support	197
5.6. Summary of the chapter	198

CHAPTER SIX: DISCUSSION

6.1. Introduction.....	199
6.2. Curriculum stakeholders’ perception on curriculum change and its implementation.....	200
6.2.1. Curriculum change: a change of textbook... ..	200
6.2.2. Focus on students not teacher: Student-centred learning.....	204

6.2.3. A brand new way of testing: Authentic assessment...	209
6.3 Curriculum stakeholders' voice and coping strategies in implementing curriculum change.....	212
6.3.1. Curriculum stakeholders' voice and strategies in curriculum change	213
6.3.1.1 School principals.....	213
6.3.1.2 English teachers.....	215
6.3.1.3 Students... ..	218
6.3.2 Training and support during curriculum change	221
6.4. Overcoming challenges in implementing change	223
6.4.1. Time reduction in English subject.....	224
6.4.2. Large class size.....	225
6.4.3. Teacher paperwork leading to heavy workloads... ..	227
6.4.4 Limited learning resources at schools... ..	229
6.5. Summary of Chapter Six.....	232

CHAPTER SEVEN : CONCLUSION

7.1 Summary of the main findings	233
7.2. Implications of the study.....	237
7.2.1 Implications for policy makers... ..	237
7.2.2 Implication for Teachers.....	238
7.3 Limitation of the study... ..	241
7.4. Contribution to knowledge.....	242
7.4.1 Theoretical contributions... ..	242
7.4.2 Methodological contributions.....	247
7.4.3 Pedagogical contributions... ..	247
7.5. Recommendations and suggestions on further research.....	236
7.6 Reflection on PhD research journey.....	248
References.....	251
Appendices.....	276
Appendix 1.....	266
Appendix 2.....	267
Appendix 3.....	284

Appendix 4	292
Appendix 5.....	302
Appendix 6.....	309
Appendix 7.....	313
Appendix 8.....	317
Appendix 9.....	320
Appendix 10.....	324
Appendix 11.....	326
Appendix 12.....	327
Appendix 13.....	336
Appendix 14.....	338
Appendix 15.....	348
Appendix 16	350

List of Tables

Table 1.1	Indonesian PISA result from year 2000-2015	2
Table 2.1	The Development of English Curriculum	19
Table 4.1	Number of research participants.....	106
Table 4.2	An overview of the data analysis methods.....	119
Table 4.3	Dataset that answered research questions.....	126
Table 4.4	Cronbach alpha for students' questionnaire.....	128
Table 4.5	Cronbach alpha for teacher questionnaire	128
Table 5.1	Distribution of English teachers' questionnaire	135
Table 5.2	Distribution students' questionnaire	136
Table 5.4	The percentage distribution on the objectives of the 2013 English Curriculum on teacher questionnaire.....	142
Table 5.5	The percentage distribution on the content of the 2013 English Curriculum on teacher questionnaire.....	142
Table 5.6	The percentage distribution on the learning materials of the 2013 English Curriculum on teacher questionnaire.....	148
Table 5.7	The percentage distribution on the content of the 2013 English Curriculum on teacher questionnaire.....	152
Table 5.8	The percentage distribution on the English textbook and learning resources of the 2013 English Curriculum on teacher questionnaire	152
Table 5.9	The percentage distribution on the new student assessment of the 2013 English Curriculum on teacher questionnaire	153
Table 5.10	Percentage of distribution for the new student assessment system on teacher questionnaire	157
Table 5.11	Frequency of teaching methods by teachers	162

List of Figures

Figure 3.1	Theoretical and conceptual framework of the study	35
Figure 3.2	Fullan's (1991) four stages in the curriculum change.....	38
Figure 3.3	Systematic approach to designing and maintaining language curriculum (Brown, 1995).....	41
Figure 3.4	The curriculum spider web (Van den Akker, 2003).....	48
Figure 3.5	Summary of the school principals role in curriculum change	67
Figure 3.6	Summary of teachers' in curriculum change	72
Figure 3.7	Summary of students' role in curriculum change	79
Figure 3.8	Interactive Factors Affecting Implementation.....	86
Figure 4.1	Convergent parallel mixed methods design.....	102
Figure 4.2	Sample of categorizing codes into theme.....	103
Figure 4.3	Initial coding for the interview transcripts.....	122
Figure 5.1	Distribution of teacher participants according to gender.....	137
Figure 5.2	Distribution of participants-teaching experience.....	138
Figure 5.3	Distribution of participants according to gender	138
Figure 5.4	Themes related to curriculum elements in the implementation of the 2013 English Curriculum	141
Figure 5.5	Themes related to Curriculum stakeholders and the process of change	166
Figure 5.6	Managing the process of change	184

List of Acronyms

BSNP	Badan Standar Nasional Pendidikan
CP	Centre–periphery model
CBAM	Concern-based adoption model
ELT	English Language Teaching
EFL	English for Foreign Language
GBA	Genre-based approach
MOEC	Ministry of Education and Culture
MORA	Ministry of Religious Affairs
OECD	The Organization for Economic Co-operation and Development
PISA	Program for International Student Assessment
RD&D	Research, development, and diffusion model
SA	Scientific Approach
SFL	Systemic functional linguistics
TIMSS	Trends in International Mathematics and Science Study
TOC	Target-Oriented Curriculum

List of Appendices

Appendix 1	Certificate of ethical research approval.....	276
Appendix 2	Consent form.....	277
Appendix 3	Sample of Teacher questionnaire in English version.....	284
Appendix 4	Sample of Teacher questionnaire in Indonesian language.....	292
Appendix 5	Result of teacher questionnaire.....	302
Appendix 6	Sample of Student questionnaire in English version.....	309
Appendix 7	Sample of Student questionnaire in Indonesian language.....	313
Appendix 8	Result of Student questionnaire.....	317
Appendix 9	Interview questions for English Teachers.....	320
Appendix 10	Interview questions for School Principals.....	324
Appendix 11	Interview questions for Students.....	326
Appendix 12	Sample of interview transcript with Teacher.....	327
Appendix 13	Classroom observation data.....	336
Appendix 14	Sample of focus group interview transcript with students.....	338
Appendix 15	The list of themes and sub-themes	348
Appendix 16	Example of Nvivo codes.....	350

CHAPTER ONE

INTRODUCTION

1.1. Nature of the problem

A new curriculum is the fundamental stimulus in educational change, especially when it is mandated by the government. Internationally, curriculum change is seen as “a major ongoing project” for nations in trying to increase the outcomes of student learning in a global competitive environment (Derewianka, 2015). Consequently, curriculum change occurs in response to changes that take place in society and changing aspirations in terms of curricula can shape the future.

In the context of Indonesia, a country of almost 250 million people with diverse ethnic groups speaking an estimated 700 local languages, curriculum change is truly a complicated responsibility. In 2013, the Education and Culture Ministry has taken one revolutionary step in improving the educational system in Indonesia by changing the national curriculum, namely the 2013 curriculum. This curriculum was officially launched on July 15, 2013 starting with first, fourth, seventh and tenth graders in 6,221 pilot schools in Indonesia. The implementation of the new curriculum is justified in relation to the education quality, the study of PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) in 2012. In the first participation in 2000, Indonesia was ranked 39 out of 41 countries. As the number of countries joined in PISA increased, Indonesia remains in the bottom five. The average score of Reading, Math, and Science are below the International Score Average (500). The result can be further

seen in table 1.1 below:

Table 1.1

Indonesian PISA result from year 2000-2015

Year	Subject	The Average Score - Indonesia	The Average Score - International	The Rank of Indonesia	Total Country Participant
2000	Reading	371	500	39	41
	Math	367	500	39	
	Science	393	500	38	
2003	Reading	382	500	39	40
	Math	360	500	38	
	Science	395	500	38	
2006	Reading	393	500	48	56 57
	Math	391	500	50	
	Science	393	500	50	
2009	Reading	402	500	57	65
	Math	371	500	61	
	Science	383	500	60	
2012	Reading	396	500	61	65
	Math	375	500	64	
	Science	382	500	64	
2015	Reading	397	500	66	72
	Math	386	500	65	
	Science	403	500	64	

Note. from "Indonesian PISA result: What factors and what should be fixed?" by Argina, Mitra, Ijabah & Setiawan, 2017, p.69-79.

Overall, these measures indicate that the quality of Indonesian students' learning outcomes showed considerable room for improvement. The reports of both programs show that the students of Indonesia were poor in critical, analytic, and procedural competences. This low competence is likely to be related to the previous curriculum, which excessively focused on covering a broad content and cognitive aspects, rather than the essential aspects which enable students to be critical and able to participate in the global world to support Indonesia in the upcoming years.

Additionally, 2013 Curriculum includes character education in the teaching and learning process. The Ministry of Education and Culture had the initiative to include the affective aspects to be one of the main focus in 2013 Curriculum (Hidayanti, Zaim, Rukun, & Darmansyah, 2014) in order to respond toward the issue of a strong indication of the loss of the character values in nation, such as honesty, politeness, and togetherness (Kamaruddin, 2012). The rationale for focusing on this dimension in the 2013 Curriculum was to tackle the problem whereby Indonesian people may attempt to solve conflicts using violence, hooliganism and vandalism. It also addresses the decrease of Indonesian global competitiveness which has been connected to the failure of the the 2006 Curriculum (Sukyadi, 2015).

In order to accelerate the process of change, in July 2014 the Ministry of Education and Culture decided to implement the new curriculum in all schools in Indonesia. Curriculum change has become a logical consequence of the change in the Indonesian social and political system. However, as a new government was elected in October 2014, it decided to postpone the implementation of the 2013 national curriculum to all schools and ordered schools in the country to revert to the 2006 curriculum instead. Despite being criticized for forcing the implementation, the 2013 Curriculum has been implemented since mid-2013 at a number of designated schools. Nonetheless, according to the new guidelines the 6,221 schools that have implemented the 2013 curriculum for the past three semesters could continue to implement it, while more than 100,000 schools were required to revert to the 2006 curriculum instead. These 6,221 schools would be pilot schools for the improved version of the curriculum and they should prepare for intensive guidance from the

Ministry of Education and Culture (MOEC). These top-down changes adopted by Indonesia, with decisions being made at the highest levels of the political establishment, resulted in constraints for schools. Policies were dictated from above and the increasing anxieties in the teaching and learning process caused by the curriculum change were exacerbated with other changes such as new books, a new learning model and new assessment approaches. As Goodlad (1992: 238) observes, “top-down, politically driven education reform movements are addressed primarily to restructuring. They have little to say about educating.”

The issue of language curriculum design is always controversial, and English language curriculum design in Indonesia is no exception. Since the Independence of Indonesia in 1945, Indonesia’s English language curricula – particularly in the secondary education sector – have undergone substantial changes. Particularly during the past eleven years, there have been three periods of curriculum change: 2004 Curriculum (competency-based curriculum), 2006 Curriculum (school-based curriculum), and 2013 Curriculum (scientific inquiry) respectively. These changes have exerted influence on how pedagogical practice and assessment in Indonesia’s English language pedagogy are shaped (Handoyo, 2016).

Overall, the curriculum change in 2013 signifies a crucial turning point in Indonesian education as the 2013 Curriculum comprises four elements of change. They are: standard of graduate competencies, standard of contents, standard of learning processes and standard of assessment. In the standard of graduate competencies, the learners are expected to develop and to strike a balance between the soft and hard skills that include aspects of competencies, attitudes, skills and knowledge.

Hard skills include the specific knowledge and abilities required for success in a job. Examples of hard skills include computer programming, web design, typing, accounting, finance, writing, mathematics, and other quantifiable skills. Conversely, soft skills are attributes and personality traits that affect interpersonal interactions and while different, are also as important as hard skills. Soft skills that need to be mastered by students are problem solving (Nealy, 2015), loyalty, performance (Jennifer, 2013) and communicating with colleagues (Myers, Blackman, Andersen, Hay, & Lee, 2014). Regarding the standard of contents, competence-based curriculum development is still maintained. However, the 2013 Curriculum uses different terms to state its objectives in the form of core competence for institutional objectives and basic competence for subject-matter objectives. In terms of standard of learning process, it focuses on scientific-based learning by observing, questioning, collecting information, presenting, summing up and creating. Concerning the standard of assessment, there is a radical shift from assessment through tests that measured competence of knowledge based on results, to authentic assessment that measures all competencies, skills and knowledge based on process and outcome.

In the 2013 English Language Teaching (ELT) Curriculum context, besides the changes in standard content, the Ministry of Education and Culture (MOEC) made additional major changes in the curriculum. Putra (2014) highlights the following changes in 2013 English Curriculum in Indonesia, they are: the removal of English subject in elementary schools, reduction of teaching hours in senior high school, reduction of contents of teaching material, limitation of topics and discussion, explicit

addition of grammar points, integration of all language skills and reduction of teacher duties in material and curriculum development. Indeed, the move from a genre-based text approach to the scientific-based approach in the 2013 curriculum required a paradigm shift in terms of teaching methodology (see 2.4 for an explanation of the scientific approach in the 2013 curriculum).

This shift in approach has significant implications for both teachers and students. Teachers have necessarily had to make changes and adjustments, often challenging their established beliefs and practices, to implement the new curriculum and this consequently affects students in learning English. This reality has also been acknowledged in the research literature in that new curricula are often not implemented as planned; one possible reason is the unacknowledged mismatches between the new curriculum's principles and teachers' beliefs (Orafi & Borg, 2009).

This curriculum change implies a great responsibility and challenges for those in charge of implementing this process of change as there is an expectation that outcomes will be closely aligned to what is visualized at the beginning. The implementation of the 2013 Curriculum has been ongoing for about five years. Initially, curriculum stakeholders' general understanding about the 2013 Curriculum was still limited with the debate surrounding the curriculum still emerging – both in terms of advantages and disadvantages, as well as the constraints faced by teachers in implementing it. Such conditions could be found in almost all schools in Indonesia, including in West Java province. Therefore, the present study aims to explore in detail the process of the curriculum change and its implementation vis-à-vis the 2013

English Curriculum, seeking not only the views of English teachers but also the school principals and students to gain a fuller picture of the reform.

1.2. Rationale of the study

This thesis is concerned with studying change, especially educational change within the context of a developing country such as Indonesia. This study sets out to investigate how change and innovation in English language education are managed in Indonesia by focusing on the implementation of the new English 2013 curriculum.

Elmore and Sykes (1992) and Bekalo & Welford (2000) assert that the indicators of the implementation problems are often seen in mismatches between the proposed intentions of curriculum policy and what actually occurs practice in order to minimise the discrepancies. It is clear that policymakers, administrators, and teachers in particular should have clear lines of communication and collaborate effectively (Connelly & Lantz, 1991).

However, Fullan (2007) warns that the status quo is difficult to move forward from if the selected change agents (the teachers), do not recognize themselves as having any stake in the construction. Indonesian English for Foreign Language (EFL) teachers are not different – without such a stake, it is unlikely that they would undertake the fundamental changes in practices and beliefs that every new curriculum demands. Fullan further emphasizes the importance of teachers in the process, stating the following: “Educational change depends on what teachers do and think - it’s as simple and as complex as that” (2007:117). The review on national policy of education in Indonesia which was undertaken by The Organization for Economic Co-operation and Development (OECD) in 2015 shows that the

decision of the Ministry of Education and Culture in undertaking the 2013 curriculum design within a short period of time— including textbook writing and provision of information to teachers – has resulted in implementation challenges for schools, especially the teachers.

Various problems that emerge from implementing new curricula are inevitable as the process of implementation is often more complex than anticipated (Fullan & Stiegelbauer, 1991). Therefore, in order to arrive at a better understanding of the process of change, this study will focus on the actual implementation of curriculum policies in schools. Consequently, it has been considered crucial to look at curriculum implementation through the perspectives of stakeholders such as the school principals, teachers and students as a planned educational change will involve different groups of people regardless the level of its complexity.

The school principals' perspective is important given their responsibility for facilitating curriculum change at school level and helping the teachers to implement this with policy-directed training and guidance. Thus, the school principal, as leader, is key in school improvement. Their views are undoubtedly very valuable to take into consideration in the process of curriculum change and its implementation. Another perspective of curriculum change and its implementation needs to be gained from the teachers as the main implementers at the classroom level. This research study will provide an opportunity for the English teachers to voice their individual experiences and challenges in implementing the 2013 English curriculum in the classroom at this time of change. The final perspective that needs to be captured is the students' view of curriculum implementation given that ultimately their learning represents the main indicator of the curriculum outcomes – it may define the extent

to which the intended curriculum is successfully implemented and sustained. The students are one of the most important stakeholders that feel the impact of a change in the curriculum because any changes to the curriculum in Indonesia is primarily aimed for the sake of better outcomes for the students in Indonesia.

This 2013 curriculum is a national in scope; it is supposed to be implemented thoroughly in 2018 by over 100,000 schools which potentially may bring the Indonesian educational system to a new level. However, studies of the English as Foreign Language (EFL) curriculum at the senior high school level in the Indonesian context are scarce. This dearth of evidence has led me to conduct a study on curriculum change in Indonesia and the implementation of 2013 English curriculum in secondary schools by gaining perspectives from the curriculum stakeholders i.e., the school principals, the English teachers and the students to gain a holistic picture of the educational change. This study also seeks to assess whether the 2013 English curriculum has brought improvement in terms of attitudes, behaviour and practices and whether this has led to real progress in English teaching and learning. Therefore, the theoretical framework of this study can be linked to Fullan's (1991) model of educational change, which stipulates a sequential systematic process of change, with clear stages, which also provide a structure to my thesis. Along with that this model focuses on the human participants taking part in the change process (Ellsworth, 2000), thus highlighting the individual's independence and choice. Fullan's model (1991) is different from other work on curriculum change as Fullan focuses on the roles and strategies applied by the various change participants, and his model proposed four broad phases in the change process that is initiation, implementation, continuation and outcome. However, this study focuses only on the phase of implementation. In addition to investigate further about the element of

curriculum, I applied Brown's theory (1995) on language on systematic approach to designing and maintaining language curriculum. Thus, by combining these theories, the study is expected to explore in detail the process of the curriculum change and the implementation of the 2013 English Curriculum, seeking not only the views of English teachers but also the school principals and students to gain a fuller picture of the reform.

1.3. Research aims

The research has the following aims:

- 1- To investigate the school principals', students' and teachers' perspectives about the necessity, appropriateness and quality of the 2013 English curriculum in senior high schools in Indonesia.
- 2- To find out how teachers interpret the intended 2013 English curriculum with the process of change in terms of the adjustments they have had to make to their own practices, to match the intended curricular change.
- 3- To identify the advantages and disadvantages of 2013 English curriculum in senior high school.
- 4- To explore, from the school principals', English teachers and students' perspectives as the primary stakeholders, both the challenging and rewarding experiences the 2013 English curriculum has provided them with, and how these experiences might have served them for their own individual growth and professional development.

1.4. Research questions

The study is designed to address the following questions:

- 1- What are the school principals', English teachers' and students' views of the

2013 English curriculum and its implementation?

- 2- What are the challenges faced by the school principals, English teachers and students in implementing the 2013 English curriculum?
- 3- How do school principals, English teachers and students cope with these challenges?

1.5. Significance of the study

This curricular reform has necessitated a considerable investment of time, effort and financial resources. It seems, then, necessary for the institution to be informed about its quality and appropriateness (Levine, 2002). This study is conducted to explore the implementation of the national English curriculum for senior high schools in Indonesia from the view of school principals, English teachers and students. My interest in the topic of the study also stems from personal experience and motivations. As an English teacher, I have seen my colleagues feeling resistant and pessimistic toward the new curriculum as they thought it created more complications than the previous curriculum, especially regarding assessment criteria. Moreover, the English teachers also complained about the reduction of English lessons allocated which is problematic as English is one of the subjects that is tested in national examination. Thus, I can feel a lot of pressure for the English teachers. I nonetheless noted that the principal worked hard to assist the teachers so that they could cope with every aspect of the change.

It is now important to point out for whom the study will be significant. First of all, it will provide information to Indonesian policymakers regarding the future planning and innovation of the English education for senior high schools. It is expected that the research findings will benefit all curriculum stakeholders at school levels to obtain

a better understanding of the English curriculum development and the challenges that the EFL teachers have faced in the senior high school context. Secondly, the findings of the study are intended to inform the policymakers and school principals on how to support English teachers and also students in improving language education and curriculum reform in Indonesia. Thirdly, the research findings may also contribute to understand English curriculum implementation in an EFL context. It also has potential benefits in terms of lessons learned and challenges faced by the curriculum implementer at school level. Fourthly, this study will give insights into the complexity of implementing curriculum change as it focuses on a more complete picture of how policies are interpreted among different groups of curriculum stakeholders during the implementation process. In this way, this study explores the complexity of the implementation of curriculum change in the EFL context in Indonesia. Finally, the findings and the implications which are offered will include refinements and adjustments for the improvement of the 2013 English curriculum and it could be viewed as a chance for post-implementation improvement. This will, hopefully, illuminate other researchers in similar contexts and situations.

1.6. Structure of the Thesis

The thesis is divided into six chapters as follows:

Chapter One has introduced the study. It has explained the purpose, rationale and significance of the study.

Chapter Two provides the background information necessary to familiarise the reader with the context of the study.

Chapter Three presents a literature review relating to the focus of the study, and aims to provide a framework for understanding curriculum change and its

implementation in Indonesia.

Chapter Four explains the methodology of the study, its design and the philosophical standpoints that underpin the choice of methods.

Chapter Five reports the findings of the study and presents the data analysis. It explores the attitude, perceptions and understandings of the curriculum stakeholders for the study as they relate to the implementation of the 2013 English curriculum.

Chapter Six discusses the findings and analysis in the light of published literature. It also draws conclusions based on the data.

Chapter Seven summarises the main findings and recommendations of the study. It also gives suggestions for further research.

CHAPTER TWO

CONTEXT BACKGROUND

This chapter presents background information on Indonesian secondary schools and the development of the English curriculum in the secondary school system. It also gives an overview of the 2013 English Curriculum.

2.1. Indonesian secondary school context

Indonesia has a complex secondary education system with two ministries, the Ministry of Education and Culture (MOEC) and the Ministry of Religious Affairs (MORA), and also a private sector that runs both junior and senior secondary schools. The MOEC sets the standard of education system for all schools in Indonesia, but the MORA usually includes more religious teachings to their curriculum contents. Additionally, any school run by the private sector may have the freedom to add more teaching hours for religious lessons or for other subjects or just adopt those specified by the MOEC (Sukyadi, 2015). After three years in junior secondary schools, students may go to either senior secondary schools or to vocational secondary schools for another three years. The English teaching allotted time in junior high schools is four sessions of forty minutes a week and was also set as four sessions of forty-five minutes per week for senior and vocational high schools. However, with the new 2013 curriculum implemented in Indonesia in July 2013, the English teaching hours in senior high schools have been reduced to two sessions of forty minutes per week which sparked controversy among teachers and practitioners. As a result, this research will focus solely on senior high schools in

order to explore the phenomenon of the 2013 English curriculum change and its implementation at this level of schooling.

Currently, there are 2,116 senior high schools in 34 provinces in Indonesia that have implemented the 2013 curriculum since it was launched in 2013 and they have been appointed as pilot schools to implement this new curriculum. These pilot schools consist of two categories: senior high schools which were appointed directly by the government to implement the 2013 curriculum and senior high schools which voluntarily implement the 2013 curriculum when the rest of the schools are instructed to revert to application of the previous curriculum. These pilot schools are also expected to be a point of reference for other schools which have not implemented the 2013 curriculum.

2.2 The status and culture of English learning in Indonesia

The status quo of English as the world lingua franca, the multiculturalism of Indonesian society, and the increase of English social function in Indonesia intrinsically imply that culture is an integral and essential dimension in EFL learning for Indonesian context (Morganna, R., Sumardi., & Tarjana, S. S, 2018). In Addition, English is a compulsory subject in schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). Although the country was not colonized by the British, the language has become a significant part of the nation's institutions. The demands of the language's import in transacting business and communicating with neighboring countries such as Singapore, Malaysia, India and other countries in the opinion of Lauder (2008) makes the learning inevitable. The adoption of English language by Indonesia has brought about a tremendous change in the educational policies of the country. Consequently, some pedagogy relating to English language teaching,

namely, the methodology, curriculum, and evaluation is been given substantial attention so as to improve the competency of its usage in the country.

Realizing the roles of English as International language and language of science, the Indonesian government has decreed that English is one of the compulsory subjects from Junior high school to University. As a foreign language, English is rarely used outside the classroom context. Beyond the classroom, the Indonesian students speak Indonesia language or their local language instead.

The discussion of what role foreign languages in general and English in particular should play in Indonesia's national language policy has been framed since early on using the metaphor of English as a tool which is to be made use of by Indonesians to bring in selectively specific information, knowledge and technology that would accelerate development. Development is nationalistic, patriotic. English is essential but the role that English be allowed to play is restricted to its utilitarian value in accessing information that can promote economic growth.

There is some ambivalence, however, about the dominant position that English now has, in the minds of some Indonesian scholars and policy makers. This is the apparent push and pull between the need to benefit from communicating in English for national development and the fear that too much influence from English, in particular culturally, could exert an undesirable influence on Indonesian life and language. Gunarwan (1998), in one of the most cited works that bring up this issue, identifies English as a factor, which constrains Indonesian language learning because Indonesians tend to associate the former with high status and prestige. Sugiharto (2002) and Sadtono (2013) are also concerned that English seems to have influenced Indonesian a great deal, especially with its loanwords. The level appears

to be alarming that Sadtono (2013, p.61) believes the Indonesian language has suffered from an “onslaught of English words” – it is an “English tsunami”. This anxiety about the impact of English seems to be gravely shared by the Indonesian government. It has recently reduced the amount of English taught in the senior high school curriculum after finding that more students obtained better scores for English than Indonesian in the national examination (Ujian Nasional).

Unlike in its neighbouring countries—such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that the culture of learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching–learning process as interesting as possible in order to engage students in learning (Kassingkassi, 2011). In an EFL context, students’ exposure to English is limited, and the classroom is usually the only place they have the opportunity to use. Thus, teachers’ instructions and explanations may be the only language exposure during which students learn to use language for communication (Suryati, 2013). English has the status of ‘first’ foreign language, but nothing more as policy makers fret that an increased use of English might have an adverse effect on Indonesian (Huda, 2000: 68). Its role as an expression of general cultural and

intellectual identity is kept out of the picture. English also represents a threat. Some educators in Indonesia have long worried that the widespread knowledge of English would have a negative impact on Indonesian culture, values and behavior. This threat has usually been portrayed as a threat of western “liberal values” which is interesting because English of course encapsulates all of the values from the United Kingdom and the United States of America including conservative and other values and not only the liberal ones.

2.2. The Development of English curriculum at secondary level in Indonesia

English was the first foreign language taught as a compulsory subject in secondary education as determined by central government policy since the Indonesian independence in 1945. As a result, it is prioritised over other foreign languages such as French, Arabic and Chinese (Dardjowidjojo, 2000). Since 1945, the Indonesian education system has undergone at least eleven curriculum changes (MOEC, 2012). The latest 2013 National Indonesian Curriculum currently being introduced in Indonesian schools is expected to bring significant changes. These changes emphasize the significance of higher-order thinking skills to promote students’ critical thinking skills and creativity.

English teaching in Indonesia has been based on the curriculum designed by the central government. Indonesian ELT curricula have changed several times during the past fifty years as a response to new developments in worldwide ELT methodologies. The following table outlines changes in the English curriculum from 1945 until 2013 and the approach used to English language teaching in Indonesia.

Table 2.1

The Development of English Curriculum

Curriculum	Approach to English Teaching
The 1947 Curriculum	Grammar translation method
The Government Plan of Primary Education Curriculum, 1964	Grammar translation method
The Primary Education Curriculum, 1968	Audio-lingual method
The Curriculum for Pilot Schools Projects, 1973	Audio-lingual method
The Primary Schools Curriculum, 1975	Audio-lingual method
The 1984 Curriculum	Active and communicative learning
The 1994 Curriculum	Communicative approach
The Revision of 1994 Curriculum, 1997	Communicative approach
The Competence-Based Curriculum, 2004	The introduction of systemic functional linguistics
The School-Based Curriculum, 2006	The genre-based approach
The 2013 Curriculum	The importance of <i>nalar</i> (thinking) and questioning skills; and four aspects of education; productive, creative, innovative and affective

Note. From “Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning” by Gustine, G., 2014, Deakin University, p.8.

English language teaching in 1945 during the colonial era followed the grammar translation method as it was suitable for large classes, cheap and only required grammatical mastery of the language. From the early 1950s, the Indonesian government through the US Ford Foundation grant started to introduce the audio-lingual approach which later led to the audio-lingual based curriculum. In this case,

some characteristics could be identified such as the language laboratory being the main source of support, and audio-lingual textbook development. Yet, as large classes remained the main issue, many teachers still employed the grammar translation method.

In 1975, the revised curriculum was still oriented to the audio-lingual approach but with more systematic teaching guidelines that covered all curriculum components such as teaching objectives, materials, approaches and evaluation (Tjokrosujoso & Fachrurazy, 1997). In this context, it was the first time that Indonesia incorporated a top-down and an objectives-driven curriculum design approach – especially in English language curriculum. Yet, this structure-based audio-lingual curriculum largely failed to contribute to learning objectives achievements. The failure of this approach was mainly caused by the fact that some requirements of audiolingual implementation were not fulfilled such as the absence of native speakers as models, the absence of language laboratory and the existence of large classes (Wiramaya, 1991).

The impact of dissatisfaction with this audio-lingual curriculum paved the way for the 1984 communicative approach curriculum, encouraging the mastery of English communication both receptive and productive skills. Although the 1984 curriculum was proclaimed to be communicative, in reality it was still form-focused. It could be observed from the official textbooks released by the Department of Education that language structure was the most dominant content. In other words, linguistic competence was prioritized over communicative competence (Nababan, 1983). Indeed, according to Tjokrosujoso and Fachrurrozy (1997), the 1984 curriculum was inconsistent since its main aim was reading comprehension and the program was structure-oriented; the teaching approach was intended to be communicative while the

evaluation was discrete and grammar-based.

The unsuccessful 1984 curriculum had encouraged the Department of Education to seek further changes. Through conducted surveys for both students and teachers, it was discovered that both parties perceived productive skills as more important and that a communication-focused approach is more highly valued than a structure- focused approach. In response to this, in 1994 the meaning-focused communicative curriculum replaced the 1984 structure-focused 'communicative' curriculum. The underpinning approach in the 1994 curriculum was the communicative approach which involves some features such as the development of the ability to communicate in the four skills, linguistic mastery as only part of communicative abilities, a range of syllabi used (functional, situational, skills-based, structural) including integrated and communicative assessment. Textbooks were produced to accompany this curriculum with theme-based content and a task-based teaching approach (Jazadi, 2000). Despite these positive changes, this 1994 curriculum met with some significant challenges. The priority of teaching was still on reading despite the attempt to focus on the productive skills. Furthermore, the national exam was still using the same format as in the 1984 which tested reading comprehension and form-based multiple choice questions and did not test all aspects of communicative competence.

The 2004 competency-based curriculum was then published as revision of the previous curriculum. This curriculum contained more systematic competency to be achieved at any level of education in Indonesia. Communicative language teaching was the underlying approach in its implementation. Thus, the intention to involve learners more in the learning process, or learner-centred learning, became a central goal of language teaching and learning. The national examination managed by the central government

started to incorporate listening, reading and grammar while speaking and writing scores were taken from teachers' assessment at schools.

The issues of the policy of a decentralized system has caused many educators and teachers to request a more significant role for local authorities in designing curriculum.

The 2006 curriculum was implemented as a response to greater input toward curriculum correction. However, the 2006 curriculum had several problems;

(a) too many subjects being learnt by students and many competences were overlapping ignoring the cognitive development of the students, (b) curriculum was not fully based on competency, (c) competency did not holistically reflect domains of knowledge, skills and affective behaviour, (d) some competences were not emphasised such as character building, and active learning methodology, (e) the equilibrium of developing soft skills and hard skills, (f) the general learning process was still teacher-oriented, (g) standards of assessment and evaluation still neglected process and end product, and (h) 2006 Curriculum was still open for multiple interpretations by many educators and teachers in practice (MOEC, 2012).

Responding to some of the above constraints, the Indonesian government decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. To this date, the government has succeeded in producing curriculum documents that served as frameworks and syllabi in all subjects from primary level to senior high school level. In context of ELT in the 2013 curriculum, the time allotted for English subject at schools is reduced. This surely brings about several consequences for the language teaching and learning process in Indonesia.

2.3. Overview of the 2013 Curriculum

In June 2013 the MOEC issued a circular on the implementation of 2013 Curriculum to

replace the 2006 Curriculum in 6,325 targeted schools which spread over 295 cities in Indonesia. The implementation schedule for 2013 Curriculum started from Year 1 and Year 4 for primary schools; Year 7 in junior secondary schools and Year 10 in senior high schools. Moreover, this decision was followed up by another circular in November 2013 which stated that the implementation of 2013 Curriculum would be nationwide for the 2014/2015 academic year without going through evaluation of the 2013 Curriculum in those targeted schools. Since the curriculum in Indonesia is based on a top-down policy, all schools have no option but to implement the 2013 Curriculum in June 2014. However due to constant protests from the public, in December 2014 the newly-elected government through the Minister of Education and Culture instructed those schools which have applied the 2013 curriculum for three semesters to keep implementing it, whereas the rest of the schools which just applied it for one semester could revert to the previous curriculum. This decision was taken by the government as the opportunity to revise and evaluate the 2013 curriculum before all schools in Indonesia could implement it fully in 2018.

The 2013 curriculum aims to prepare Indonesians to have the ability to live as individuals and citizens that are religious, productive, creative, innovative, affective and able to contribute to the life of society, nation and civilizations of the world. These proposed educational goals have much to do in strengthening the value of citizenship, nationalism and national identity (Widodo, 2016). The 2013 curriculum was developed based on the theory of standard-based education and competency- based curriculum. That is the reason why Indonesia has eight national standards of education to meet which include content, process, competency standard for graduates, teachers and administrators (personnel), facilities, management, financing and assessment. These

standards are intended to improve the quality of education and to accommodate global challenges. To adjust the curriculum change, the MOEC replaced the Government Regulation No. 19/2005 about the eight standards of education with the new Government Regulation No. 32/2013 that stipulates the eight standards that should be achieved by each level of schooling. These standards must be achieved by all levels of education, primary to secondary schools. Based on Government Regulation No. 32/2013, these standards are defined as follows:

1. **Graduate Competency standard** refers to the ability of graduates possessing the knowledge, attitude and skills required for further education or to earn a living in a community. This means that [senior high school] graduates must have sufficient life skills to enable them to pursue these alternatives (MOEC Regulation No. 54/2013),
2. **Content standard** refers to the scope of materials and level of competences embodied within the criteria concerning graduate competences, graduate study materials, subjects studied and learning competences syllabus which must be fulfilled by participants in education in particular levels and types of education (MOEC Regulation No. 64/2013)
3. **Process standard** refers to planning of teaching and learning, covering syllabus and lesson plan which contains aims, teaching materials, methods, sources and assessment (MOEC Regulation No. 65/2013),
4. **Personnel standard** refers to physical and intellectual performance required of teachers and school staff, including their educational background, pre-service educational criteria, physical and intellectual suitability and in-service training (MOEC Regulation No. 43/2009)
5. **Infrastructure standard** refers to the minimum standards for classrooms, sports

centre, prayer space, library, laboratory, playground, learning resources and information technology equipment of schools (MOEC Regulation No. 24/2007),

6. Management standard refers to the planning, implementation, monitoring and evaluation of educational activities at all levels of education to achieve their effectiveness and efficiency (MOEC Regulation No. 19/2007),

7. Funding standard refers to all the components and the amount of operational funding for each level of education for each year (MOEC Regulation No. 69/2009),

8. Assessment standard refers to the mechanisms, procedures and instrumentation for assessing the learning outcomes of participants in education (MOEC Regulation No. 66/2013).

These eight standards are annually monitored and assessed by the Indonesian central government through the National Education Standard Agency (*Badan Standar Nasional Pendidikan – BSNP*) which gives an annual rating of A, B or C.

In terms of the structure of curriculum, there are two competencies: core competencies and basic competencies. The 2013 curriculum states its objectives in the form of core competence for institutional objectives and basic competence for subject-matter objectives. The competencies are designed based on the stage of learners' development and also the characteristics of each subject. Core competencies include four domains: spiritual attitude, social attitude, knowledge and skills. Then these core competencies are broken down to formulate the basic competencies in order to reflect balanced attainment toward the aim of the curriculum.

The 2013 curriculum highlights learning designed by teachers (the taught curriculum) and students' learning experience (the learned curriculum) based on their background, characteristics and abilities. As a consequence, the 2013 curriculum prescribes a five-

stage learning cycle using a scientific approach consisting of (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating. The decision to use the scientific approach in all subjects aims to stimulate learners' curiosity in their surroundings, to reveal more positive attitudes toward science and to improve their communication and critical thinking so that they can be more competitive in facing globalization.

Regarding assessment, the 2013 curriculum adopts authentic assessment which emphasizes both process- and product-based assessment. It is also adjusted to the nature of stated learning objectives or competencies in order to measure students competences stated in the curriculum, monitor the ongoing process of student learning, find student difficulties and help them to attain the learning objectives and develop the core and basic competences. However, Sukyadi (2015) warns that the assessment of moral and character development is difficult to carry out and may ask teachers to do something that they cannot objectively achieve. Moreover, authentic assessment will be discussed in detail later in page 30-32.

2.4. The 2013 English Curriculum

At first the 2013 Curriculum was implemented only in pilot schools. However, since 2018, it is now the prescribed curriculum for all levels of education in Indonesia. This type of curriculum is outcomes based and this is the first indication that a task-based syllabus could be considered to fulfil the rest of the requirements. The type of syllabus in 2013 English Curriculum contains task-based syllabus as it falls under Communicative Approach to focus on learner-centred, experience-based and the fact that tasks have a real-world relationship also means that an English lesson would not

only be restricted to linguistic situations, but will also touch on other learning areas.

The 2013 English Curriculum still maintains elements of the competence-based curriculum development and the genre-based approach (GBA). In the Indonesian context, the GBA focuses on language use within different genres of texts for all skills of language: listening, speaking, reading and writing. The texts have been selected in sequence based on text types such as narrative, descriptive, recount, reports and procedures. The GBA cannot be separated from what is called a systemic functional linguistics (SFL) approach which states that every text within a language – written or spoken – has social or situational and cultural context (Halliday, 1994). The social or situational context deals with register and the cultural context deals with that of genre. Recognizing the phenomena of the English curriculum in Indonesia from the 2004 English curriculum to the latest 2013 Curriculum, the GBA requires English teachers to master many kinds of discourses. It is designed according to government regulation in the sense that the curriculum has to be competence-based and, at the end of instructional subject, learners are expected to be able to communicate in English as one of their life skills. They are expected to be able to handle written texts, not only for pursuing further studies but also for learning independently in order to be independent members of the community (Luardini & Asi, 2014).

Pedagogically speaking, the five-step learning cycle using the Scientific Approach (SA) is also adopted due to the idea that learning is a scientific process in the classroom. Therefore, the SA in the 2013 Curriculum must be applicable in all subjects – including English. The learning cycle includes observing, questioning, experimenting, associating and communicating. At the stage of observing, teachers provide students with objects, real objects, phenomena or social events in order to

contextualize students' learning in the classroom. At the second stage, questioning can be used by both teachers and students in the classroom. This questioning may take the form of pair or group discussion. At the experimenting phase, the students are asked to create or construct texts which are relevant to what the students have observed. Moreover, they can find sources of information and linguistic resources to complete the assigned tasks. At the stage of associating, students are encouraged to make connections between linguistic features, resources, phenomena, realities or events observed. During the phase of communicating, the students are asked to perform the task individually or in group and share their work.

As mentioned earlier, there is a reduction in the number of hours of the teaching of English in each level of education in Indonesia in the 2013 English curriculum. In the previous curriculum, English was taught two hours a week in elementary school from grade 4-6, four hours a week in junior high school, and four hours a week in senior high school (MOEC, 2006). But, in 2013 curriculum, English subject were not taught at elementary school. It will still be taught four hours a week in junior high school, but only two hours per week in senior high school, for students majoring in social and science programmes. Then, for students who major in language programs, they will have three hours a week of English subject in grade 10, and four hours a week in grade 11 and 12 (MOEC, 2013). As a result, the number of hours of teaching is reduced to two hours per week, which will also practically reduce the number of hours of total exposure for students toward English and the opportunity for students to practise using the language. Sukyadi (2015) argues that the reduction of English teaching hours and the withdrawal of English in the primary school curriculum is the result of concern among the language policy makers regarding the balance between

English and Indonesian language. Given that the secondary school national examination of English was considered more important than that of the Indonesian language, English is sometimes seen as a threat to the development of the Indonesian language.

Regarding the curriculum materials, teachers are provided with two main tools in order to assist the implementation of the 2013 Curriculum, they are as follows: 1) the standard document, 2) the student textbook and the teacher guidebook (the conduits guiding the teaching and learning of English). The standard document outlines the aims and objectives of the curriculum, the core competence and basic competence of learning standard that need to be achieved, and the pedagogical approaches that need to be followed. Meanwhile the students' textbooks and the teacher guidebooks are the resources that provide support for teachers to implement the new curriculum. They consist of teaching and learning strategies and activities for teachers so that they can easily follow the steps of applying the scientific approach. The textbook is divided into eighteen topics for Year 10, eleven topics for Year 11 and sixteen topics for Year

12. All themes are related to those specified in the standard document. In the contents of the 2013 English curriculum materials, there are also some modifications from its earlier version, especially in the reduction on the number of texts, and transactional and interpersonal communication expressions to be taught to the students. In Curriculum 2013, there are only eight text types in grade 10-12: explanation, hortatory exposition, discussion, descriptive, procedure, narrative report and review texts.

Students in grade 10 will also study proverbs, idioms and metaphors used in poems, while students in grade 12 will study expressions used to critique a movie adapted from a novel: expressions of sympathy, happiness, sadness, and disappointment.

The MOEC (2013) claims that the reduction will benefit teachers in terms of reducing materials load and having an opportunity to focus on developing students' competence optimally on a certain topic. However, the distribution of texts in each semester may create a problem as there will only be one to two texts to be taught in a semester. Despite the advantage of being able to employ the four language skills in teaching by using only a certain type of text in a semester, this design will nonetheless place demands on teachers in terms of creating their own teaching materials. Otherwise, students may become demotivated by exposure to a limited set of learning materials for a whole semester. The MOEC syllabus mandates strict teaching instructions to be followed by all teachers, which may also undermine the diversity that exists in a classroom. The differences between students in urban areas and students in rural areas, who have fewer learning facilities, may also require consideration.

Another major innovation in 2013 curriculum is in students' assessment with authentic assessment used for the students. Authentic assessment has become the most important part in the classroom as it combines knowledge, skills and attitudes assessment. This authentic assessment includes the three levels in Bloom's revised taxonomy – affective, psychomotor and cognitive domains – as well as focusing on the process of assessment and student learning outcomes.

Authentic assessment can be valuable in measuring skills and knowledge learnt. It is believed to have strong relevance to the scientific approach to learning according to the demands of the 2013 curriculum. The 2013 curriculum suggests three types of authentic assessment which can be performed in the classroom. Those are performance assessment, portfolio assessment, and project assessment.

a) Performance Assessment

Performance assessment is a kind of assessment which demands students to construct responses, create a product or demonstrate application of knowledge in the form of individual or group work. According to Hijriati (2014), performance assessment is aimed at dealing with students' attitude toward the lesson, the teachers, learning process, and the value or norms prevailing in teaching and learning process. The examples of performance assessment frequently used are oral reports, storytelling or text retelling, writing samples and demonstration. This kind of assessment can be carried out to assess each skill discretely as well as integrated skills of English.

b) Portfolio Assessment

In portfolio assessment, students together with the teachers can determine what topic and kind of work they will do in the form of writing and for how long they will conduct it. During a certain period of time, teachers supervise and observe students' progress and if there is problem, then both teachers and students solve it together and incorporate some improvements. At the end of the period, students submit their work which will be evaluated by the teacher. Portfolio as an ongoing assessment also has the advantage that it can facilitate reflection on students' learning progress (Sharifi and Hassaskhah, 2014).

c) Project Assessment

Project assessment assesses students' task in the forms of investigation starting from the planning, data collecting, organizing, analysis, and presenting within a period of time. This assessment aims to gauge the

students' ability to effectively research and apply subject knowledge. As its name suggests, project assessment requires creation and completion of a project on a specific topic individually, or in a small group, in accordance with the instructional objectives. After completion, projects are presented through oral or written reports. This may be effective if the students are taught to deliver a procedural presentation about project description.

Authentic assessment gauges the readiness of students, the success of a learning process and results as a whole. Authentic assessment attempts to combine the activities of teachers' teaching, students' learning activities, motivation and engagement of learners, as well as learning skills. As the assessment is part of the learning process, teachers and students aim towards a shared understanding of the performance criteria. Therefore, by having authentic assessment, teachers may have additional instruments to measure students' progress, such as portfolios, journals, observations, self-assessments, and peer assessments in an effort to triangulate data about students.

2.5. Teacher training in the 2013 Curriculum

Prior to the implementation of the 2013 Curriculum, there were three levels of training on the new curriculum: national level, instructor level, and school level using a cascading system. The national level trainer trained the instructors, and then they train the teachers. Each level of training is five days (50 hours) long. The school principals and supervisors were also trained in the implementation management of the curriculum. In the implementation phase, there were in- and on-service training opportunities for teachers. Firstly, the teachers from the same subject met and had a training in cluster schools, which was called in-service training. Next, the teachers

were assisted and guided to implement the curriculum by the instructor teachers in the classroom, which was called on-service training. There were also monitoring and evaluation processes during the implementation which were undertaken by independent assessors.

Despite these measures, Suyanto (2017) mentioned in his findings that the school readiness to implement the 2013 Curriculum is low. This low readiness is due to, first, insufficient training and socialization. A five-day training is not enough to help teachers, principals, and supervisors understand the concepts and the implementation of the 2013 Curriculum. There are about fourteen key changes in the new curriculum; the more the changes, the more time it takes to understand. Some teachers complain that the trainers have different background subjects from the teachers' subject, therefore they cannot give real examples of teaching and learning processes suggested by the curriculum. There are also different perceptions of the 2013 Curriculum among the trainers and, because of that, the teachers need master trainers from MOEC. The government provides a five-day training programme for the national trainers. The national trainers, then, provide a five-day training programme for teacher trainers. Nonetheless, the trainers also recognize that five days of training are insufficient.

2.6. Summary of the chapter

Since Indonesia achieved independence, education has undergone several changes and developments and many milestones have been passed. Curriculum plays a significant role to improve the national education system so that students may achieve better access, quality and equity in terms of students' outcomes, as well as unity amongst all students in Indonesia. Throughout all of these curriculum changes, the

2013 Curriculum aims to equip students with innovative knowledge and skills, whilst still preserving the spiritual attitude and reflecting the value of Indonesian national character to compete in globalization era in the next chapter, a review of the literature on curriculum change, its implementation, and the implications it represents for the curriculum stakeholders at school level will be presented. This review was guided by the aims of this research study while keeping in mind the main constructs by which it is supported.

CHAPTER THREE

LITERATURE REVIEW

This chapter examines the meaning and a nature of curriculum, the meaning of curriculum change, and the key characteristics associated with the change process. The review also includes the role of curriculum stakeholders and key variables known to facilitate or impede the implementation of curriculum policies in classrooms. Finally, the review explores curriculum policy and its implementation in both general education and English language education, using research evidence from previous conceptual and empirical studies.

3.1 Theoretical and conceptual framework

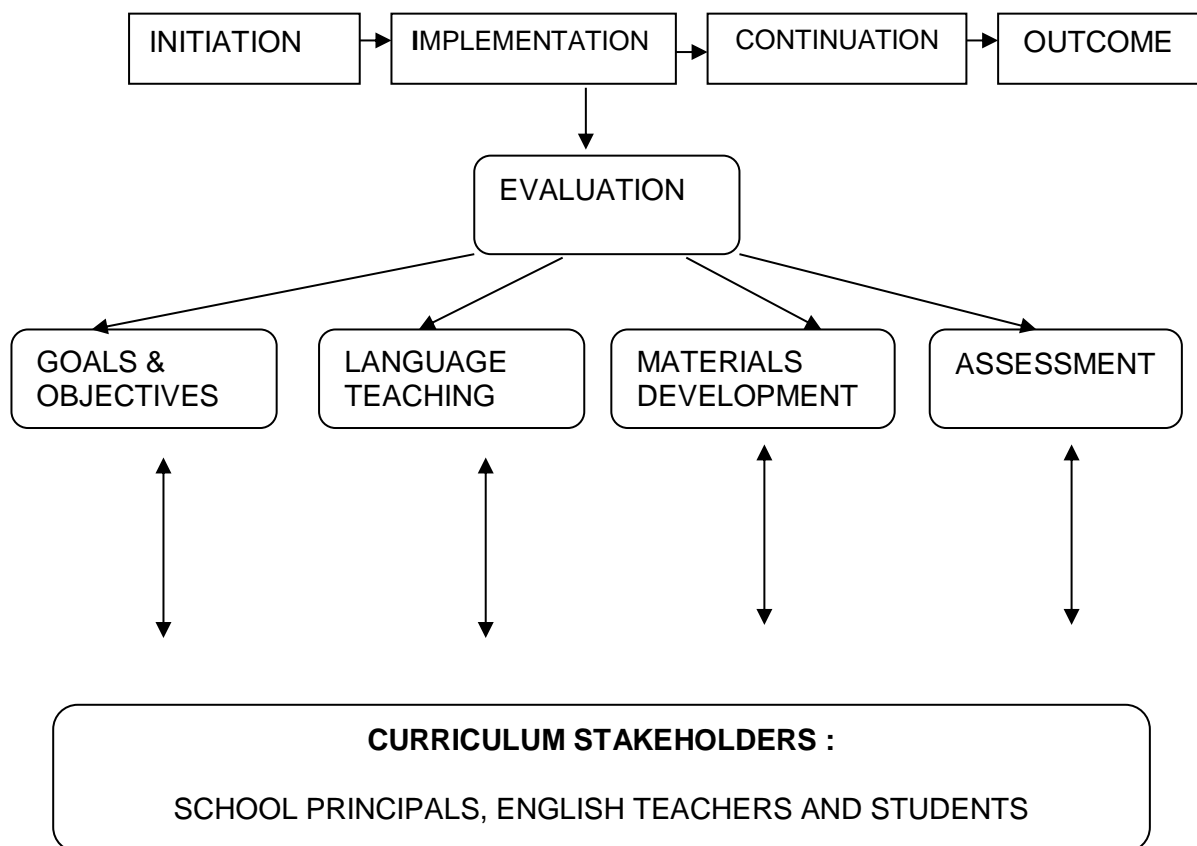


Figure 3.1 Theoretical and conceptual framework of the study

Since this study aims to explore the nature of curriculum change and its implementation in Indonesia and further evaluate the factors that affect the implementation in the 2013 English curriculum in secondary schools, the literature searched for models that can serve as the basis of a theoretical framework for this study. The goal of this research is to analyze the curriculum change from the theoretical standpoint of complexity theory. Complexity theory originated in the natural sciences and was then widely adopted in the social sciences. Kiel and Elliot (1996:1) contend that,

Chaos theory is the result of natural scientists' discoveries in the field of nonlinear dynamics. Nonlinear systems reveal dynamical behavior such that the relationships between variables are unstable. Furthermore, changes in these relationships are subject to positive feedback in which changes are amplified, breaking up existing structures and behavior and creating unexpected outcomes in the generation of new structure and behavior. These changes may result in new forms of equilibrium; novel forms of complexity; or even temporal behavior that appears random and devoid of order, the state of "chaos" in which uncertainty dominates and predictability breaks down.

Michael Fullan (1999:4) applied complexity theory to change in education,

Complexity theory, Fullan suggests, claims that the link between cause and effect is difficult to trace, that change (planned or otherwise) unfolds in non linear ways, that paradoxes and contradictions abound and that creative solutions arise out of interaction under conditions of uncertainty, diversity and instability.

Educational initiatives, and in fact the social sciences more broadly, often attempt to dwell in the realm of the complicated when in fact they are operating in the realm of the complex (Duit, et al., 2010). Educational governance and reform requires an entirely different approach that allows for several factors: changing initial conditions, the emergence of non-mechanistic phenomena flexibility, and, most difficultly, it must allow for the fact that reductionism will not work – there will be no single right answer, no single particle or approach that holds the key to successful implementation.

Flexibility and feedback are necessary to manage successfully in a complex system, but doing so requires a fundamental reframing of the way we look at common problems in governance and reform. Policies must move from one-size fits all solutions to iterative processes derived from constant feedback between all stakeholders.

In a nutshell, complexity theory advocates that nothing is to be taken for granted in complex societies and even more in terms of educational policy. Others' success stories may reveal a complete incompatibility in different contexts and commonly accepted norms may degenerate into insurmountable obstacles. Educational initiatives, and in fact the social sciences more broadly, often attempt to dwell in the realm of the complicated when in fact they are operating in the realm of the complex (Duit, et al., 2010).

The promises and challenges of complexity theory are immense. Complexity resides at the edge of chaos, where fecundity, creativity, imaginativeness, innovation and diversity are at their greatest, without tipping over into chaos. That quality, surely, is its most powerful advocate.

Curriculum change is known by other terminologies such as educational reforms, development and innovation. Whereas innovation refers to the introduction of completely new curriculum aspects, development and reform imply a general improvement of what is already there (Fullan & Pomfret, 1977; Fullan, 1982; Fullan, 2007). Notably, since education is a major tool shaping society, there will never be a perfect curriculum for all ages for the simple reason that society continues to change from time to time (Shiundu & Omulando, 1992; Otunga, Odero, & Barasa, 2011).

In terms of curriculum change it could be stated that the models of curriculum change stand for the structures and the human aspect is the agency i.e. the teachers are the

agents of change (Priestly, 2010). I believe that any model or policy draft of curriculum that excludes the human factor is incomplete; that human ideals, emotions, thoughts and beliefs need to be taken into account for the successful outcome of any policy or reform. My research study is about the beliefs, perceptions, and feelings of the people involved in the change process. Therefore, its theoretical framework can be linked to Fullan's (1991) model of educational change, which stipulates a sequential systematic process of change, with clear stages, which also provide a structure to my thesis. Along with that this model focuses on the human participants taking part in the change process (Ellsworth, 2000), thus highlighting the individual's independence and choice, in other words teacher agency. Fullan's model (1991) is different from other work on curriculum change, such as Rogers, (1995), whose work focussed more on the characteristics of innovation. Fullan focuses on the roles and strategies applied by the various change participants, and his model proposed four broad phases in the change process:

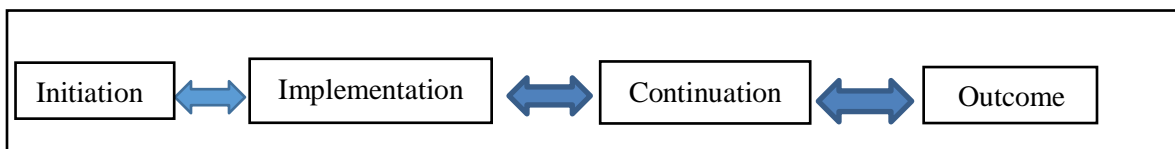


Figure 3.2 Fullan's (1991) four stages in the curriculum change

Building on this notion, the theory on educational change described by Fullan (1991:110) is also useful in understanding how the process takes shape – as a ‘theory of probing and understanding the meaning of multiple dilemmas. Fullan indeed characterizes the current knowledge base as a situation in which ‘no one knows for sure what is the best’ (ibid p.110). The problem is the number and dynamics of factors that interact and affect the process of educational change. For that reason, and because of the nature of this research study, the theoretical

elements considered can be linked to Fullan's (1991) model for educational change, in that the model focuses on the human participants taking part in the change process during the four stages proposed in his model, namely: initiation, implementation, continuation and outcome. Furthermore, the clear sequence of the stages in his model provided this study with a precise sense of structure. Given the fact that at the time in which the investigation was conducted, the curriculum change was at the implementation stage, the literature review of the study focused on this stage of the model and not the other three. Within the implementation stage, and in order to be coherent with the rationale of the study, the characteristics of change in Fullan's model were analysed. These characteristics include the need of a change, clarity about goals and needs, complexity or the extent of change required from those responsible for implementation and the quality and practicality of the programme. Other aspects of the implementation stage were also explored and analysed. These included the quality and quantity of teacher training, teachers' attitudes towards the change, and teachers' judgements of the feasibility and practicality of the change, as factors that affect the implementation of changes and innovations (Carless, 1998; Lamie, 2005; Wedell, 2009).

To be more specific on what the innovations consist of, Fullan (1982, 1991) rightly emphasises the essence of educational change is putting something new into practice. In most situations educational change occurs through several dimensions. These dimensions are for example: new materials (curriculum materials or technologies), new teaching approaches (teaching strategies or learning activities) and alteration of beliefs (pedagogical assumptions or perceived relevance). Educational change restricted to one of these dimensions, for instance the use of a

new textbook or materials without any alteration of teaching strategies, refers to a minor change. If an innovation covers all three dimensions of potential change, it refers to a more complex innovation. It is important to notice that it is difficult to objectively determine whether an innovation is more or less complex. The degree of complexity is not primarily a characteristic of the innovation itself but also depends on the current teachers' materials, strategies and beliefs. Therefore, complexity of an innovation also refers to the discrepancy between the state of existing practice and beliefs of the individual teacher, and the future state when a change has taken place. From this perspective the complexity of an innovation is associated with the subjective meaning of educational change. In order to investigate further on the perspectives who involved in the curriculum change i.e. school principals, English teachers and students, I apply the theory of Brown (1995) on systematic approach to designing and maintaining language curriculum.

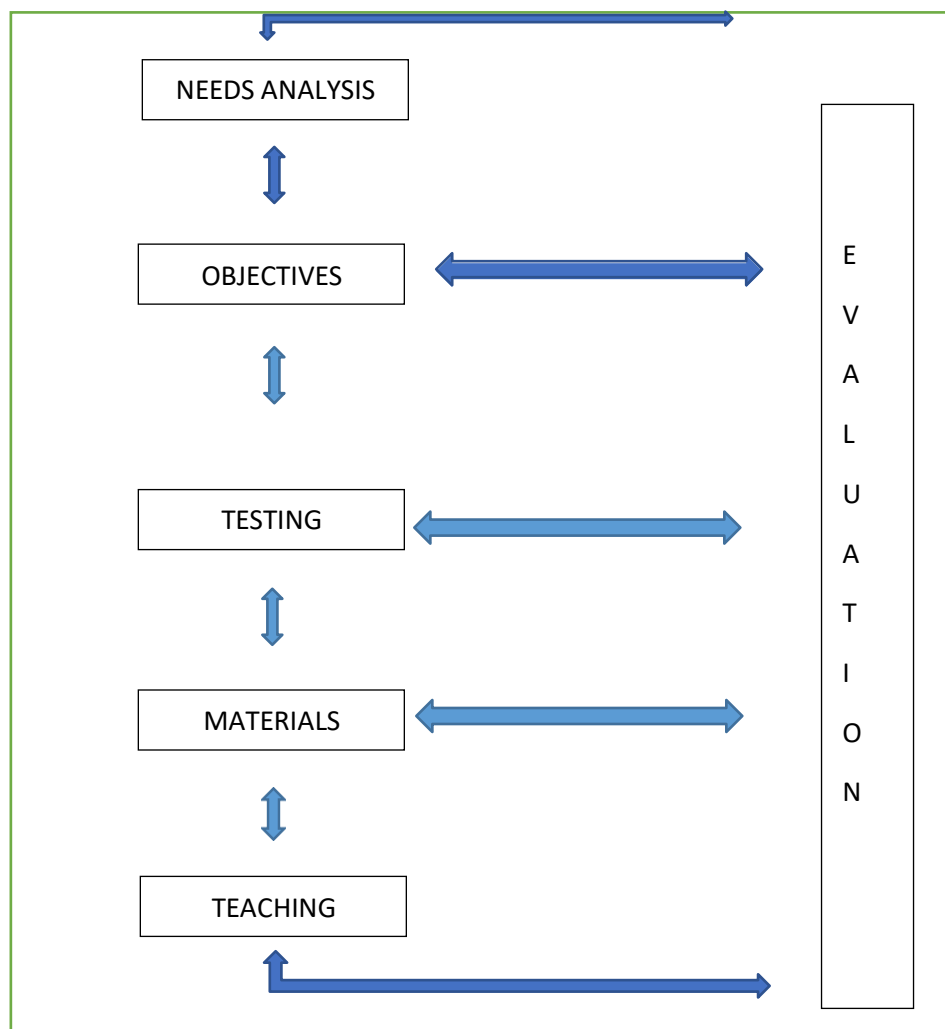


Figure 3.3 Systematic approach to designing and maintaining language curriculum (Brown, 1995)

Brown’s view is that curriculum development is ongoing as it is “a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students” (p.19). The approach consists of six interconnected processes: needs analysis, objectives, testing, materials, teaching, and evaluation. Briefly stated needs analysis for a particular institution is the systematic collection and analysis of information regarding what is necessary to satisfy the students’ language learning requirements. Objectives, meaning precise statements regarding the skills and content the students should master to reach larger goals, must be set. From the objectives criterion-referenced tests should be made to measure learning, and norm-

referenced tests should be used to compare student performance. With the needs analysis, objectives, and tests in mind, materials can be adopted, developed, or adapted. Decisions regarding teaching should be made by the teachers, and it is best if the teachers are part of the curriculum design process and that they are supported by the administration. Evaluation, meaning program evaluation, is an ongoing, systematic collection and analysis of all relevant information, gathered through all of the other processes, which is necessary to improve the curriculum and to assess its effectiveness. Brown's approach provides a framework with defined processes for information gathering, goal setting, evaluation of learning, materials development, teaching and learning, and overall program evaluation. This approach considers a curriculum to be a process which can change and adapt to new conditions.

Curricular change refers to all the alterations and adjustments to the process and content of education (Wedell, 2009), specifically in this case to an EFL curriculum in a secondary education context in Indonesia. These adjustments and alterations to the EFL curriculum include scope and sequence of the programme, the syllabi, the teaching methodology, teachers' practices, teaching resources and materials, and students' evaluation. All of these intertwined processes have presumably had an impact on teachers' work and their required training and other professional development actions. To gain a holistic view of the 2013 English curriculum implementation, exploring school principals' and students' views on how recent curriculum changes are structured, experienced and responded to on a classroom level is essential to comprehend how they cope during the implementation stage.

In order to gain perspectives from the curriculum stakeholders, I use the implementation perspective framework by Fullan (1991, 2001) which aims to capture

the small picture and the big picture of change. The small picture of change looks at change from the participants' perspectives and the big picture would be change within the wider social setting of interrelating systems such as: cultural, political, administrative, educational and institutional. The merging of these two perspectives may produce a holistic and coherent picture of the change that is introduced in the system.

To summarise, I adopted Fullan's (1991) framework of implementation perspective with slight alterations (e.g., including students under local characteristics) and Brown's (1995) approach to element in language curriculum to fit in with the context of my own study. This was necessary as the curriculum change which occurred in Indonesia adopts a top-down rational approach to change. It has clear specification of tasks and is goal driven yet with little input from end users. The approach/strategies fit well within Indonesia's highly centralised and bureaucratic education system where most forms of educational change are mandatory and emanate from the highest levels of the system.

3.3 The nature and importance of curriculum

The idea of curriculum has been around since the classical period of Greek civilization and the way it is theorized and understood has inevitably changed over time. The literature review in this section starts by critically considering the nature of a curriculum within its different definitions, its importance and its approaches, before acknowledging the importance of English curricula.

3.2.1 What is a curriculum?

There are several definitions of 'curriculum' in education mentioned by scholars. However, there is still no widely accepted, or unanimously agreed definition and its concepts vary depending on the context of the discussion (Connelly & Lantz, 1991). Historically, the roots of the word curriculum are particularly enlightening. The most common definition derives from the Latin root *currere*, which means 'racecourse' (Marsh, 2009). Indeed, curriculum in educational institutions nowadays could be likened to a race whereby students compete against so many courses run by schools in order to fulfil their need in education. Moreover, Pinar (1975) argues that *currere*, as the Latin infinitive suggests, comprises the investigation of the nature of the individual experience of gaining the experience of pilgrimage of the educational journey that involves the products, actors and its operations. Hence, curriculum is concerned with the whole process of what is planned, implemented, taught, learned, evaluated and researched in schools at all levels of education (McKernan, 2008).

Curriculum can also be referred to as a process (a particular course of action intended to achieve a result) or to define and describe praxis (ways of doing things) (Smith, 2000). In the schooling environment teachers often refer to curriculum in tandem with 'programming' such that curriculum means the 'what' that is to be taught, while programming refers to the 'when'. It is interesting to note that in this circumstance the 'how' to be taught – the strategic alignment of knowledge to be learnt and product with process and praxis – has traditionally been considered the professional domain of the individual teacher, such that a teacher's capacity to achieve in classrooms is taken for granted. Put another way, it is said that perhaps

all teachers are able to teach, but not all learners are able to learn. As this chapter will reveal, pedagogy, the 'how' in terms of strategy and 'knowledge', what is to be taught (or learnt), is dependent on specific teacher capacities.

The idea of a curriculum has been differentiated across a wide range of meanings (Squires, 1990). Taylor (1950, p.220) views the curriculum as "the name for the total active life of each person in college." Breaking this down further, Kerr (1968, p.16) provides a definition of curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school". This definition sets a basis for all organized activities of a school. Moreover, curriculum refers to a selected blueprint for learning that derives from content and performance standards (McTighe & Wiggins, 2012).

In summary, curriculum is considered the "heart" of any learning institution, which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well" (Bilbao *et al.*, 2008).

A narrow view holds that curriculum is "the body of courses that present knowledge, principles, values, and skills that are the intended consequences of formal education" (Boyer & Levine, 1981). Selvaraj (2010, p.53) refers curriculum to "specific subjects or topics within the curriculum of any learning institution". Kelly (2009) highlights the need to define the term curriculum that can embrace the four major dimensions of educational planning and practice: the intention of the planners, the

procedures adopted for implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempts to carry out their or planners intentions, and the hidden learning which resulted in defining curriculum as "the totality of the experiences the pupil has as a result of the provision made" (p. 13). Richards (2013, p.6) expands on this further, defining curriculum as "the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved".

A curriculum for English language teaching according to Richards (2013) is developed from a decision about the input (i.e. the linguistic content), moves on to a focus on methodology (i.e. the design of classroom activities and materials, the types of learning activities, procedures and techniques that are employed by teachers when they teach and the principles that underlie the design of the activities and exercises in their textbooks and teaching resources) and then leads to a consideration of output (i.e. learning outcomes, that is, what learners are able to do as the result of a period of instruction). In addition, Christison and Murray (2014) refer to curriculum as the wide-ranging organization of instruction that involves planning, teaching, and evaluating any plan for the English learning and teaching process. Although different terms are used by different scholars, all are in agreement that multiple meanings can underpin definitions of curriculum. Meanwhile, according to Indonesian Act No. 20 in 2003, curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities in order to achieve specific educational objectives.

From the previous argument, it is clear that there is no definitive definition of curriculum and as Marsh notes (2009), writers naturally formulate a definition of the curriculum in line with their research. Hence, in the context of the 2013 English Curriculum, this current research needs to define curriculum for itself as the knowledge, a set of language skills and competencies that form the content of taught subjects planned to foster teaching and learning in order to achieve a desired goal that are aligned with the national education philosophy.

3.2.2 Components of the curriculum

Curriculum components are addressed differently in many ways in the literature. We may start classifying them as previous studies do, for example, Brown (1995) suggest six essential elements of curriculum: need analysis, objectives, testing, materials, teaching and evaluation. He believes that those components may help to develop consensus among teachers about crucial elements in the development and maintenance of a sound language curriculum.

With a slightly different emphasis, Madaus and Kellaghan (1992), highlight their own six components of curriculum: content, general objectives, specific objectives, curriculum materials, transaction and lastly, the result. In addition to that, Rasinen (2003) believes that rationale, implementation goals, and other observations should be added to curriculum components. Moreover, Zohrabi (2008) argues that any language curriculum should consist of objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar and assessment to clarify various dimensions of the

curriculum and consequently enhance its productivity. Reducing the elements to a smaller number of categories, Walker (2003) discerns three main components of curriculum: content, purpose and organisation of learning. Nulty (2012) also emphasises three key curriculum components: goals, learning activities, and the assessment of learning outcome.

Although there are different terms and views about the components of curriculum, there is a consensus that the main one is the objectives and content, together with other components related to them. Van Den Akker, Fasoglio and Mulder (2010) nonetheless state that it is wise to give explicit attention to a more elaborated list of components. They indicate that the components of curriculum are rationale, aim and objectives, content, learning activities, teacher role, materials and resources, grouping, location, time and assessment. In order to clarify the interrelationship among those components, a “curricular spider web” is presented. In this, the rationale serves as the central link connecting all curriculum components. (Figure 3.4) (Van Den Akker, 2003).

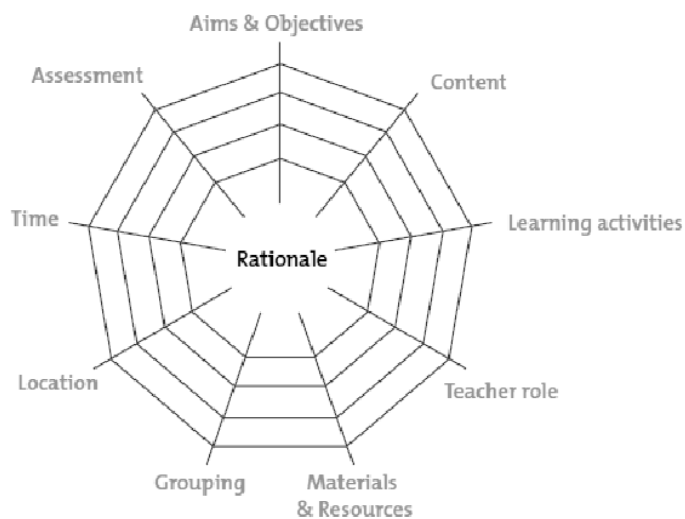


Figure 3.4. The curriculum spider web (Van den Akker, 2003)

From the English curriculum change process in Indonesia it can be seen that the MOEC reform process included many of the above curriculum components such as aims and objectives, content, learning activities, materials and assessment. Hence, it would be useful to discuss these components to provide some background knowledge.

3.2.2.1 Aims and objectives

Having clear aims and objectives is important in determining the content, in deciding the focus on the learning activities and in guiding assessment. Marsh (2009, p.95) explains the conceptual distinction between the term aims and objectives derives from the fact that “each refers to purposes of a different order and level of specificity, in other words that it implies a hierarchical and linear relationship between these different kinds of purpose.” In short, aims are used as the base from which more specific objectives are derived. Meanwhile, Brown (1995) defines objectives as precise statements about content or skills the students must master in order to attain a particular goal able to serve different student needs that vary in level of specificity. The curriculum is more effective and attainable when aims and objectives are stated clearly so that what is expected from a learner can be described more precisely (Anderson et al., 2001).

The main objective of language curriculum that involves the process of thinking should lead to analysing, synthesizing, and clarifying the knowledge and skills necessary to meet the students’ language needs (Brown, 1995). Clark (1987, xii) comments:

A language curriculum is a function of the interrelationships that hold between subject-specific concerns and other broader factors embracing socio-political

and philosophical matters, educational value systems, theory and practice in curriculum design, teacher experiential wisdom and learner motivation. In order to understand the foreign language curriculum in any particular context it is therefore necessary to attempt to understand how all the various influences interrelate to give a particular shape to the planning and execution of the teaching/learning process.

In this study, one of the aims is to explore the views of the principals, English teachers and students about the new aims and objectives which are covered in the reform. Indeed, examining the role played by different stakeholders within the specific context of Indonesian schools facing the implementation of the new English curriculum constitutes a central tenet of the study. It thereby seeks to deepen understandings of what Clark's (1987) definition means in practice for Indonesia's 2013 English curriculum and how the aims and objectives are interpreted and enacted.

3.2.2.2 Content

The real contribution of stating objectives for learning is to think of how each objective can be achieved by students through the content or subject matter they learn – the “what” of curriculum. The content outline is useful for the teacher in planning and guiding instruction (Lunenburg, 2011); hence, Christison and Murray (2014) argue that curriculum needs to include scope and sequence of content to be taught. Scope refers to the type and amount of content to be taught, while sequence refers to the order in which the content will be taught.

Language teaching is somehow different from other teaching because content includes both the language to be taught and the subject matter in which the language is embedded. Therefore, we need to decide what linguistic content to teach before we can teach a language. Richards (2013) states that once content

has been selected it needs to be organized into teachable and learnable units as well as arranged in a rational sequence which then produce syllabus as the outcome. Nation (2009) mentions that the content of language course should consist of the language items, ideas, skills and strategies to meet the aim and objectives of the course. Christison and Murray (2014) determine more specifically the content of language for the curriculum that needs to be taken into consideration: language structures, language skills, genres, registers, speech acts, sociocultural appropriateness, process/product, generic skills and non-language outcomes.

From the above discussion, the importance of relating the content to linguistic aspect is clear. This study investigates the way in which content was reformed in Indonesia and what teachers and students think about its relevance to the teaching and learning process.

3.2.2.3 Learning materials and activities

Materials and activities are needed to translate the goals and objectives into learning experiences for students and then aligned to the goals and objectives of the curriculum to help learners achieve those goals (Christison & Murray, 2014). The presentation of materials will involve the use of suitable teaching techniques and procedures, and these need to be put together in a lesson. Although some lessons might consist of unpredictable activities, the same sequence of activities may occur in all or most of the lessons. Nation (2009) argues that the sources of materials used as a basis for the lessons will have a decisive effect on the ease of making the lessons. Suitable materials from other sources and adaptation may be required. Brown (1995) states that the key to develop sound materials is to ensure that they

are described and organized well enough so that teachers can use them with no confusion and with a minimum of preparation time. Throughout the twentieth century, there was a movement away from mastery-oriented approaches focusing on the production of accurate samples of language use, to the use of more activity-oriented approaches focusing on interactive and communicative classroom processes (Richards, 2013). This has also occurred in Indonesia where the current national curriculum focuses on the use of a scientific approach in learning to engage students more in interactive and learning-centred approaches. Diversity in learning activities in the classroom makes an important contribution to improving the students' attitude to learning (Ni et al, 2011; Voogt et al, 2011). These two studies suggest that varying the learning activities has a positive effect.

In this present study, classroom observation is used to explore the materials and teaching methodologies in use in language classrooms in Indonesia and to provide evidence of what the teachers and students think of it.

3.2.2.4 Assessment

Assessment must be aligned to the goals and objectives of the curriculum as teachers and other stakeholders need to know whether learners have learned and are able to use language through assessment (Christison & Murray, 2014). Formative assessment provides teachers and others, including learners, with ongoing information about how to adjust the instruction, while summative assessment provides information on whether the end outcomes of the curriculum have been met. Richards (2013) refers to assessment as learning outcomes, that is, what learners are able to do as the result of a period of instruction which could be in a form of targeted level of achievement on a proficiency scale, standardized test

such as TOEFL, the ability to engage in specific uses of language at certain level of skill and familiarity with the differences between two different grammatical items or the ability to participate effectively in certain communicative activities. According to Al-Balushi & Griffiths (2013), a wide range of assessment methods, such as short written or oral tests, quizzes, assessment tasks, projects, portfolio work and student self-assessment not only help to provide a more accurate picture of students' attainments and needs and increase reliability but also achieve a better match between assessments and what has been taught and learned in the classroom. Thus giving greater validity to the assessment system.

This study investigates the authentic assessment that is used in the 2013 English curriculum and explores what teachers and students think about its relevance to the teaching and learning process.

3.3. Understanding curriculum change

3.3.1 Why there is a need for educational change?

Change is as much an aspect of education as education is an aspect of society. The need to respond to these profound and multifaceted changes occurring in the world has in turn prompted changes or reforms in both general education and English language policy in many countries, particularly developing ones like Indonesia. The rationale behind revising and updating existing educational curricula is thus to provide learners with the very best opportunities and progression in local and global communities (Airini et al., 2007; Fullan, 2007; Oloruntegbe, 2011). In other words, education must continue to change, and curricula should be regularly altered in order to fulfil this pressing need. Indeed, the argument for change or reform in education has become "indisputable"

(Bantwini, 2010, p.88), and change is “inevitable” (Fullan, 1993, p.4) and an ongoing process of constructing meaning (Airini et al., 2007).

The globalization is related not only to transnational capital and the global economy but also to other factors, notably global “cultural forces” that affect national educational systems (Mazrui 1990; UNESCO 1998) and prompt transformations and transitions (Mebrahtu et al. 2000). Included in such forces, and noted among them, are information and communication technology (ICT) and the innovative processes it foments (Carnoy 1999; Nelson-Richards 2003). Globalization is not without consequences. Therefore, we should observe a positive or negative impact of that era. As we see an open world provides new opportunities but also new challenges. Open world is not without protection. Each nation would want their nation to be developed on par with other nations advanced. In line with the pace of world trade, it will be rapidly expanding consumerism. Among the effects of globalization is the emergence of a community of mega-competition where everyone is vying to make the best, achieve the best. World in the era of globalization is the world’s pursuit of quality and excellence. With the struggle of the people expected to be dynamic, constantly forward and pursue the best.

The challenges of globalization which demands earnest attention from all walks of life to face the negative impacts. The first challenge for the world is about the quality of education. In the era of globalization basically appears the era of competition. Therefore, innovation in the field of education is concerned to solve the problem of education. Thus educational innovation is: an idea, goods, methods of perceived or observed as a novelty for a person or group of people (society) either results or invention are used to achieve educational goals or to solve the problem of education.

Public demand for education entering the 21st century today, faced with a situation that is increasingly dynamic and very tight competition. They will exist and function when armed with the knowledge, skills and expertise in a professional manner. Thus education actually functioned as a tool and means to be able to deliver humans reach perfection and well-being. Education is not functional as it is, will be abandoned by society. Therefore, education should always respond and modernize various related elements in them. Related elements in the education system, usually include; educational goals, curriculum, teacher-student, methods and processes of learning, the environment and good evaluation system. Education of the aspects of management can be seen as a symptom of cultural, economic or as a symptom of the learning process. Conceived as an educational phenomenon, because in it there is a process of learning and the symptoms are symptoms that have short term. While education is understood as a symptom of the real economy because education is to prepare the labor process and usually have a medium term. Then be understood as a symptom of the culture because education is the center of activity for the preservation and continuation of cultural values. Having said that, it is clear that the 2013 Curriculum was designed to fulfill the demand of globalization by focusing more on students to prepare their life skills in entering the global forces.

According to Hall and Hord (2001) and Rutherford et al. (1983), educational change usually has the following characteristics:

- requires time, energy, and resources
- is achieved incrementally and developmentally, and entails developmental growth in feelings about the skill in using new initiatives; (Fullan, 2001)
- is accomplished by individuals first; schools cannot change until the

teachers within them change

- is a highly personal experience of individual teachers; and is facilitated by change agents providing diagnostic, teacher-centered support.

Educational change involves change in practices which alter instructional programmes, in an attempt to provide better education for students (Carlson, 1971).

Regarding the nature of change, it must be understood that change is not a linear process or just a sequence of events; rather, it is an interaction of various factors acting at different stages, so that whatever happens in one phase may impact on and alter what happens in another (Fullan, 2001).

To give two examples: the educational system in Malaysia has undergone several major alterations and changes to ensure that the school curriculum does not only cater for local needs but also meets international benchmarks so that the new curriculum will be in line with the global standards of education (Sulaiman, Ayub & Sulaiman, 2015). Likewise, the school system in Hong Kong has been subject to regular reform to raise the overall quality of education and levels of student achievement (Cheung & Wong, 2011)

In the context of the Indonesian education system, the motivation for the recent 2013 curriculum reform was “to prepare Indonesians for becoming citizens who are religious, productive, innovative and passionate as well as who can contribute to societal, nation’s and world’s civilizations” (Widodo, p.136, 2016). Hence, changes are proposed as the reactions or adjustments to the previous curriculum and the present reality to remain in line with local, regional and global needs (Wachidah, 2013). In short, educational reform movements are intended to improve education and schools and to make them more effective to meet the current and future needs

of the country by maximising the effectiveness of teaching and learning (Aksit, 2007).

The following section examines conceptualizations of the curriculum change. The purpose is to establish a theoretical basis for later discussion of the factors or variables (a) affecting the development of curriculum change and its implementation, and (b) determining the effectiveness of curriculum change in both general and English language education.

3.3.2. What is meant by curriculum change?

Curricula are dynamic as there is a constant renewal based on feedback from curriculum evaluation. The renewal process and the various interpretations of the intended curriculum may drive the curriculum stakeholders to change the curriculum. Frequently, change is implemented from above because political leaders change, trends in pedagogy change, and national priorities change (Christison and Murray, 2014). Nevertheless, if the change is top-down, without involving all the stakeholders, change is rarely spread throughout the educational enterprise (Adamson & Davidson, 2008)

Curriculum change refers to a whole set of concepts, including innovation, development and adoption. It includes both planned and unplanned change and can occur at the level of the classroom, school, or whole education system (Popleton, 2000 in Leung et al., 2012). It is a process that involves continuous support and effort from teachers and schools. The relevant changes are expected to enhance the professional growth of both the teachers and schools involved (Leung et al., 2012).

There are two substantial related aspects to any major curriculum change – the

change that takes place in the curriculum and the change that needs to take place in the minds of the various people affected by the curriculum (Nation & Macalister, 2010). Changing involves the unknown, and is therefore risky (Bailey et al., 2001). It is because many of us fear the unknown that proposed changes make us feel threatened about our ability to perform the assigned tasks and even about losing our jobs (Lamie, 2005). Bringing about planned changes in our professional environments can be difficult but necessary (Bailey et al., 2001). It is challenging, but also promises many rewards. Given these facts about change, it was essential for this study to more profoundly explore teachers' understandings about the proposed changes and to deeply examine how they think and act in this context of change. Changes in the curriculum, therefore, are assumed to be a complex process that can be affected by a number of factors. These factors are examined in the rest of this chapter.

The curriculum change in Indonesia has always been in a top-down process directed by the Minister of Education. However, the curriculum change that is required for the successful implementation of the 2013 English curriculum has implied paradigmatic changes with regard to methodological and teaching strategies in order to achieve its goals and to be sustainable in the future. It is widely known that teachers play important role in educational practice; therefore, conducting research on how they respond toward the policy of implementing 2013 Curriculum will be worth doing so as to shed light on the real practice of English language teaching at schools.

In the case of the institutions where this study will take place, the implementation stage has implied that the stakeholders involved in the change process adopt a critical and self-reflexive stance towards questioning common assumptions—

starting by their own. This process, as the literature on curricular change points out, requires that those affected by the proposed changes should first understand the principles and practices of those changes; that is, the theoretical underpinnings and classroom applications of the changes (Carless, 1998). Similarly, it is important that teachers understand the need for the changes, what the changes imply and how far-reaching the scope of the change is. Their role in implementing those changes and how they will be affected by the change in terms of efforts, adjustments and investments to be made are also crucial.

3.3.3 Model of curriculum change

The complexity theory change model is perhaps the broadest and most challenging in scope. It highlights how the uncertainty and anxiety brought about by educational change can positively motivate communities to solve resulting problems. It sees change as a series of complexities that include expected and unexpected outcomes, individual and institutions in mutual influence, chaos, the development of new orders, small changes having large consequences, and complex communications between individuals and groups. Awareness of such complexities may be very helpful in the implementation process.

Regardless of model, it is undoubtedly important to consider the sequencing and structure that any educational change will take. According to Fullan (2007), there are three broad phases to the change process. Phase I is labelled variously as initiation, mobilization or adoption, which consists of the process that is directed towards adopting or proceeding with a decision to change. Phase II is the implementation stage that usually happens in the first two or three years of use. It

involves the initial experiences of putting an idea or reform into practice. Phase III is called continuation that refers to the change itself whether it becomes embedded in the system or disappears by deciding to remove it or through attrition.

Figure 2 provides an overview of Fullan's model. The outcome concept is added to give a holistic overview of the change process. The outcome may refer to several different types of result such as improved student learning and attitudes or new skills or problem-solving capacity. There are two points to keep in mind regarding Fullan's model, first, there are various factors operating at each phase. Second, the two-way arrows imply that it is not a linear process but one event happening at one phase can change decisions made at a previous phase. As a result it is a continuously interactive process which is recursive throughout the change process.

Nonetheless, as Kennedy (2015, p.15) rightly argues, "no model can capture the reality and complexity of change, its messiness and its unpredictability as change is context-specific, models should only be developed and used in conjunction with ongoing fact-finding research".

The present study is informed by Fullan's model of change due to the fact that it is expected to capture the small picture as well as the big picture of change. The merging of these two perspectives may produce a holistic and coherent picture of the change that is introduced in the system.

3.3.4 Change strategies

Major strategies have been classified in the typology by Bennis et al. (1985) which was subsequently built on by Chin and Benne (1985). They authored an article

summarizing what they saw as an overall framework cataloguing the then-utilized approaches to change management. The framework has remained an often-cited guide to change practice and a useful tool for analysis of potential approaches to change strategy development. The strategies are 'power-coercive', 'normative/re-educative' and 'empirical-rational'.

Power-coercive. This approach takes a very top-down view of the change process. In general, this approach to change emphasizes the use of political and economic sanctions as the principle strategy to bringing about change, although the use of "moral" power also historically forms a key element of the strategy (Chin & Benne , 1985, p.39). Knowledge is seen as major component of power and therefore those with more knowledge (such as policy makers and change agents), are viewed as legitimate sources of power and in some instances not to be questioned. So where there is resistance or reluctance, political and economic as well as moral force may be used (Wong, 2001). According to Marsh (2009), power coercive strategies are based on the control of reward and punishment can be easier to apply in the context of change on a large scale in systems where there is a strong likelihood the strategies will be obeyed. Thus, the recipients simply have to comply if they want to obtain the rewards offered which may result in their motivation – even though they may have no intrinsic motivation for accepting and implementing innovation. Noteworthy, the power-coercive strategy – or some form of it – is frequently adopted by educational institutions where most curricular decisions are taken centrally such as in China, Malaysia and, to a certain extent, in Indonesia as well.

Normative/re-educative. The normative/re-educative approach refers to the idea that most people are influenced by the attitudes and behaviour of other members of

their group. As a result, they will change if their peers have changed their behavioural norms (Weddel, 2009). Contrasting to some degree with the power-coercive approach, implementation of this strategy will necessitate a bottom-up, collaborative and problem-solving approach in which those affected by the change are given the opportunity to decide about the degree and the manner of the change they wish to accept. It is also an approach which stresses the 'means' of an innovation and not just its end product. Thus, the process of development that individuals experience as a result of involvement is emphasised with the hope that this will lead to a continuing interest in further change and innovation. Marsh (2009) believes that this can be achieved by biased information, persuasive communication and training workshops. However, Weddel (2009, p.20) has commented on the difficulty of finding a 'critical mass' of people to change their normative orientations so that others can follow suit.

Empirical-rational. In this strategy, a change is proposed and the task of the change agent is to demonstrate the validity of an innovation in terms of the increased benefits it offers the potential user. It assumes that people are rational and motivated by self-interest and that they will take up the proposed change once evidence has been produced to show that they will benefit from it. The strategies rely upon providing detailed knowledge about the innovation by holding workshops, seminars and demonstrations (Marsh, 2009). However, Weddel (2009) has criticized this model based on two grounds. First, people are not rational beings and secondly, rationality is a subjective term. The subjectivity of perception of rationality and the involvement of a number of people mostly fail to create a consensus of perceptions among the stakeholders.

There is ample research that points out that in many cases, well-designed curricula with laudable aims, fail to achieve their objectives due to ineffective implementation (Fullan, 1991; Higgins, 2004; O' Sullivan, 2002). The focus is almost exclusively placed on the policy formulation i.e. the initiation and the policy stage, while the implementation phase is often hurried in order to arrive at the routinization phase as quickly as possible (Rogan & Aldous, 2005). Porter (1980), referring to curriculum changes in Australia and the United States, says that 'the people concerned with creating policy and enacting the relevant legislation seldom look down the track to the implementation stage' (p.75).

3.4 Perspectives on change process.

In order to comprehend the process of change, theoretical perspectives on change are needed. The most influential framework was developed by House (1981; House & McQuillan, 2005). This framework argues that an adequate understanding of school reform requires three perspectives: technological, political, and cultural. The technological perspective sees reform as mainly a process of research, development and diffusion. The political perspective views innovation as a process of conflicts, negotiation and compromise between groups and factions. While the cultural perspective relates to meanings and community values and reflects an ecological perspective. Expanding upon this, Blenkin et al. (1992) propose perspectives which they believe will provide a more comprehensive framework for understanding educational change. They list these as the following: the technological, the cultural, the micropolitical, the biographical, the structural and the sociopolitical perspectives. The perspectives of Blenkin et al. (1992) provide us with fresh insights into the innovation process. They have built on the works of Chin and

Benne in 1985, Havelock in 1969 and House in 1974 and thus widen the framework to take account of new ideas emerging from innovation studies. Each perspective, as pointed out by Blenkin et al. (1992), has its own implicit assumptions concerning the nature of change, of schools as institutions and of human agency. They argue that descriptively, prescriptively and analytically these six perspectives have their merits and limitations. They also clearly overlap and interrelate one with the other. Therefore, these perspectives do not represent the blueprint for change but instead they help to shed light and provide for a deeper understanding of the phenomena itself.

Fullan (1991) has also come up with one of the most comprehensive frameworks for understanding educational change. Fullan talks about the 'small' and 'big' pictures of change. The 'small' picture would involve looking at change from the participants' perspectives and the 'big' picture would be to view changes within the wider social setting of interrelating systems such as: cultural, political, administrative, educational and institutional. The 'merging' of these two perspectives will in turn produce a coherent picture of the change that stakeholders want to introduce into the system. Fullan also identifies key factors as well as key themes in analysing change. He believes the former has the advantage of isolating and explaining specific roles while the latter is more likely to capture the dynamics of the change process. Since change is multidimensional, it should also be considered from the implementation perspective. Fullan suggests that 'objectively' it is possible to categorise it into three components: the possible use of new or revised materials, the possible use of new teaching approaches and the possible alterations of beliefs. However, we should also bear in mind that these three components are interrelated because changes in

behaviour (which includes use of materials) can only occur when there is a shift in attitudes and beliefs. Fullan further argues that it is important to understand what makes for successful changes in schools. Indeed, by studying implementation directly, clearer picture can be gained to analyse why innovations fail or succeed and consequently develop corresponding strategies for bringing about beneficial reforms. The implementation perspective is therefore a powerful tool for achieving real improvements in classrooms and schools.

Change should also be considered within a wider perspective in order to understand the broader social forces influencing it. Kennedy (1988) states that change takes place within a wider social context of 'several interacting systems and subsystems'. In this vein, Dalin et al.'s (1994) studies of successful educational reforms in developing countries show strong evidence that community support was seen as a high impact factor in Ethiopia and Columbia. Other external variables such as long term political support, an efficient and supportive administration both at the central and local levels also influence the implementation of any innovation.

Kennedy (1988, 1999) looks at innovation from an ELT perspective and lists three major aspects of the change process which need to be considered for successful implementation: the systemic nature of change, the role of participants and the criteria for acceptance which in turn involves variables such as concepts of ownership, gains and losses.

To summarise, in order to arrive at a comprehensive understanding of change, we have to study the 'small' picture first and understand how individuals view and cope with change based on their subjective realities. Next, it is also important to understand what change means in practice which entails looking at it from the

implementation perspective. Finally, to make the picture 'whole', change also needs to be viewed as a socio-political process which takes into account external factors impinging upon any change introduced into the system. Fullan (1982, p.12) succinctly presents this view:

In understanding and in coping with educational change it is essential to find out what is happening at the classroom, school, and local levels of education as well as at the regional and national levels. Neither level can be understood in isolation from another.

Overall, the literature on successful school improvements is largely in agreement the major factors mentioned here.

3.5 The role of curriculum stakeholders in curriculum change at school level

This section focuses on the people who play crucial roles in the change process: principals, teachers, and students. Stakeholders must be active, invested participants throughout the change process. Setting up opportunities for individuals and groups to vent concerns can certainly be effective. Being heard is fundamental in establishing understanding and consensus. Bishop (1986, p.3) labels this the 'user system' – the person or group at which the innovation is directed or targeted. In my study, I have chosen to focus on people at the school level because most innovations directly affect them whether as implementers or clients.

3.5.1 The Principals' role in curriculum change

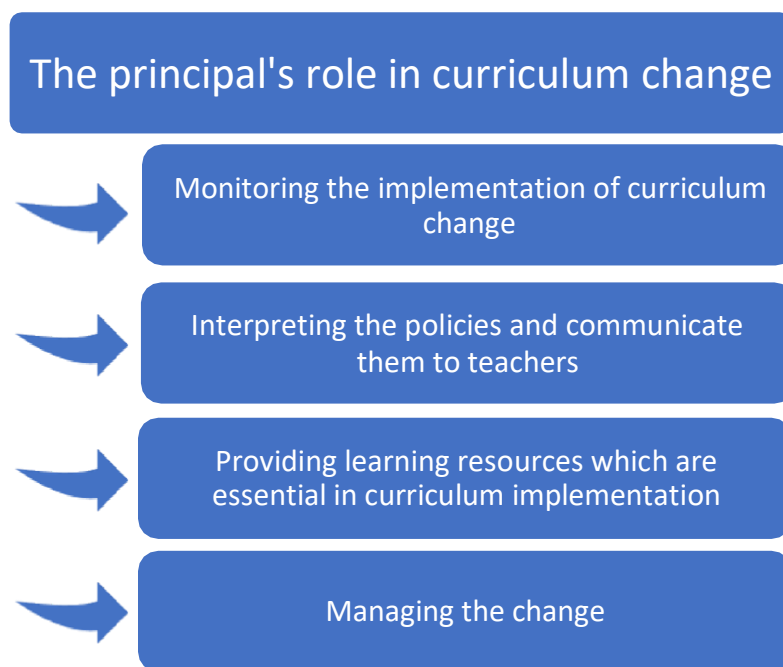


Figure 3.5. Summary of the school principals' role in curriculum change

The role of school principals in implementation cannot be underestimated as they are in charge of monitoring the implementation of the curriculum. They interpret the policies and communicate them to the teachers and are responsible for providing learning resources, which are essential in curriculum implementation. The school principals need to implement the curriculum with the help of teachers in an actual school setting and observe if the curriculum has achieved its goal. As Fullan & Stiegelbauer (1991) assert, the school principals' actions serve to legitimate whether a change is to be taken into action seriously and they also put necessary organizational structures and support to make sure the implementation runs effectively. To my knowledge, studies that investigate the role of school principals in curriculum change in Indonesia have yet to be conducted. That is why this study will include the principals' perspectives in curriculum change and implementation in Indonesian context, recognising the high value of research into this.

Principals, whose jobs are increasingly being reframed as requiring instructional leadership (Hallinger, 2005; Lunenburg & Lunenburg, 2013), serve as a vital link between standards-based reform and its successful implementation at the school level (Fullan, 2011; Hallinger & Heck, 1996; Leithwood & Riehl, 2005; Spillane and Hunt, 2010). Certainly, principal leadership is the key to successful implementation of mandated, high-accountability, teacher evaluation systems. Thus, given the magnitude and complexity of change at the school level, understanding principals' perceptions, responses and concerns is essential for effective change and support during implementation (Derrington & Campbell, 2015). Successful implementation depends on the capacity and motivation of principals to enact the change (Fowler, 2009).

Principals, being less involved at the policy level, have greater responsibility for implementation at the school site (Spillane et al., 2002), and have been called upon as new policies or practices are required of schools and districts, and particularly of school leaders, multiple implementation issues might come to the forefront (Datnow et al., 2002; Fullan, Hill, & Crevola, Breakthrough, 2006; O'Donnell 2008; Sarason, 1990). For successful reform in increased accountability environments, leaders must of course better understand change processes (Fullan et al., 2006). Sarason's (1990) often cited work on change, addressing the ineffectiveness of multitudinous reform initiatives, described school culture as an underestimated and underappreciated force. Glickman et al. (2010) discussed the multitude of principal tasks in their work on the interactions between change processes and principals' pragmatic, supervisory skills and dispositions. In writing about change, Fullan (2005, 2008) leaves no doubt that a school leader is part of a system, a context, and a

longitudinal flow of events, perspectives, and influences—both inside and from outside schools and districts. The literature on the principal's role in promoting change points to important variables including policy interpretation, capacity for implementation, adaptation, and management of the organization as important variables.

However, as Hall and Hord (2001) have argued, the extent to which an organization changes depends upon the changes that occur with each individual within the organization. Hall and Hord developed the concerns-based adoption model (CBAM) and the stages of concern (SoC) framework for examining responses to change, and the development of understanding and effective implementation. Hall (2013), reflecting on the application and evolution of the individually-focused CBAM, cited Hallinger and Heck's work (1996, 2011) in calling for studies on leadership to include attention to "reciprocal influence between leaders and followers" (Hall, p.285). Indeed, Datnow et al. (2002) noted, at the time of their research, the paucity of knowledge on the impact of externally developed school reform on principal leadership for implementation in schools. Thus the complexity and variability of policy implementation, principals' varied experiences and understandings of change processes, for themselves and in their schools, and the well-documented, chequered past of teacher evaluation effectiveness present a rich context for qualitative study of principals' perceptions, practices, and concerns as new evaluation policies are implemented in an increased accountability environment.

Research also shows that while it is acknowledged that principals have a major impact on educational innovations, many do not in fact play an active role. A study by Leithwood and Montgomery (1986) reports that principals were uninvolved and

ineffective in change and functioned primarily as administrators. Part of the reason could be that even though the management of change is a complex affair, principals are ill prepared and receive little training or professional help from central authorities in managing innovations.

Managing change is a necessary administrative function in a secondary school. Principals can acquire the skills, tools, and knowledge to help them implement successful changes. To be effective leaders, principals must first learn to change themselves and not wait for others to change. Effective leaders strategize rather than simply react, they are productive as opposed to busy, and they are proactive rather than reactive when it comes to chaos, management, and improvement (Corbin, 2000). Ideally, they should engage collaboratively with teachers and cultivate a “supportive environment” for curricular and instructional change to take place (Corbin, 2000, p. 351).

The larger goal thus lies in transforming the culture of the school. The principal is the individual best placed by virtue of her/his position to initiate changes besides teachers. The principal as a resourceful and collaborative leader portrayed in this discussion is the key to the future. Instructional leadership aims, according to Neumerski (2012), are “tied to the core work of schools: teaching and learning” (p. 316). A school culture is established by the instructional leader, which is characterized by a shared, understood, and accepted set of norms, symbols, beliefs, rituals, and history (Owens, 2004). Creating a shared understanding and acceptance for the school vision is among one of the most important facets of establishing a school culture (Marzano et al., 2005). Culture is built within a school over time as the school community, composed of school leaders, teachers, students and parents,

works together (Owens, 2004; Peterson & Deal, 2002). The culture is inherently understood by the school community, making it hard to define and harder to change (Fallon, O’Keeffe, & Sugai, 2012). Through shared vision, cohesion (i.e., shared understanding) is established within the school culture (Burt, 1987). With cohesion, contagion can result through behavioural communication as teachers influence one another (Galaskiewicz & Burt, 1991). Effective principals may transform the current instructional beliefs and practices within their school, by using the standards in discussions about what effective instruction looks like in the classroom along with formative evaluation (or evaluation that informs instruction) and individualized instruction (Brooks & Dietz, 2013). However, it is important to remember that change may not be sustainable unless it is consistent with school culture (Lawrenz, Huffman, & Lavoie, 2005). Without establishment by instructional leaders of a school culture accepting of change and focused on shared goals for student achievement, schools can struggle to make changes that lead to positive outcomes for students. Therefore, it is essential that the instructional leader cultivate a school culture capable of working toward curricular improvement and student achievement (Leithwood & Riehl, 2005; Peterson, 2002).

Thus, the degree to which implementation successfully occurs depends on each individual and the characteristics of the school culture (Glickman et al., 2010; Hall, 2013; Sarason, 1990). Consequently, understanding principals’ perceptions and concerns with changes is important to successful implementation in the schools. In this context, I have not found literature on principals’ view of the 2013 English curriculum in Indonesia. Therefore, this study seeks to contribute, in a small way, to the implementation of innovation from school leader’s view regarding the 2013

3.5.2 Teachers' role in curriculum change

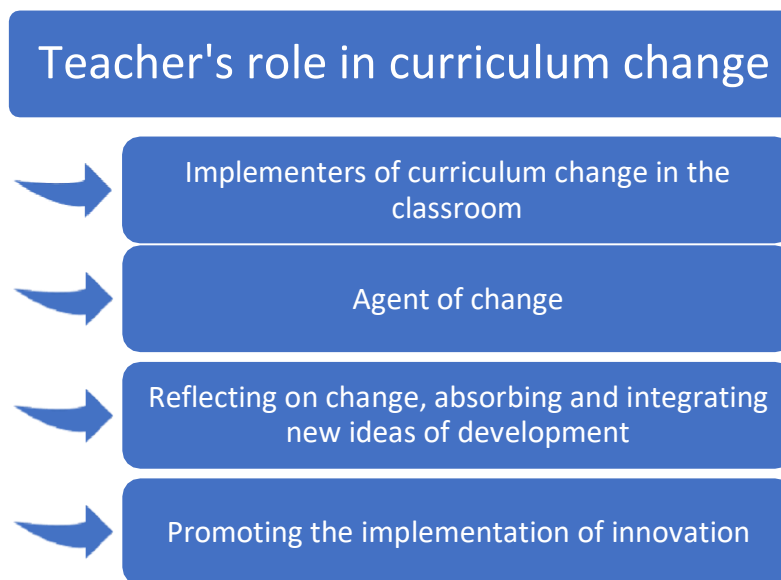


Figure 3.5. Summary of teachers' role in curriculum change

Alongside the principals' key role, the main participants of change in implementing curriculum change are the teachers as they are the agent of change in educational innovations. Fullan (2007) supports the notion that the teacher is one of the most important elements in the successful implementation of change at school level. The success of any educational change is mostly determined by how teachers perceive it and how they implement it in the classroom, simply because "it is the teachers who reflect on change, absorbing and manipulating new ideas and developments" (Ekiz: 341, 2004). Hence, any efforts to evaluate the curriculum change and implementation should involve teachers who experience those changes in their present positions, circumstances and contexts. Dillon (2009) asserts that teachers contribute continuously to the development of school curricula by developing periodic teaching plans and giving consideration to the various needs of students. Thus, having a good and innovative curriculum without the input of teachers is futile

as teachers are the means in achieving the learning objectives and goals.

However, Kennedy (1999) shows that teachers do not accept or reject change as a group. Some of them will adopt the change, some will reject it, and some will accept parts of it. He also claims that teacher willingness to adopt change depends mainly on three factors: teachers' own beliefs, peer support and control over the change. Those three factors have to be assessed positively before change occurs in the classroom. A study by Ahmad (2014) in the Indonesian context proved that the English teachers tend to translate the concept of 2013 English curriculum in ELT practices partially according to the teachers' level of understanding and procedural knowledge and the convenience of the application offered by the changing elements. As a result, the perception and interpretation of the English teachers on 2013 English curriculum related to the ELT practices are claimed to be in line with their knowledge and beliefs, mind set in teaching practice and curriculum policy demands in teacher administrative tasks. As teachers play an important role in the process of change, they need to learn continuously and to master the ways to integrate new ideas or teaching approach with the subjects they teach. More importantly, they have to accept the principle of innovation. Without teachers' acceptance of reform, we cannot expect student-centred approach innovation to be implemented successfully. Indeed, the success of the educational innovation depends much on what teachers actually do. It is the responsibility of the government and the school administrators to pay attention to teachers' willingness and ability to promote the implementation of innovations (Al-Aghbari, 2012).

Unsurprisingly, one of the most significant factors that has been cited as affecting the implementation or non-implementation of an educational reform is teachers'

attitudes and perceptions towards the anticipated and implemented curriculum reform. Carless (1997), Kyriakides (1997) and Mulat (2003) concur that teachers' perceptions, attitudes and beliefs about the curriculum reform play a crucial role in the adoption, reinvention or rejection of a new curriculum. more specifically, Bantwini (2010) rightly notes that "teachers' perceptions and beliefs influence and shape the meanings that the teachers eventually attach to the new reforms, which in turn play a vital role in their acceptance and classroom implementation" (p. 89).

It is therefore useful to know where teachers' perceptions and attitudes may develop from. Carless (1998, p.354) suggests that their own "learning experiences, training, teaching experience, interaction with colleagues and values and norms of the society in which they work" are key factors. Teachers with good learning experience, effective training and teaching experience usually show positive attitudes and behaviour towards teaching and the innovation, which eventually results in a positive outcome. In a case study of the implementation of the Target-Oriented Curriculum (TOC) in primary schools in Hong Kong, Carless (ibid) found the following: a teacher with a positive attitude towards the innovation in the curriculum was able to foster the TOC in a way which was compatible with the constructivist view of learning adopted in the TOC framework, despite some confusion during the implementation process. Conversely, the existence of negative perceptions and attitudes on the part of teachers can mean English language teaching reforms are significantly beyond teachers' capacities, leading to unsuccessful implementation and consequently ineffective curriculum reform (Morris, 1985). On this basis, Handal and Herrington (2003) sustain that it is fundamental to "acknowledge, identify, analyse and address teachers' attitudes, feelings, perceptions and understanding before the launching of

any innovation in order for the innovation to be successfully implemented” (p. 65). Teachers constitute the main focus of the present study because the main burden of change falls upon them and; consequently, it is important to understand their role in more detail.

The role of teachers in curriculum reform has been an issue of ongoing interest to curriculum researchers. A recent genre of curriculum reform involving teachers in collaborative relationships between administrators, curriculum developers, professional associations, researchers, teacher educators and parents has utilized the language of ‘partnership’. Such partnerships, in Fullan’s (1999, p.61) terms, involve ‘cross-boundary collaboration’. Research into the implementation of large-scale educational innovations confirms that the concerns of teachers to play an important role in the successful development of the innovations (Berg & Vandenberghe, 1995).

To fully recognise the role of teachers, Hargreaves (1994) pleads for the voice of the teacher to be heard and to recognise the ‘humanistic’ aspect of the teacher as social learners and not just ‘cogs’ in an organisation. Rudduck (1991, p.96) echoes a similar view, arguing that attention needs to be given to the behaviours and attitudes of teachers as individuals in any innovation process and hence, change should not be viewed as a technical problem; rather, a ‘cultural’ problem where teachers need to construct their own ‘narrative’ to change. Fullan (2001) also believes that if we are serious about involving teachers meaningfully in the change process, then one cannot ignore the social and humanistic aspects of a teacher’s subjective world.

Change involves learning new routines and behaviours which means abandoning or adapting familiar practices which may be deeply ingrained. In this vein, Marris (1975)

argues that when teachers are asked to change, their occupational identity and the accumulated wisdom of how to handle the job are threatened. Therefore, teachers who are involved in change must be helped to see that there is a 'continuity in experience and in the professional knowledge that experience creates' (Rudduck, 1991: 31). Indeed, because teachers are the implementers of classroom school change (whether it be curriculum related or method) they bear a heavy burden, and "changing" is a deeply personal and difficult process.

Studies of reform initiatives suggest that in most cases the teachers concerned, rather than showing uniform positivity or hostility, are likely to exhibit a range of attitudes and opinions. Thus, Kennedy (1996) found that the Spanish teachers he surveyed were not all antagonistic towards their national curriculum reform. Some were just scared to change to something new where they were used to the old system; some were favourably inclined to the change, while others were open to the changes yet needed time to adopt them – specially to learn new techniques. Moreover, Troudi and Alwan (2010) mentioned that teachers perceived their role in curriculum change as marginal, inferior and passive due to the issues of hierarchy and control. Therefore, teachers need to have a voice in curriculum change by involving them in curriculum development processes to eliminate negative psychological effects such as marginalisation and powerlessness.

Teachers' perceptions of their role in the classroom, and difficulties with taking on a new role, may also be relevant to the success of a reform (Wong, 2001). Accordingly,

Karavas-Doukas (1995) found that in Greek secondary schools EFL innovations where English was supposed to be taught using a communicative learner-centred approach, many teachers were in fact not able to adopt a different role in the classroom and make the students the centre of the learning and teaching process. The reason was that “most teachers viewed their role in the classroom primarily and ultimately as the language expert who was equipped with the ability, knowledge and skills to transmit information on the language to learners” (ibid, p.60). In short, it was difficult for the teachers to change their roles from knowledge dispenser to facilitator. Knowing how teachers perceive a curricular reform and the attitudes they hold towards it is important, because their perceptions and attitudes will govern the kind of behaviour that will be cultivated in real classroom activities (Carless, 1998). In other words, teachers’ perceptions and attitudes are highly likely to influence their decision whether (or not) to conduct their classroom practice in accordance with what is intended in the reform. Indeed, Gorsuch (2000) suggests that the attitudes and beliefs of the teachers are the single strongest guiding influence on instruction.

Ford (1992, as cited in Haney, Lumpe, Czerniak & Egan, 2002) identifies two types of beliefs for a person to function effectively; 1) capability beliefs as “an individual perception of whether he or she possesses the personal skills needed to function effectively”, and 2) context beliefs as an “individual’s perceptions about how responsive the environment will be in supporting effective functioning” (p.172). Ford argues that the combination of these two beliefs develops personal belief patterns that are likely to influence the motivation level of a person to reach the goal of the education reform. (Roehrig & Kruse, 2005)

Haney et al. (2002) share a similar view that the beliefs teachers hold are “valid predictors of their subsequent classroom actions” (p. 181). Their study in a large urban district located in northwest Ohio on the relationship between teachers’ beliefs and actual classroom behaviour to determine teaching effectiveness in science classrooms revealed that teachers with positive capability and context beliefs scored high in effective science teaching.

A mismatch between what teachers believe about classroom practice and teaching theory and the philosophy behind an educational reform can, however, affect its degree of success, the morale of the teachers and their willingness to implement it further. Studies on the process of implementing curriculum innovations or reforms have revealed a situation of excessive complexity when teachers hold negative attitudes or conflicting beliefs towards the reforms and/or misunderstand the principles underpinning the changes. Incompatibility between teachers’ perceptions and their existing attitudes and the change philosophy is likely to cause derailment of the reform effort, changes not being implemented as expected, and ultimately resistance to the change. Conversely, if teachers’ beliefs are compatible with the innovation, it has been found that acceptance is more likely to occur (Roefrig & Kruse, 2005).

Nur and Madkur (2014) focus on understanding teachers’ voices on the implementation of the 2013 curriculum in Indonesia. The findings reveal that teachers positively perceive the changes offered in the new curriculum as an indication that the country is working towards the betterment of its education quality, following the continuously changing technology, science and art. It is argued in the current paper that teachers are the key actors of the curriculum implementation, and

therefore, they are expected to be open and innovate themselves in order to be able to provide a better teaching and learning process. However, there are also some challenges that teachers face in implementing the curriculum. It is beneficial for both teachers and students when the government listen to teachers' voices and address their challenges accordingly. The research is similar to my study, but it only focused on teachers' views. Meanwhile my study filled in the gap among the curriculum stakeholders' views i.e. the school principals, English teachers and the students on curriculum change in Indonesia.

3.5.3 Students' role in curriculum change

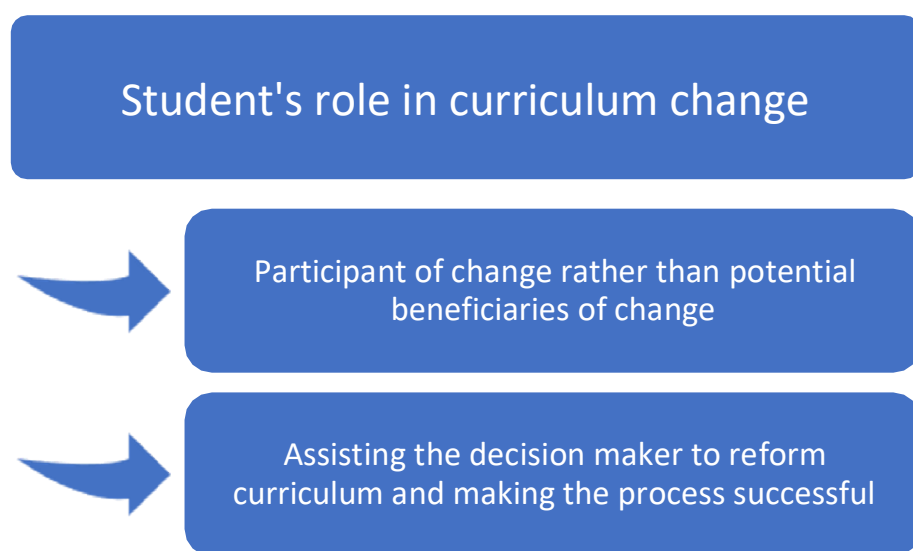


Figure 3.6. Summary of students' role in curriculum change

Schools have been constructed as places for students' education, curriculum have been developed for their learning and teacher are appointed to teach them. Their central place in education should be beyond dispute (Alshammari, 2014). Manefield (2007) believes that listening to the students' voices and exploring their opinions is

essential before beginning the preparation and development of a curriculum because their points of view form the foundation of the reform process. In contrast, Fullan & Stiegelbauer (1991) point out that policy makers and educationists often view the students as the potential beneficiaries of change rather than the participants of change. Dyson (1995) goes further to assert that although students are considered central to schooling, they are rarely consulted in curriculum making. Consequently, there is little evidence on what students think about curriculum change and their roles in it although they are the main clients in any school improvement projects. Unfortunately, in curriculum-making practices in Indonesia, student voices have also been generally marginalized. It is therefore overdue for students' perspectives on the change being imposed on them to be sought and part of my research study aims to access their views.

Despite the fact that the curriculum is supposed to exist to serve the interest of learners and their preferences, the marginalization of students' voice is closely linked to the interest and culture of learners (Brooker, 1999). It is in line with the cultural norms within the Indonesian education system where it is still essentially conservative and teacher-centred and students are rarely consulted regarding their views on the curriculum. Nonetheless, student voices are increasingly calling for educational change in the way we understand, respond to and work with students to improve the classroom and school practice (Thiessen, 2006). The term "voice" according to Holdsworth (2000, p.355) signals "the legitimate perspective and opinion, being present and taking part, and/or having an active role in decisions about and implementation of educational policies and practice."

It is difficult to draw firm conclusions on students' perspectives in Indonesia due to the dearth of empirical evidence. Nevertheless, a rare study conducted by Fajrianti, Yufrizal and Supriady (2014) – focusing on gaining students' perception on the 2013 English curriculum implementation in ELT process in senior high school in the city of Bandar Lampung, Indonesia – provides some insights. The data were gained by using observation and questionnaire that covers on five topics such as: the teacher, English teaching method, learning support, evaluation, learning in environment. The results showed that the five topics on the questionnaire were positively perceived by students. The first is the teacher (56.56%), English teaching method (35.05%), learning support (56.81%), evaluation (55.71%), and learning in environment (55.86%). They conclude that the 2013 curriculum has a good impact on students in the learning process. These results are quite surprising as the students have positive attitudes toward the implementation of 2013 English curriculum, while – as mentioned by Ahmad (2014) in the previous section – the English teachers have not implemented the new curriculum as expected. Another limitation in conducting this study is that I cannot find sufficient literature on students' view regarding the curriculum change in Indonesia. Most of the studies conducted related to curriculum change and implementation concerned with the teachers, which is understandable as teachers are the main agent of change. Therefore, this gap in the literature drives me to gain students' view in 2013 English curriculum of senior high school in Indonesia.

It is stated by Waldrip and Taylor (1999) that the opinions and views of the students should undoubtedly be explored when a curriculum is designed and developed. They state that the students' views are so important in the successful process of

curriculum development that listening to the students will help to relate it more closely to the students' everyday life and culture. Leat and Reid (2012) state in their review of the role of students in curricular development that consideration of the students' view and their participation in any curriculum reform process will assist the decision-makers and those who are concerned with the reform process to shape their work to students' need which helps the planners to work out how to reform the curriculum and makes the process successful. Levin (2000) also emphasises the role of students in education reform and stresses that any process, including the process of reforming the curriculum, which does not take student opinion into account will be non-comprehensive and encounter problems in the future. Wong (2001) also emphasizes that when we neglect to take the students' views into account while introducing change, it often leads to mismatch and poor performance. As Kennedy (1988) and Rudduck (1991) remind us, students have considerable influence to unsettle a situation and without their co-operation, teachers would find it difficult to implement new curricular directives or adopt new teaching practices. Rudduck further observes that many new pedagogical innovations fail because we often underestimate the 'force of conservatism' that pupils can represent (p.30).

Besides eliciting students' views on the teaching-learning process, it is also important to take into account students' socio-economic and linguistic backgrounds (especially in language teaching), their competency in the target language (TL), exam achievements and opportunities for practising the TL outside the classroom. All these factors have a bearing on curriculum implementation in terms of how well the curriculum is received and understood by the students and more importantly whether it brings about improved language proficiency. Hence, my study aims to

provide a more comprehensive account of the change process by taking into account these student factors.

3.6 Curriculum Implementation

According to Fullan and Pomfret (1977, p.336), curriculum implementation can be defined as “the actual use of an innovation or what an innovation consists of in practice.” They suggest two ideas for future study and actual implementation. The first one is “the distinction between fidelity (whether the innovation is being implemented faithfully as intended by the developers) and mutual adaptation (when users adapt or alter the innovation to meet their own needs)” (p. 336). The second observes that “implementation is multidimensional consisting of materials, skills and behaviour, and beliefs and understanding” (p. 336). Marsh and Willis, in a similar vein, (2007, p.214) describe curriculum implementation as “the process of enacting the planned curriculum” and “the translation of a written curriculum into classroom practices.”

Loucks and Lieberman (1983) define curriculum implementation as trying out a new practice and seeing what it really looks like when used in a school system. Curriculum implementation demands putting the officially proposed courses of study, syllabus, and subjects by the teachers into syllabi, schemes of work and lessons to be delivered to students. Recent literature (Drake & Sherin, 2006; Fernandez, Ritchie & Barker, 2008; Lamie, 2005; Wedell, 2009) shows that it is critical for curriculum developers to be explicit about the conceptual goals, aims and intentions of the curricular reform. Without a clear understanding of what, how and why teachers are going to change, successful implementation could be at high risk.

In that sense, it is essential that teachers understand the principles and practices of the proposed change (Carless, 1998).

Regarding the 2013 English curriculum implementation in Indonesian context, Darsih (2014) conducted research on teachers' understandings and perceptions on the implementation of 2013 English Curriculum and identified problems encountered by the teachers. She designed a qualitative study in one of senior high schools in Kuningan, West Java Province. The study revealed that the teachers' understandings of the 2013 curriculum are roughly in line with the basic principles of the new curriculum and most of teachers claimed that the new curriculum cannot be implemented easily at that moment since they found several problems. Difficulties were encountered in applying the new learning method; that is, the scientific method as well as developing assessment rubrics. The shortage of English lesson time allotted at school were also found to hinder improvements to students' competence.

Meanwhile, Sundayana (2015), who conducted research on teachers' readiness and competence in implementing the 2013 curriculum in senior high schools in West Java Province, claims that the teachers' comprehension and competence in developing and implementing lesson plans can be considered acceptable. This implies that their readiness to implement curriculum 2013 is relatively sufficient. However, the results from quantitative data show that the correlation between both aspects is not positive. Comparing both studies that were conducted in the same province thus revealed contradictory results. This discrepancy may be attributed to sample size: Darsih's study involved two English teachers only in one school while

Sundayana's study was larger in scale involving 12 schools in different cities in West Java Province.

Having reviewed the previous studies concerning the implementation of 2013 English Curriculum in Indonesia, they mainly focus on teachers. Meanwhile my study should capture the big picture of the curriculum change and its implementation from the agent of change at school level i.e. school principals, teachers and students.

3.6.1 Key Factors in Implementation

There are several factors impacting on the implementation of curriculum change. The most widely cited are the factors proposed by Fullan (2007). These factors are organized into three main categories: characteristics of change, local characteristics and external factors.

Each category consists of several components presented below:

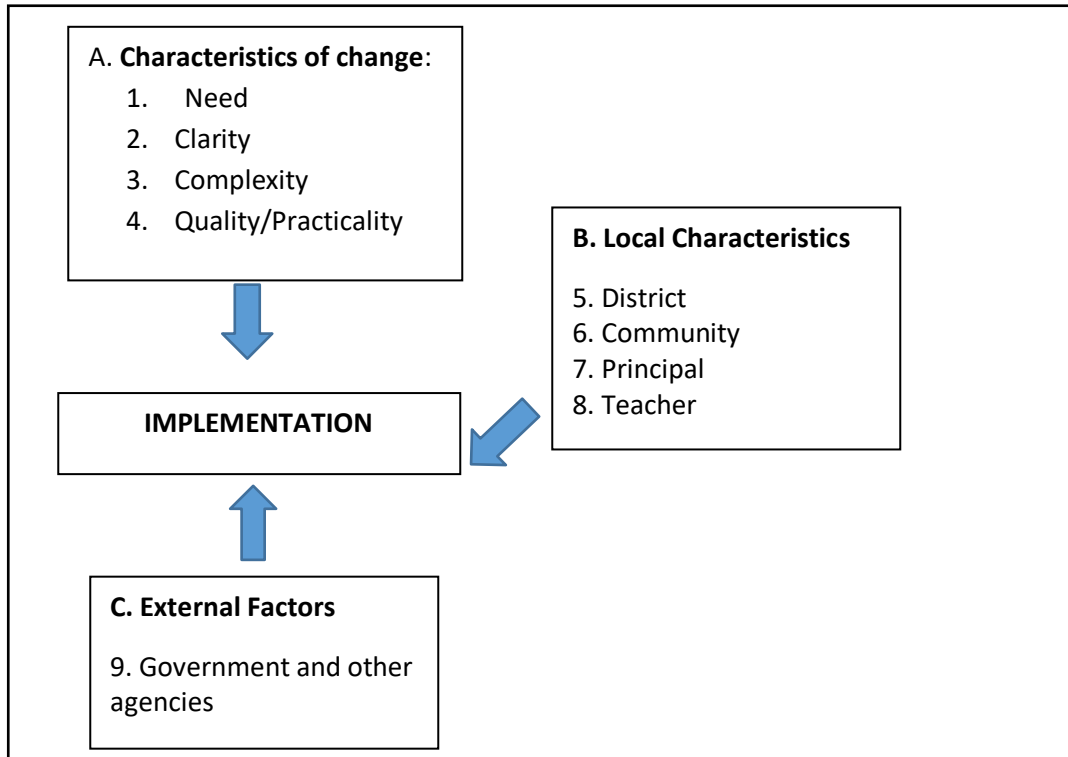


Figure 3.8 Interactive Factors Affecting Implementation (Fullan, 2007)

Another point of view of factors affecting implementation according to Carless (2001) are practicality, ownership, teacher attitudes, in-service teacher training, resources, communication, teachers' understanding of the innovation and cultural appropriateness. Those factors are specified versions from Fullan's concept of interactive factors in implementation. The factors like ownership, teacher attitudes, teacher's understanding of the innovation belong to local characteristics in teachers, while resources and cultural appropriateness can be categorized into Fullan's external factors.

The literature highlights a number of factors making it difficult to implement curricular innovation in the classroom including: teacher's understandings, their background training, lack of guidance, the influence of textbooks as well as other variables such as large class size and insufficient resources (Carless 1998, 2001, 2003; Kirkgoz, 2008). These factors are relevant to the Indonesian context, which can be seen for instance in research conducted by Sulfasyah (2013) investigating the implementation of curriculum change. It was found that the teachers have difficulty in implementing the change due to three salient factors: insufficient knowledge of the teachers in putting the policy into practice, inadequate training and inconsistency between the competencies mandated in the curriculum policies and the underlying theory of the school-based curriculum. Another factor that hinders the teachers in implementing the change is the large class sizes. In Indonesia it is common to have 35 to 40 students in a classroom and this situation often makes the implementation process more problematic.

3.6.2 Characteristics of Change

Fullan (2007) categorized *need* as the first factor that affects implementation as it is associated with the need for the change from the perspective of the implementers. This refers to whether the proposed change is considered to be priority in the first place. Fullan also reminds us that the role of perceived need is not straightforward; school nowadays are faced with overloaded improvement to keep updated with new innovations and need to prioritise among sets of goals. Therefore, needs ought to be specified so that the implementers could focus on achieving the goals as set on the enacted curriculum.

The second factor is *clarity*, which refers to clarity of the goal and also the means of change. Problems relating to clarity have emerged in most implementation studies. Many educational innovations were usually unclear about what teachers should do differently and what this means in practice. For example, a study conducted by Carless (1999) in Hong Kong on a large-scale curriculum innovation exposes the difficulty of implementing an externally imposed change resulting in widespread confusion amongst the teachers. Fullan (2007) mentions the term 'false clarity' where change is interpreted in an oversimplified way, resulting in changes occurring only on the surface while the significant features and goals are not incorporated into the implementation.

Complexity is the third factor, which refers to the difficulty and degree of change required of the participants responsible in the implementation process. The complexity of the change can be examined with regard to new skills, altered beliefs and different materials required by an innovation. To overcome those challenges in complexity, Fullan (2007) suggests dividing the complex changes into components and implementing them gradually. In other words, implementation may comprise a range from minimal to significant changes.

The last two factors in characteristics of change are *quality* and *practicality*. The first aspect is concerned with the quality of the delivery in change process. A sufficient timeline is needed for preparing resources, teacher's training and developing materials of the new curriculum (Fullan, 2007). As a result the shorter the time given for preparing the implementation, the greater the threat to quality and the greater

the problems. The second aspect is related to the practicality of the change, which addresses teachers' needs regarding the next step so that they can effectively implement it.

3.6.3. Local Characteristics Affecting Implementation

The second set of factors affecting the implementation of curriculum change proposed by Fullan (2007) relate to the social conditions of change in local stakeholders. The local characteristics include the local district, community, school board as well as the participants in change that concern in decision making processes which influence whether or not the given change will be effective. Fullan has confidence in local stakeholders to impact on the change process in some ways ranging from apathy to active involvement. In the Indonesian context, the impact from these local characteristics in the majority of schools is minimal, especially when it concerns curriculum innovation. The implementation of educational change mainly lies in the hands of school principals and the teachers whereas the local district, community and school board play minor supporting roles.

The main participants of change at school level are the school principals, teachers and students. All of them have crucial roles in the change process – as an adopter, implementer, entrepreneur and clients (Kennedy, 1988) – making a contribution to the degree to which new or revised curricula will be implemented successfully at the school level.

3.6.4. External Factors

The third factor affecting the implementation of curriculum change proposed by Fullan (2007) relates to the external factors, particularly the role of government agencies. Fullan claims that in most cases government agencies focus more on the policy and programmes to be implemented without considering the problems that may emerge during the implementation and its complex processes. Consequently, the implementers at the local levels are frustratedly left to implement change. This suggests that in order to achieve successful implementation of change, government agencies should build constructive and positive relationship with schools so that they can provide sufficient support for the implementation process.

In contrast to Fullan, Wang (2006) categorizes testing, textbook, teacher training and resources as external factors. She believes that these four factors influence the implementers in applying the innovation in curriculum change at the school level. The successful implementation of curriculum change might be affected by those 'external factors' as all participants of change i.e. school principals, teachers and students are fully involved in these areas.

3.7 Summary of the chapter

Based on the review above, it is clear that curriculum change is a complex and dynamic field. Nevertheless, reform in the English language curriculum is necessary to extend the students' English language proficiency to enable them to meet the challenges of the changing world. It has been emphasised that the success of a curriculum reform depends largely on the teachers who, as implementers, put the curriculum into practice. However, it must not be forgotten that principals as leaders

of change at the school level and students as the product of change play pivotal roles in successful reform in education. In other words, the effects of education policies and programmes depend chiefly on what the key curriculum stakeholders (i.e. principals, teachers and students) make of them and how they cooperate to achieve the expected and required changes.

CHAPTER FOUR

METHODOLOGY

Having now situated the topic of English language curriculum within the context of relevant literature, this chapter introduces the philosophical and methodological decisions underpinning the current study and justifies the research design. The following aspects are described in detail: research paradigm, ontological assumptions, epistemological assumptions, methodology, research design, population and sampling strategy, methods of data collection and the procedure of data collection, data analysis and validity. The ethical issues are also discussed. In addition to the above-mentioned sections, I will recount any foreseen and unforeseen challenges and limitations that emerged throughout the study. A brief summary of the whole chapter will then be given in the final section.

4.1 Research paradigm

A paradigm is a way of describing a world view that is informed by philosophical assumptions about the nature of social reality, ways of knowing, and ethics and value systems (Patton, 2002). Thus, paradigm plays a pivotal role in research as it defines researchers' underlying philosophical position that outlines their points of view about the world and how knowledge is developed; therefore, researchers need to start their study by clearly articulating their paradigm. Research paradigm or worldviews are mainly divided into four different types: positivist, constructivist, transformative and pragmatic (Creswell, 2014). A paradigm consists of ontology, epistemology,

research methodology and methods (Scotland, 2012). Details of these elements will be discussed in the following sub-sections.

4.1.1. Ontological assumptions

Ontological assumptions are concerned with what we believe constitutes social reality. Blaikie (2000 cited in Grix, 2004, p.59) defines ontology as “claims about what exists, what it looks like, what units make it up and how these units interact with each other”. There are two distinct ontological stances: foundationalism and anti-foundationalism. The first one refers to a stance that sees reality as external to social actors, while the second one views reality as a construction built upon perceptions and actions of social actors (Grix, 2004). The nature of reality underlying this research is the nature of multiple realities, which conveys reality as being created through “the negotiation of meanings”, which are socially constructed (Pring, 2015). This orientation tends to put emphasis and value on human understanding, interpretative aspects of knowing about the social world, the significance of the investigator’s own interpretations, and understandings of the phenomenon being studied. Different minds lead to different meanings even in relation to the same phenomenon (Crotty, 1998).

In relation to this, an exploratory qualitative methodology including suitable, trustworthy and credible data analysis methods were used to research curriculum stakeholders – i.e. school principals, English teachers and students – regarding the new curriculum in secondary schools in Indonesia. Throughout this investigation, I have attempted to reach reality by seeking information from the perspectives of the curriculum stakeholders in Indonesia and then negotiating meaning with them. In

other words, in view of the exploratory nature of the study, and its context specificity, it is appropriate to adopt the naturalistic orientation of interpretative/qualitative research.

Hence, the study aims to construct meaning by interpreting views from the curriculum stakeholders' different perspectives to explore the meaning and assumptions about the process of change and its implementation that exist in their minds. In this sense, a constructionist stance has been adopted in a qualitative manner. As Crotty (1998, p.43) outlines, "according to constructionism, we do not create meaning. We construct meaning. We have something to work with. What we have to work with is the world and objects in the world."

4.1.2. Epistemological assumptions

The term epistemology refers to a way of understanding and explaining how we know what we know, how we obtain knowledge and articulate it, and how this knowledge is acceptable in a discipline. According to Pring (2015: 45), epistemology encompasses 'different underlying theories of explanations, of truth and of verification'. In my study, there is a parallel between ontological and epistemological assumptions. In this sense, the ontological assumption of the research is that of multiple realities, thus, the epistemological assumption is constructionism, which holds that meaningful truth does not exist independently from consciousness and that there is no objective truth waiting for us to discover (Crotty, 2003). In constructionism, Crotty (2003) argues that 'meaning is not discovered but constructed' (p.9). Based on this understanding of knowledge, it is clear that different people may construct meaning in different ways. In other words, everyone has

her/his own view on what they perceive reality to be. The aim of this study is, in this vein, to construct an understanding of how school principals, teachers and students see the process of change of the new curriculum.

In this study, I have attempted to construct meaning by interpreting views from different perspectives using mixed methods. The purpose is to combine quantitative and qualitative research as complementary strategies appropriate to different types of research questions. In the current study, on the one hand, a quantitative survey was appropriate to acknowledge the range of agreement and disagreement regarding the views that related to the knowledge of the teachers and students. On the other hand, qualitative methods such as interviews and classroom observations were carried out to comprehend the nature of these views, their relationship to practice and how this relationship was influenced by the context in which the curriculum stakeholders were involved.

Nevertheless, the closed items that were included in the questionnaire are considered as structured questions, which differ from the open-ended questions in the interviews. Due to its nature, questionnaire can be superficial and less explicit whereas interviews give the participant the freedom and the required time to express their views (Creswell, 2014). Epistemology deals with what constitutes valid knowledge and how it could be obtained. Thus, in this study, the source of knowledge is school principals, teachers and students perspectives about the new English curriculum gained through questionnaire, interviews and classroom observations. To achieve a holistic perspective, the research included the participants' perceptions, belief and intentions. When analysing the data, the research takes into consideration the differences in the nature of knowledge and experience among the curriculum

stakeholders.

4.2. Research Methodology

As mentioned earlier, the methodology of this study is qualitative exploratory in nature informed by the interpretive paradigm. Therefore, this methodology is epistemologically consistent with social constructionism, in which truth or meaningful reality does not exist independently of our thinking but emerges as a result of our interactions. In compliance with the exploratory nature of this study, there is an element of quantitative research consisting of a questionnaire. In exploratory research, usually “data collection is less structured, and researchers use a range of probes and other techniques to achieve in-depth answers” (Ritchie and Lewis, 2003, p.111). This is where I thoroughly investigate the process of curriculum change and its implementation of the 2013 English curriculum where the study was conducted. However, I found the need for questionnaire distribution to take place in this study because it provides the breadth of insights and comprehension of the perspective of the English teachers and students regarding the new English curriculum, the teachers and students’ feelings about the whole process of change and the problems that they may encounter during the implementation process.

This study uses the interpretive inquiry approach. Interpretive research is sometimes called qualitative or naturalistic inquiry (Lincoln and Guba, 1985). According to Pring, in this paradigm (2000, p.55), “... we seek to understand the world from the perspective of the participants, or to understand a set of ideas from within the evolving tradition of which they are a part.” Thus, understanding these meanings is

considered to be more valuable than having only one generalization. In addition, it is more subjective to interpret phenomena in a natural setting by focusing on the way people interpret and make sense of their experiences.

The interpretive paradigm sheds light on the notion of how social action is explained and understood through the subjective meaning of human action and behaviour. From an interpretivist perspective, reality is conceived as the product of human experience constructed out of interaction between human beings and their world, and each individual construct meaning differently (Crotty, 1998; Pring, 2000). In other words, individuals already have different perceptions of what reality means to them. Interpretive research is informed by the epistemology that the researcher and the researched cannot be separated. Data of such research is generated through constant interaction between them. These constructions are formed based on the persons' or participants' past experiences and beliefs system and following this that knowledge and truth are created rather than discovered (Richards, 2003).

In interpretive research, it is vital to be clear about the values held by everyone who is involved in it. As a researcher, I am aware that I should make my assumptions transparent and also remain conscious of my own biases. Thus, I will need to undergo the process of reflexivity. The workings of reflexivity are accessed via observation and reflection, and through interaction with colleagues. I observe in action; step back to reflect; and step up again to action. Reflecting on my fieldwork experience, I first review the influence on the study's design of positioning myself as a whole-person-researcher. Issues such as professional history, collegial relationships, and aspirations for improving the implementation of 2013 English

Curriculum in the classroom influenced my choice of topic, formulation of research questions, adoption of research design, selection of methods of data collection, and approach to representation and reporting. I then focus on the fieldwork with its embedded processes of *trying* and *undergoing* (Dewey, 1916, p. 139), and examine the outcome for myself, the researcher, of engaging in that particular research. Throughout these continuous phases of *trying* and *undergoing*, these processes added new meaning to the field experiences and helped me gain deeper insight into my evolving research practice. Researchers must provide as much information as possible, in terms of both technical details and potential bias, so that others can scrutinise the “objectivity” of the investigation (Ritchie and Lewis, 2003).

4.3. Research design and justification

Researchers employ chosen methods to collect and analyse data in order to answer their research questions (Polit & Beck, 2004). These research methods have evolved since their conception and until recently have fallen into two broad categories: quantitative and qualitative methods. The categorical approach inherent within the paradigm wars has been increasingly challenged as the use of mixed methods research has become gradually more commonplace. This has arisen following a systematic approach to the development and use of mixed methods research beginning in the late 1980s (Creswell & Plano-Clark, 2011). As the use of mixed methods has progressed researchers have sought to clarify and more clearly define the approach, and the need to differentiate the approach from previous paradigms has been asserted

(Greene et al., 1989). Mixed methods research is generally defined as comprising research that includes at least one qualitative and one quantitative method (Doyle et al., 2009; Greene et al., 1989; Johnson & Onwuegbuzie, 2004; Small, 2011). However, whilst some views support this description of mixed methods research it is also noted some inconsistency exists among definitions (Tashakkori & Teddlie, 2010). The aim behind conducting a mixed-method research is to provide a more complex understanding of a phenomenon that would otherwise have been accessible through using a single method alone (Creswell & Plano Clark, 2011; Tashakkori & Teddlie, 2010; Morse & Niehaus, 2009). Johnson and Onwuegbuzie (2004:18) comment that mixed-method research is a creative and expansive form of research, not a limited form of research. They added that it is pluralistic, inclusive, and complementary, and it proposes that the researcher takes an eclectic approach to selecting the methods in line with what is needed to effectively conduct the research. In their view, what is most fundamental is the research question(s) - research methods usually follow the research questions in a way that offers the best chance for obtaining useful answers.

An advantage of mixed methods research is its ability to address a wide range of research questions as the researcher is not limited to only a single method of enquiry. It is important that choice of design be informed by the question that the research is attempting to address (Creswell & Plano-Clark, 2011; Doyle et al., 2009) so that each method can tackle different questions more effectively (Bryman, 2006). Other factors to consider include whether the research will be concurrent or sequential, the weighting of quantitative versus qualitative components and the level of interaction between these. The timing of mixing methods and relative priority of each strand within the study is also to be considered (Creswell & Plano-Clark, 2011; Johnson & Onwuegbuzie, 2004).

The most common reason for the use of mixed methods research reported in the literature is triangulation (Bryman, 2006). This term has covered many meanings since its inception to the extent that it has become regarded by some as a meaningless label (Bryman, 2006). In simultaneous triangulation, data from both methods are collected during the same time point and findings are only integrated during the analysis phase. This design is labelled by Creswell and Plano-Clark (2011) as convergent parallel. The simultaneous use of two methods in this way may be used to obtain different but complementary data on the same topic (Morse, 1991). If findings converge, this may increase confidence in these and has been labelled 'multi method confirmation' (Small, 2011).

In the TESOL field where the current study is located, Brown (2014) stresses the importance of using mixed-method research, he states: "any researcher who can do both quantitative and qualitative research in TESOL will have considerable advantages over those researchers who can do only one or the other" (p. 5). He added that this can result in research that uses qualitative and quantitative methods to reinforce and cross-validate each other in ways that will make the whole much greater than the sum of the parts. My aim behind mixing both quantitative and qualitative methods in answering the research questions is to enrich my understanding of the phenomenon under investigation rather than constraining or restricting my choices as a researcher.

The research design of the study was informed by the research questions. Additionally, in compliance with the exploratory nature of this study, the convergent parallel mixed method design (Creswell, 2014) has been found to best suit the procedure of data collection and data analysis, integrating both quantitative and qualitative data for the purpose of better understanding the research problem. This design is labelled by

Creswell (2014) as convergent parallel (see Figure 1). According to Leech, Onwuegbuzie & Combs (2011) time sequence refers to whether the quantitative and qualitative analysis components occur in a chronological order. Specifically, the qualitative and quantitative analyses can be conducted in chronological order, or sequentially (i.e., sequential mixed analysis), or they can be conducted in no chronological order, or concurrently (i.e., concurrent mixed analysis). A convergent parallel design entails the researcher concurrently conducting the quantitative and qualitative elements in the same phase of the research process, weighing the methods equally, analysing the two components independently, and interpreting the results together (Creswell & Plano-Clark, 2011). With the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. Inferences in mixed methods research are conclusions or interpretations drawn from the separate quantitative and qualitative strands of the study as well as across the quantitative and qualitative strands (Creswell & Plano Clark, 2011). the convergent (or concurrent) design (QUAN + QUAL) seeks for the mutual complementation or validation of results (Cresswell and Plano Clark, 2011):

The basic idea is to compare the two results with the intent of obtaining a more complete understanding of a problem, to validate one set of findings with the other, or to determine if participants respond in a similar way if they check quantitative predetermined scales and if they are asked open-ended qualitative questions. The two databases are essentially combined. (p. 64)

In the research process, two datasets have been obtained, analysed separately, and

compared. The quantitative data was collected to complement the qualitative data.

Such that the qualitative part helped to evaluate and interpret the results obtained. The research process in this study is given in Figure 4.1.

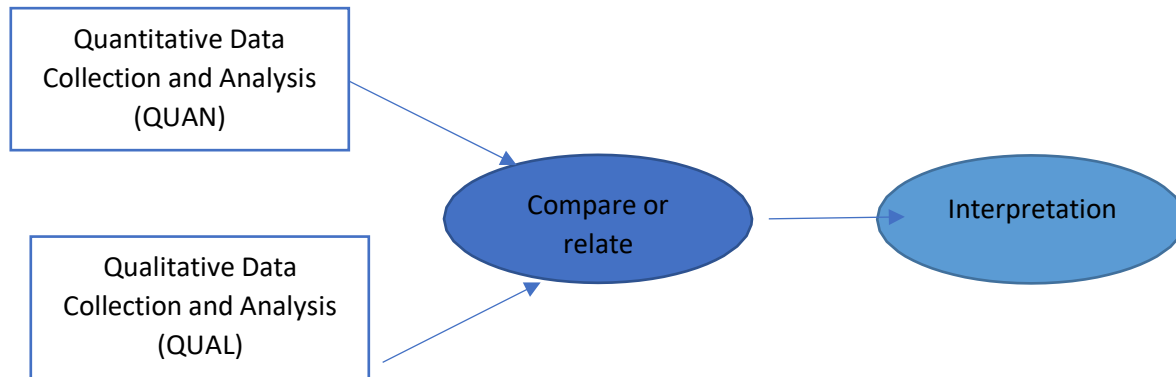


Figure 4.1. Convergent parallel research design by Creswell (2014)

The mixed methods design for this study is a convergent parallel design. It involves collecting and analysing two independent strands of quantitative and qualitative data in a single phase; merging the results of the two strands and then looking for convergence, divergence, contradictions or relationships between the two datasets.

The study design is represented diagrammatically in Figure 4.2 below.

As illustrated in Figure 4.2 above, the convergent parallel design utilised in this study involves a combination of both quantitative and qualitative approaches. The combined results of these are intended to provide a more complete understanding of the experience of curriculum change and its implementation in the Indonesian secondary school setting than currently exists.

Another justification to employ the convergent parallel mixed methods design was the consideration of collecting data in five different cities. It would be easier for me as a researcher to collect all data at once in one school during my fieldwork. Thus, I did not have to go back and forth for appointments with the research participants as they already had a tight schedule.

4.4. Research participants

There are two types of sampling employed in the current study. They are probability and non-probability (Cohen, Manion and Morrison, 2011). The participants of the study were determined by the two methods of the research design. The aim was to ensure that the sample is as diverse as possible to be able to identify a full range of perceptions and behaviours that are associated with issues on curriculum change and its implementation.

In selecting schools for the study, first I chose cities in West Java Province which located near my city in order for easier access and budget saving. There are 27 cities in West Java Province and I selected five cities nearby. After that, in selecting schools as research participants, I employed convenience sampling. I contacted English teachers who were willing to be research participants for my study and asked them to send my research proposal to the school principals to get permission. Most

of the English teachers are my friends and my colleagues so the access to get into the school were easier. If the school principals allowed me to do research in their schools, then I contacted the school principals personally for further information regarding the school visit.

In collecting quantitative data, probability sampling was employed. I distributed paper questionnaire to English teachers and students directly during my visit to five cities. For teachers' questionnaires, I asked one of the English teacher, whom I had contacted previously, to distribute the questionnaires to her/his colleagues. In each school, there were only four to eight English teachers. Although the questionnaire was distributed to more than 100 recipients, only 47 teachers returned them back with their answers. I then created an online version of the questionnaire to gain more participants but only collected three additional responses which makes 50 responses in total ($n=50$) for teacher questionnaires. This means that 50 percent of the total recipients returned the feedback.

For student questionnaires, I directly distributed the paper questionnaire to them in the classroom. After gaining permission from each teacher to distribute the questionnaire to their students, I asked for fifteen minutes for the students to fill them in. By doing this, I could collect so many responses from the students because they could ask directly to me if they did not understand the questions in the questionnaire. Even though the student questionnaires were distributed to more than 400 recipients, only 349 questionnaires ($n=349$) were valid. This was because the rest of the questionnaires were answered halfway, or they only filled in the background questions and left the rest of the questions blank.

Convenience sampling which falls under non-probability sampling strategy was also

used in this qualitative data collection stage. The reason why I used this kind of sampling was that it was the least costly in terms of time and money. In this regard, Marshall (1996) explained that convenience sampling is the least rigorous technique involving the selection of the most accessible subjects. Thus, thirteen teacher participants volunteered to be interviewed by leaving their contact details at the end of the questionnaire. There were five male teachers and eight female teachers who took part in the interview. For school principals, I contacted one of the English teachers beforehand to ensure that the school principals were willing to be interviewed. Hence, I gained five school principals' participants. They consisted of one female and four males. For student participants, there were 30 students who took part in group interviews voluntarily by teacher consent. The number of participants can be seen in Table 4.1 below. In conducting classroom observation, I employed convenience sampling as not all teachers were willing to be observed in the classroom. However, I managed to gain eight classroom observations from five schools that I visited.

Table 4.1
Number of research participants

Research instruments	Number of respondents
Teacher questionnaire	50
Student questionnaire	349
School principal interview	5
English teacher interview	13
Student's focus group interview	30
Classroom observation	8

4.5. Data collection procedures

For this research, quantitative and qualitative data were collected over a period of three months. Quantitative data were collected through a questionnaire that was administered to teachers and students in November 2016. Qualitative data were collected through semi-structured interviews and classroom observations conducted in November and December 2016. In this section I will provide a detailed account of the data collection procedures in order to increase the trustworthiness of the collected data.

4.5.1. Quantitative data collection

4.5.1.1 Construction of the questionnaire

I decided to use questionnaire as one of the methods of my data collection. The questionnaire items were formulated in accordance to the research questions and the relevant literature on curriculum change to establish content and construct validity in my research tools. Validity is a vital factor in selecting or applying an instrument. Validity is not the property of an instrument, but the property of the scores achieved by an instrument used for a specific purpose on a special group of respondents (Waltz, Strickland, and Lenz, 2010). In this study I employed two types of validity, they are content and construct validity. To demonstrate content validity, the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover (Cohen, Mannion and Morrison, 2011). In content validity, researcher need to ensure that the elements of the main issue to be covered are fair in representing the elements chosen for the research sample. Thus, careful sampling of items is required to ensure their representativeness. A subset of content

validity is face validity, where respondents were asked their opinion about whether an instrument measures the concept intended. Face validity is related to the realm of research participants and refers to the extent the participants are able to recognise the instrument as measuring what it is intended to measure (Gass, 2010). Face validity was examined through the piloting stage when the questionnaire was revised, translated, piloted and initially analysed before its actual use. Meanwhile, construct validity of this research was enhanced through the use of multiple measures for one construct (Dörnyei, 2007). For example, issues related to the content of the 2013 English Curriculum were measured through 10 items; similarly, the new student assessment system was also measured through 10 items

In order to construct a well-designed 5-point Likert-scale closed-ended questionnaire, I followed the guidelines provided by Dörnyei (2003, 2007) and Wellington (2015). However, I also provided the respondents with a middle choice, providing 3 as “neutral”. The advantage of using a Likert scale is that it can be easily understood, and it is the most universal method in collecting survey responses. Robson (2002) suggested that the strength of a Likert scale is its simplicity and ease of use. The questionnaire items were formulated in accordance to the research questions, the relevant literature on curriculum change and its implementation, my own knowledge and experience of teaching students in a senior high school setting. The initial version of the questionnaire consisted of two parts. For the teacher questionnaire, the first part included five items and was designed to obtain the background information of participants while the second part consisted of 70 items that explored teachers' views and attitudes regarding the curriculum elements of the new curriculum and also their views on curriculum change and its challenges. The

scale went on a continuum from 5 for "strongly agree" to 1 for "strongly disagree". Meanwhile for student questionnaires, the first part included two items to obtain background knowledge of the participants while the second part consisted of 36 items that explored students' views on English teaching and learning, English textbook and learning resources, English assessment and their challenges in learning English. I also used a 5-point Likert scale for student questionnaires in which students were asked to circle a number from 1-5 that reflects the extent to which they agree or disagree. Both of the teacher and student questionnaires concluded with thanking the participants for completing it. In order to ensure the comprehensibility of the questionnaires (Wellington, 2015), I requested two of my colleagues to review them. Then, after having their feedback, I translated the English version of the questionnaire into Indonesian language to ensure that teachers and students would understand all the statements clearly. The Indonesian version was edited by a colleague who is an Indonesian native speaker and has extensive experience in English to Indonesian translation.

4.5.1.2 Piloting the questionnaire

I piloted the survey questions for teacher questionnaires with five English teachers in one school. Some suggestions were given to change the wording of several questions as they may cause confusion to respondents such as questions which may have two reasonable answers and also the issue of labelling (whether to use the word "undecided" or "neutral" on the Likert scale). For student questionnaires, I piloted it with 42 students in one class in the same school for efficiency. Students seemed clear with all of survey questions; none of them asked questions or had any complaints about it. After having their feedback, I once again sent the survey

questions to two colleagues for a final check. After receiving their approval that the questionnaire looked suitable, I had the confidence to distribute it to my respondents.

4.5.1.3 Administering the questionnaire

As Dörnyei (2007) points out, the effectiveness of questionnaire administration procedures significantly affects the quality of the responses which are elicited. To ensure that the data is as useful as possible, I considered the following points: For teacher questionnaires (see appendix 3), I asked one of the English teachers, which happened to be my colleague in every school that I visited, to administer the questionnaire to all English teachers so that they could be collected the next day. I did not have the access to meet all of the English teachers in each school as they were very busy. Meanwhile for students questionnaire (see appendix 5) , I administered the questionnaires in ten classes by myself in order to stay in control of the data collection procedure (Punch & Oancea, 2014) while for the rest I asked the English teachers to distribute the questionnaire in their four classes as I did not have access to the students. Based on the convenience of the teacher, the questionnaire was distributed at the beginning or towards the end of the class for fifteen minutes. The students were given an information sheet in Indonesian about the purpose of the questionnaire and what their involvement entails. I assured confidentiality and anonymity and that completing the questionnaire is voluntary. However, I mentioned that this study will not be possible without their cooperation. After students provided their consent, they were asked to fill in the questionnaire to ensure a high rate of return results. At the end, I thanked all the participants and the teacher for their cooperation.

4.5.2. Qualitative data collection

4.5.2.1. Semi-structured interviews

Kvale (2007) emphasizes that the purpose of an interview is to obtain descriptions of the world of the interviewee so that the meaning of the described phenomena can be interpreted. Interviews are relatively flexible and personal and provide relatively rich data in either written or spoken forms, or both. This flexibility allows the interviewer to explore new avenues of opinion in ways that a questionnaire does not; Thus, interviews seem better suited to exploratory tasks (Brown, 2001). Forming the interview schedule was mainly guided by the research questions. Moreover, in order to formulate interview questions that could achieve the coverage of breath of key issues and depth of content I considered the guidelines provided by Wellington (2015) and Ritchie et al. (2014).

I also needed to decide on the type of interview most suited for use in this study. Lichtman (2014) asserts that there are four types of interview that are commonly used in data collection; i) the structured or standardized interview, ii) the semi-structured or guided interview, iii) the unstructured or in-depth interview, and iv) the casual or unplanned interview. For the purpose of this study, I chose a semi-structured interview as it not only allows the interviewer to lead the participants to a focused and systematic inquiry on the topic, but also provides the participants with some ease, freedom and flexibility in expressing their views and experiences. Kvale and Brinkmann (2009) asserted that a semi-structured interview has a sequence of themes to be covered, as well as suggested questions. Yet at the same time, there

remains openness to changes of sequence and forms of questions in order to follow up the answers given, and the story told by the subjects. Hence, the semi-structured individual interview will serve as a data collection tool to explore in depth and at a more confidential level the teachers' perspectives, understandings and the adjustments that they have had to make in order to cope with this process of curricular change. It was expected that by providing access to what is inside the participants' head, it would become possible to learn what they know, value, and think (Cohen, Manion & Morrison, 2014)

Nonetheless, these advantages are not as simple as they seem. There are several aspects that need to be taken into account in semi-structured interviews, otherwise it can create further problems. Yee and Anderson (2006) argue that the researcher should establish a rapport with the participants which may lead to personal discourse. As a result, there could be too many distractions for the researcher that can block whole areas of the interview.

Among other reasons to choose the interview as a data collection method were that the knowledge obtained is produced through the interpersonal interaction in the interview; different interviewees can produce different statements on the same themes and descriptions of specific situations and action sequences are elicited, not general opinions. The qualitative interview can elicit the lived world of the subjects and their relation to it (Cohen, Manion & Morrison, 2014)

The interview was piloted with one school principal and two female teachers to identify ambiguous or confusing questions in order to revise them before their actual use. The pilot interviews also helped to gauge the possible length of the interview. As a result of the piloting, I revised some of the items and others were deleted. I was

also flexible with the wording and the order of the questions because they depended on the flow of each individual interview. The schedule therefore served as a reference rather than a closed-ended format of questions that have to be strictly followed (see Appendix 6). The interview schedule in appendix 6 which is for English teachers consists of the main questions and the probing questions. In addition, not all questions were asked to all participants due to limited time and sometimes the participants spontaneously talked about the topic on the listed questions without me asking them. The interviews were all conducted in Indonesian for the participants to feel comfortable and to be able to express themselves as clearly as possible.

For interview participants, there were five school principals and thirteen English teachers from five different schools in five different cities in West Java Province. Inviting the participants for the interview was not a straightforward process. First, I had to contact the school principals in each school as the gate keeper to allow me to conduct research. Then they suggested several names of English teachers to be interviewed and observed in the classroom. After gaining consent from all participants, they all were briefly informed about the purpose of the interview, the duration, the venue and that it will be conducted in Indonesian. Before the interview, I briefed the participants about the aim of the research and the interview, and they were assured confidentiality and anonymity. I also explained that the interview is not judgemental and that there are no right and wrong answers. Next, their permission was requested to audio record the interview. Finally, I asked them to sign two copies of the consent form (Appendix 7), one for themselves and the other for me. During the interview I tried to listen carefully to the meaning of what was said in order to ask relevant follow-up questions (Kvale, 2007; Ritchie et al., 2014). I also made an effort

to stay calm, friendly, as neutral as possible and to show interest in what the participants said. As in-depth responses were sought, I used probes for clarification and prompts when necessary. Before ending the interview, I asked the participants to add any final thoughts or comments to ensure that important issues had not been omitted. Finally, I thanked them for their participation and I briefly informed them about what happens next to the data. After each interview that lasted between 30-40 minutes, I wrote a brief reflection in my notebook.

4.5.2.2. Focus Group interview

The focus group interviews were used to interview several groups of students from Year ten to twelve. In general, the focus group interview is “the process of collecting data through interviews with a group of people, typically four to six” (Creswell, 2012: 218). The focus group is selected for several reasons; it is a useful research tool to develop themes and topics for subsequent interviews, it promotes the participants interaction with each other rather than with the researcher so that the views of the participants can emerge, it produces large amount of data in a short period of time, and it is economical on time (Cohen, Manion, Morrison, 2011). Specifically, the most important feature is the focus of the session, with the group discussion being based on an item or experience about which all participants have similar knowledge and the particular concentration placed on the interaction within the group as a means of eliciting information. The role of facilitator is to pave the way for group interaction (Denscombe, 2010). Moreover, Patton (2002, pp.385-386) reminds us of the following “The focus group interview is, first and foremost, an interview. It is not a problem-solving session. It is not a decision-making group. It is not primarily a discussion, although direct interactions among participants often occur. It is an

interview.”

In this study, the focus group as a data collection tool seeks to explore students' perceptions about the EFL teaching learning process in general, and how those perceptions might affect the implementation of this new English curriculum. Consequently, the focus group questions are designed as an initial stage to inform the interview design and to gather participants' views and perspectives. This examination provided a useful initial framework to understand how these students have approached and coped with the implementation of the new English curriculum in the classroom.

There were 24 students in total for focus group interview from five different schools in five different cities. Each school had 4-5 students for focus group interviews ranging from Year 10 to Year 12 and they were chosen by the English teachers not me. After gaining permission, interview dates and times were selected by English teachers. Each interview was conducted in a quiet and convenient place at school. I asked the students questions and gave them all a chance to answer and discuss their answers. All the students' interviews were recorded. I also asked some students to elaborate their answers and asked other students whether they have the same opinion regarding the matters. The student interviews lasted around 30-40 minutes.

4.5.2.3. Classroom observation

Observation refers to “the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest” (Johnson & Christensen, 2004, p.186). Observation is more than just looking. The distinguishing feature of observation as a research process is that it offers an opportunity for the

researcher to collect and gather live data from naturally occurring social situations (Cohen, Manion & Morrison, 2011). However, Foster (1996) warns that observation by itself may provide just a partial view of people's behaviour as researchers inevitably select what they observe, and record which may lead the observers to be involved in the danger of introducing biases and inaccuracies into a researcher's work.

There are numerous advantages to including classroom observations as data for this research. Mason (2002, p.89) argues that data which is accumulated from a good observation is "rich, rounded, local and specific". Robson (2002) claimed that what people do may differ from what they say they do, and observation provides a reality check. He also argued that observation, as a data collection method, provides several advantages. First, it is a very direct way to collect data as the researcher does not need to ask about the feelings and views. Second, data collected via this method can be used to complement data from other research techniques like interviews and field notes. Third, it is seen as the best way to capture "real life" events.

In this study, I conducted unstructured observations. An unstructured observation operates within the agenda of the participants, i.e. "responsive to what it finds and therefore, by definition, is honest to the situation as it unfolds" (Cohen et al., 2011). In other words, Punch (2009) asserted that researcher does not use predetermined categories and classifications but makes observations in a more natural open-ended way. Therefore, this method is specifically useful to answer the first and third research questions, which investigated the English language teachers' views of the new English curriculum and the possibilities and challenges in implementing it in the

classroom. In this context, the purpose of the classroom observation seeks to identify the main features of the classroom teaching of the teachers' and students' interaction and to investigate the extent to which teachers are using approaches consistently with the 2013 English curriculum principles.

Two types of observation technique may be used in the observation process, which are described by Creswell (2012) as non-participant observation and participant observation. In the former the observer "visits a site and records notes without becoming involved in the activities", while in the latter, the observer "truly learns about a situation' and 'can become involved in activities at the research site" (Creswell, 2012, p.214). Non-participant observation is the type used in this study. Prior to commencing classroom observation, I approached the teachers to explain what I would do. Initially, some of them refused to be observed. Later, they agreed to participate after I told them that it would be kept privately, and no one would have access to see the recording except me as the researcher. Moreover, I told them that I would not judge the way they teach. I understand their feeling of resistance as being observed by others is daunting due to the fact that there was a stranger looking at the way they teach. Every time the classroom observation was carried out, I sat at the back of the classroom to observe teaching and learning of the English lessons and took field notes without participating at any stage in classroom activities. I conducted eight classroom observations in total, and I jotted down whatever occurred in the classroom and also video-recorded their sessions of teaching, which last around 80 minutes per session.

4.6. Research site

In locating research sites, according to Creswell (2013), the researcher needs to

locate individuals who can be representative of the targeted group. Ideally, the research design would incorporate a wider number of curriculum stakeholders from different schools in Indonesia as it is a national curriculum, which could establish the basis to understand their perceptions of the 2013 English Curriculum and its potentialities and challenges. However, from a practical perspective, this choice was difficult to implement for several reasons. First, trying to incorporate curriculum stakeholders – i.e. school principals, English teachers and students – entails high demands in terms of time, effort and resources, which were deemed to be impossible given the time framework set for this research, and the geographical characteristics of Indonesia. Second, different schools in different provinces in Indonesia are supervised by different local and provincial governments, which means that I would have needed to seek permission from different authorities in order to gain access to schools. Moreover, different provinces have different cultures and local languages so there would be some serious issues to overcome. Third, I lived in West Java Province so it would be easier for me to contact the schools and approach them personally before conducting the research. Thus, in the light of the above issues, I decided to include five schools in different cities in West Java province. West Java province has 27 cities, but I only chose five cities including: Cimahi, Bandung, Purwakarta, Subang and Cirebon. The chosen schools are mixture of urban and rural schools. In addition, it happens that I have my colleagues in those five schools for the sake of easy access.

4.7. Data analysis

Closed items in the questionnaire were analysed quantitatively while interviews, and observations were qualitatively analysed. All quantitative data were analysed using

the Statistical Package for the Social Sciences (SPSS), which is a well-known data management programme. The qualitative data were analysed using thematic data analysis.

Table 4.2

An overview of the data analysis methods

Research Instrument	Number of data participants	Data Analysis Method
Teacher and Student Questionnaire	399	SPSS
Interview with school principals, English teachers and students	42	Transcribed and coded for themes using NVIVO
Classroom observation	8	Transcribed and coded for theme using NVIVO

An in-depth explanation of the data analysis approaches used in this study will be included in the following sections.

4.7.1. Quantitative data analysis

In order to prepare the questionnaire data for statistical analysis, I first coded the teacher questionnaires from 1-50 and for the student questionnaire from 1-349. For Part 1, the data were converted into numerical form. For example, in the teacher questionnaire the participants' gender "male" was converted into the number "1" whereas "female" was converted into the number "2", which is a usual practice

(Dörnyei, 2007: 199). Then, all data for both parts of the questionnaires were entered into the SPSS v. 24 programme. This was done by first entering the identification of respondents in the Data View window in SPSS software; in this case they were identified as numbers – 1, 2, 3, and so on to refer to the number of participants. Next, in the Variable View, I inserted all the respondents' responses. These responses were coded according to numbers 1 to 5, as 1 represents “Strongly disagree” to 5 “Strongly agree”. The analysis operations included reliability and descriptive statistics. For teacher questionnaire, the Cronbach's alpha value for items 1-70 showed a reliable internal consistency ($\alpha=0.873$). Meanwhile for the student questionnaire, the Cronbach's alpha value for items 1-36 also showed a reliable internal consistency ($\alpha=0.767$). The value of Cronbach's alpha on both questionnaires show an acceptable level of reliability for social sciences (Cohen et al., 2011; Dörnyei, 2007). Frequency and percentages of agreement and disagreement among participants for each item were also calculated in order to simplify large amounts of data in a sensible way. Thus, descriptive statistics were computed to ease the reporting of the data. In reporting the quantitative analysis I reported the highest percentage of the answer that may enable comparisons across respondents views in qualitative data.

4.7.2. Qualitative data analysis

In order to analyse the collected qualitative data, I adopted the thematic analysis approach as described by Braun and Clarke (2006, p.81) because it “can be a method that works both to reflect reality and to unpick or unravel the surface of reality”.

4.7.2.1 Semi-structured Interview and Focus Group Interview

Data from the interviews could not be extracted until they were transcribed. The interviews were listened to repeatedly as there were some constraints such as noise distraction as well as inconsistent voice tone and pace of the respondents. Then the interviews were fully transcribed and analysed according to the six phases of thematic analysis, as suggested by Braun and Clarke (2006), explained below:

Phase 1: Familiarization with the data

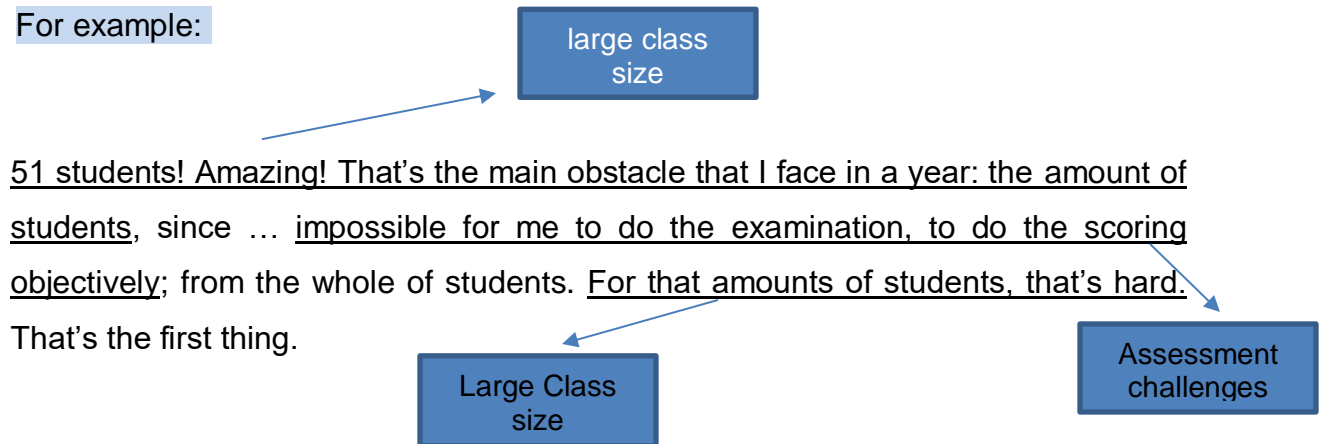
First, I listened to the interviews and typed them in a Microsoft Word document. Frequently listening to the interviews/data made me familiar with the data. All interview data were transcribed verbatim. After that, I familiarized myself with the data through careful reading of the written texts. I also took notes of possible codes relevant to the literature and the research questions (Braun & Clarke, 2006; Ritchie et al., 2014). Those transcribed were shown to the respective respondents for validation purposes by email as it was the most effective way. Due to the fact that my respondents were from five different cities, I could not get the feedback from all of them – only five respondents responded. Thus, I asked my colleagues to check the interview recordings based on the interview transcripts.

Phase 2: Generating initial codes

After all the interview transcripts were ready, I began to analyse the data by looking for initial codes. I digitally coded the data, which is a way to gather data extracts to a specific category, through creating nodes in NVivo 11. This is a process called tagging the data (Newby, 2010). Throughout the coding process, attention was given to specific aspects that are interesting and relevant to the aims of the study. Overall,

coding was conducted inductively through assigning text extracts to single and sometimes to multiple codes. At this stage the coding was, on the whole, at the level of description.

For example:



Phase 3: Searching for themes

Then I moved to the latent/interpretive level of analysis. Initially I organised the nodes according to their relevance to the research question areas. Then I collated the nodes to potential themes keeping in mind the research questions. At this point, I started to think of appropriate themes for the nodes which were generated earlier. However, the task was somewhat challenging whenever two nodes could fit into two different themes. For example:

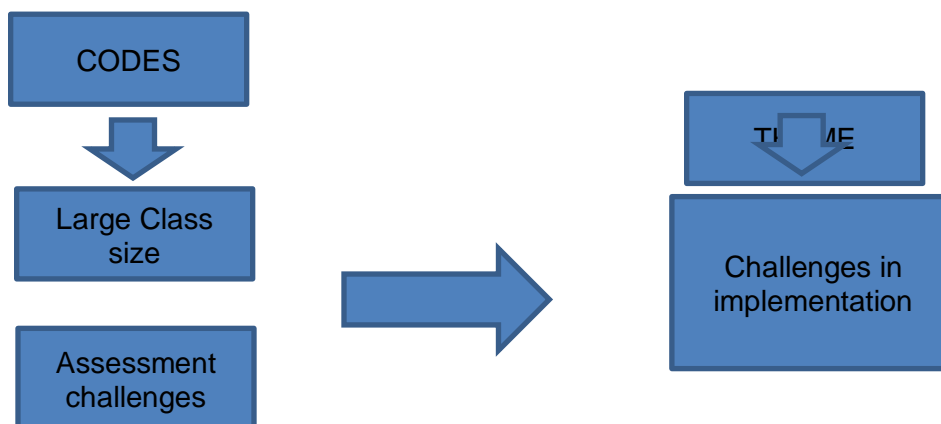


Figure 4.3. Sample of categorizing codes into theme

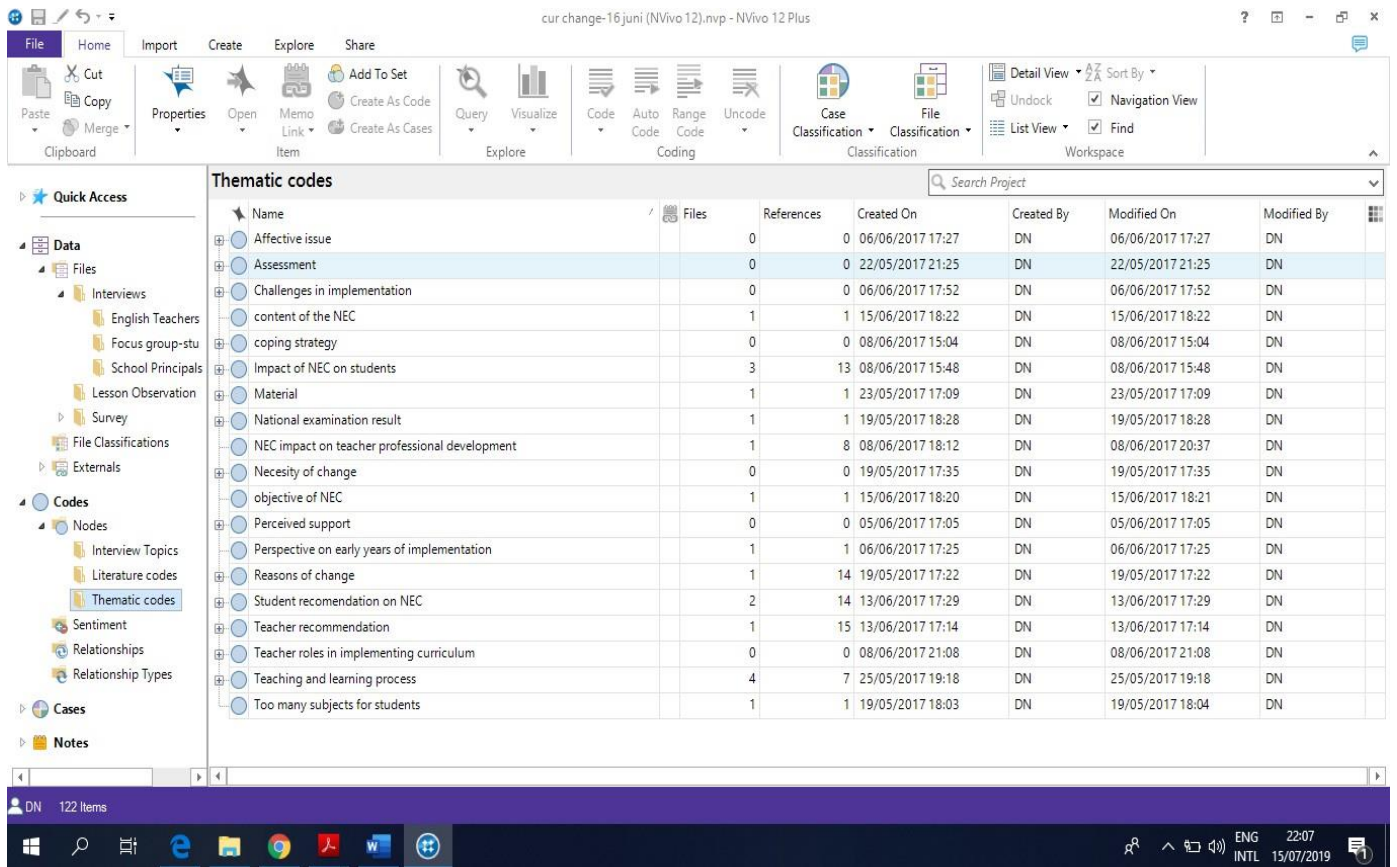


Figure 4.4 List of Themes for Interview transcript

Phase 4: Reviewing themes

Reading and re-reading the data enabled me to check on nodes and data chunks which could fit into two different themes. When two nodes or sub-nodes did not fit in the initial categorisation, emerging themes appeared. At this stage, the thematic 'map' became more apparent.

Phase 5: Defining and naming themes

In this phase I moved to the interpretive level of analysis. Initially I organised the

nodes according to their relevance to the research question areas. Then I collated the nodes to potential themes keeping in mind the research questions. During this process some initial nodes formed main themes such as “challenges in implementation” while others formed sub-themes such as “large class size”. This stage also involved renaming some themes and sub-themes which were then organised in hierarchies to answer the concepts of the research questions

Phase 6: Producing report

Finally, I arrived at the writing up stage of the whole analysis. Here, I tried to relate the data analysed back to my research questions and literature. The interview data, which will subsequently be presented in the data analysis and research findings chapter, can be identified from the name and the occupation of the respondents given at the end of their quotes.

4.7.2.2 Classroom observation

Similar to the analysis methods used to analyse interviews, I also undertook thematic analysis to analyse data obtained from my observation. In this study, I have conducted unstructured observations. An unstructured observation operates within the agenda of the participants, i.e. “responsive to what it finds and therefore, by definition, is honest to the situation as it unfolds” (Cohen et al., 2011). In other words, Punch (2009) asserted that researcher does not use predetermined categories and classifications but makes observations in a more natural open-ended way.

First, I observed what happened in the classroom. My presence in the classroom was as a non-participant observer, observing the scene as much as possible and what was happening in the classroom during the observation and I did not involve at all in

the teaching. Non-participant observation is where data are collected by observing behaviour without interacting with participants (Flick, 2006). I conducted eight classroom observations and each session lasted for one teaching session, i.e. 80 minutes. In each class session, I made a note of the observations. There are a number of tools, which can be used for collecting data through observation. Some of the most commonly used are: note-taking, audio-recording, and video-recording, creating seating charts, creating a teacher diary (or other forms of documentation) (Griffiee 2005a, 2005b). In order to maximize the accuracy of the data collected and for descriptive validity (Maxwell, 1996) I employed note taking/field notes and video recording during the classroom observations. Bogdan and Biklen (1998) define field notes as 'the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study' (p.107- 108). The purpose of observing from this perspective is to generate descriptive data. Video-recording usually include descriptions of setting, people, and activities; and direct quotations or the substance of what was said. Field notes was also employed mainly to compensate for the video recording that might miss.

The analysis of the observation data was conducted in five steps. Firstly, I wrote up the field notes which included my own reflections obtained from the classroom observations (see appendix 10). Secondly, the field notes typed into the Microsoft Word documents. After that, I began to manually generate initial codes for the data, i.e. pen and paper. After the manual coding was completed, I transferred all the data into NVivo 11 so that I could start categorising the codes under suitable themes and sub-themes.

For the final analysis phase, the data from all research methods were synthesized.

Throughout the analysis I constantly checked for similarities and differences among the quantitative and qualitative data. Moreover, data were also linked to the literature review for discussion.

Table 4.3

Dataset that answered research questions

No	Research Questions	Answer
1	What are the school principals', English teachers' and students' views of the 2013 English curriculum and its implementation?	Survey, Semi-structured interview, focus group interview
2	What are the challenges faced by the school principals, English teachers and students in implementing the 2013 English curriculum?	Survey, semi structured interview, Classroom observation, field notes
3	How do school principals, English teachers and students cope with these challenges?	Survey, semi-structured interview, focus group interview, classroom observation

4.8 Quality of research

This section discusses three fundamental issues in research, namely credibility, trustworthiness, and transferability, and how they were treated and thought of throughout the research process in the study. These were important issues to

address in my interest to produce a serious and robust piece of research. Being aware that as a researcher I am part of the world that I am researching, principles of the interpretive research should be kept in mind. The natural setting is the main source of data and the researcher is the key instrument of the research by seeing and reporting the situation through the eyes of the participants. In other words, to understand others' understandings of the world is necessary (Cohen, Manion & Morrison, 2014).

Representing others' understandings can indeed be challenging. It is important to be mindful that "the researcher cannot remove her own way of seeing from the process, but she can engage reflexively in the process and be aware of her interpretive framework" (Radnor, 2002, p.38). In that respect, actions were taken to minimise threats to credibility and trustworthiness. These will be explained in the corresponding sub-sections below. Transferability was also an important issue to address, since it is one of this research aims to contribute to the existing literature in relation to educational change and its implications. Hence the research design, data, analysis, and results are open to others (Richards, 2003).

Considering that this research used a mixed methods approach, issues over reliability and validity vary between the quantitative and qualitative part of the study. For the quantitative part, I ensured that my research instrument was reliable through the calculation of Cronbach's alpha which is a method to measure the internal consistency among all items of the questionnaire. The resulting score of Cronbach's alpha for the student questionnaire amounted to 0.779, while for teacher questionnaire this amounted to 0.893 thereby demonstrating the reliability of the instrument (see Table below). This value is considered suitable as according to

George and Mallery (2003), in order to measure reliability, any value ranging from 0.7 to 0.9 is considered reasonable.
 Table 4.4

Cronbach alpha for students'questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.779	36

Table 4.5

Cronbach alpha for teacher questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.893	70

I also ensured furthermore, validity might be ensured through careful sampling (Cohen et al., 2011). For this study, I tried to choose a sample that was as representative as possible of the target population of the school. However, since my research is exploratory in nature, I do not claim that the sample is representative of all senior schools implemented the 2013 Curriculum in Indonesia.

For the qualitative part of this research, according to Creswell (2007), it is best for

qualitative researchers to engage in at least two techniques of validation in any study. In relation to this study, two techniques were used to make inquiries into the same phenomenon to ensure validity. Triangulation methods were applied to increase methodological validity (Flick, 2006) through sources such as observations and interviews, while rich and thick description was employed to enable readers to transfer information to other settings. In general, “qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher” (Winter, 2000 in Cohen et al., 2011,p.179).

Transferability is concerned with the extent to which the results of a study could be applied to populations or settings beyond the sample of the study. Although the issue of generalisability in qualitative research is contested in the literature, I support Ritchie et al. (2014, p.23) in their belief that “qualitative research can be generalised in terms of the nature and diversity of phenomena, though not in relation to their prevalence”. However, Lincoln and Guba (1985 in Cohen et al., 2011) argue that it is not the researchers’ task to generalise but to provide detailed descriptions of the participants and the setting in which the research took place in order to help others to determine whether transferability is possible or not. In this study, I provided a detailed description of the participants and the context. Although the participants shared the same instruction and regulation about the 2013 Curriculum in all provinces in Indonesia, it cannot be claimed that their experiences under the 2013 Curriculum policy is similar, since there are factors that make a particular setting unique.

4.9. Ethical issues

According to Pring (2000, p.142) ethics are “the philosophy enquiry into the basis of morals or moral judgement.” In another words, ethics comprise making judgement on what is appropriate and what is not. This research project follows the Ethics Policy of the Graduate School of Education of the University of Exeter. Therefore, issues regarding informed consent, anonymity, and confidentiality will be carefully considered. According to BERA (2004) the participants of the research have the right to participate voluntarily and to withdraw from the research. Moreover, they will also sign a consent form that explicitly describes the purpose and nature of the study. In addition, to protect privacy and confidentiality should be protected (Christians, 2005). Accordingly, the use of pseudonyms will be used in this study instead of real names.

4.9.1 Gaining access

Prior to conducting the research, it was necessary to apply for permission from University of Exeter to conduct the research. After completing a research ethics form which is based on the guidelines provided by the British Educational Research Association, permission was granted by the Graduate School of Education at University of Exeter (Appendix 1). A letter of permission to conduct the research study was then sent by email to the institutions. After gaining the permission from the institution, each school was sent a letter of information regarding the topic and the procedure of the research. All teachers and student participants in the quantitative and qualitative stages were chosen by the schools.

4.9.2 Informed consent

Creswell (2008) explains that participants' rights can be protected during data

collection through completing and signing the inform consent form (see Appendix 2). Prior to conducting questionnaire distribution, interviews and classroom observations, all of the participants were given an information sheet about the study, but they were also briefly informed about the aim of the research and clear instructions were given about the procedures. I clearly explained that their participation is voluntary and that they have the right not to participate. If they choose to participate, they also have the right to withdraw at any time. In order to protect their identity, the participants were not required to write their personal details. Once agreement to participate was certain, the inform consent forms were signed. All participants signed two consent forms where one copy was kept with the participant and the other with the researcher and they were assured that their responses are respected and viewed non-judgementally.

4.9.3 Issues of anonymity and confidentiality

The participants' anonymity and confidentiality were assured in the letter and prior to the focus group and individual interviews. The consent form was handed out to each participant to be signed and returned prior to engaging in the research. The form acknowledges that participants' right would be protected during the period of data collection (Creswell, 2003). After each interview and classroom observation, I downloaded the audio file and video file into my computer and deleted it from the recording device. In regard to storage, all hard copies (questionnaire, interview schedules, data analysis, etc.) were kept under locked storage and soft copies and audio files were password protected. All participants were provided with my contact details and were informed that they can receive a copy of the results of the study if they are interested. I also intend to share the findings of my research with the schools

once I finish the thesis.

4.10. Challenges and limitations

Collecting data from three sources at the same time and from five different schools in five different cities could not be accomplished without some challenges.

The first challenge relates to the low rate of teacher questionnaire response. As there were only around four to eight English teachers in one school, I had difficulties in gaining access to schools that I did not visit. I attempted to make an online version of the questionnaire and asked some of my colleagues to pass it on to English teachers in their school, but the result was lower than anticipated. 50 teacher respondents.

Second, some teachers at some point felt nervous and refused to be observed as scheduled, thus requiring me to rearrange for another observation time. However, I did not have much time for that because I had to conduct research in another cities. For these reasons, the observation participants were sometimes chosen out of convenience rather than purposively which could be seen as a limitation of the study.

Third, the interviews for teachers and students were carried out during school time. Thus, the time was very limited as they needed to go back to the classrooms. For example, in one school, the school principal only allowed me to interview the students during break time, which is only 20 minutes, so I could not cover all questions.

4.11. Summary of the chapter

In this chapter, I have explained the philosophical stance that has framed the basis

of my research design, i.e. using the convergent mixed method design. I have chosen an interpretive mode of inquiry because I believe that this is the most appropriate methodology to investigate curriculum change and its implementation in senior high schools in West Java province, Indonesia. In addition, I have detailed my data collection strategies as well as data analysis methods and explained about dealing with ethical issues relevant to the context of the study. I also encountered some research challenges which I described at the end of the chapter. In the next chapter, findings of the current study are presented, and quantitative and qualitative findings are integrated.

CHAPTER FIVE

DATA ANALYSIS AND RESEARCH FINDINGS

This chapter presents the findings of all the data gathered for this study with their interpretation. Through a process of exploration and examination, participants in this study reported their perceptions of how they understand, think, and act in the context of a curricular change process.

The findings were presented according to the research questions, which pay attention to the three main constructs guiding this investigation, namely: i) Curriculum elements in the implementation of 2013 English Curriculum; ii) Curriculum stakeholders and the process of change; iii) Managing curriculum change and its implementation. The term curriculum stakeholders in this study refers to school principals, English language teachers and students. A number of major themes, categories, and sub-categories were developed following the thematic analysis of the data from different sources such as questionnaires, semi-structured interviews and also unstructured observations.

In the first section, I report and analyse various issues related to the participants' views, perceptions, and understandings the elements of the curriculum change. In the second section, the participants' lived process of change is presented. I tried to capture the uniqueness of each participant's view as well as a collective interpretation of the particularities of the context and of the situation. In the third section, curriculum stakeholders' feelings, and individual coping strategies with the change process, among others, will be analysed, as well. It is expected that the

results presented in this chapter will contribute to the research literature and to a better understanding of the concerns and challenges that teachers go through in a curricular change process, wherever they may be.

5.1. Demographic information from the questionnaires

5.1.1 Teacher questionnaire

The teacher questionnaire investigated teachers' perceptions on curriculum elements of the 2013 English Curriculum, the change process and their challenges in implementing the new curriculum. The first part of the questionnaire gained some background information about the respondents (e.g. gender, teaching experience, the year they are teaching in, their experienced in teaching previous curriculum and their education degree). A total of 50 English teachers responded to the questionnaires from 11 schools in five cities in West Java province as shown in Table 5.1 below. Each of the senior high schools involved has been identified as SA (Senior high School A), SB (Senior high school B), and so on

Table 5.1

Distribution of English teachers' questionnaire

	School	Survey respondent
	SA	6
	SB	5
	SC	5
	SD	4
	SE	5
	SF	8
	SG	6
	SH	5
	SI	1
	SJ	1
	SK	5
	Total	50

The response of the paper questionnaires was low because there were only five to eight English teachers in each school. Having a low response rate on paper questionnaire, I tried to administer online questionnaire to more schools. However, the result was not satisfying, I did not get enough responses only one or two filled up the questionnaire.

5.1.2 Student questionnaire

The students' questionnaire investigated their experiences, views and interests related to learning English using the 2013 English Curriculum. The first part of the questionnaire gained some background information about gender and the year they were in. A total of 349 students responded to the questionnaires from six schools in five cities in West Java province, Indonesia.

Table 5.2

Distribution students' questionnaire

	School	Survey respondent
	SA	80
	SB	41
	SC	55
	SD	55
	SE	42
	SF	80
Total	11	349

Taking into account the high response rate of students' questionnaires, this 'was facilitated by direct access to the students. I asked some teachers to let me have some time with the students to fill in the questionnaire. Thus, I could help the students when they did not understand or when they had questions regarding the questionnaire.

5.1.3 English teachers' profile

Out of the 50 participants who responded to the questionnaire, 37 (74%) were female while 13 (26%) were male (Figure 5.1 below).

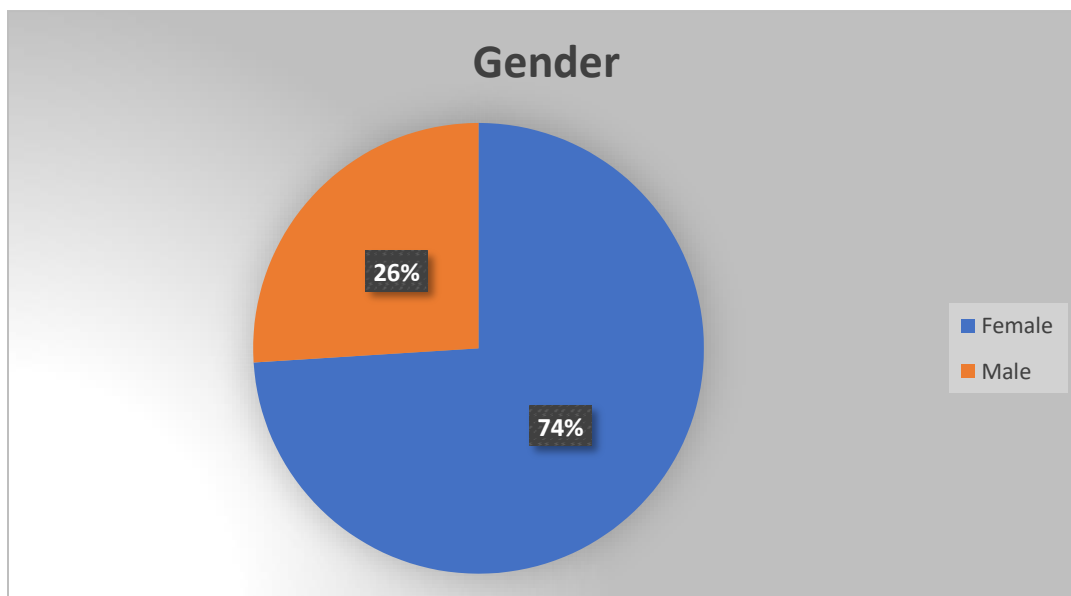


Figure 5.1: Distribution of teacher participants according to gender

In terms of educational degree, most of the participants 38 (76%) were bachelor, 11 (22%) were holding master's degree whilst only one person (2%) has doctoral degree. Similarly, majority of the participants 49 (98%) have taught the previous curriculum i.e. the 2006 Curriculum, only one person (2%) who did not have the experience of teaching the previous curriculum. Regarding teaching experience, the highest number of participants 21 (42%) have more than 20 years of over of teaching experience. However, the lowest number of participants is 1 (2%) for the category of two to five years of teaching experience. (see Figure 5.2)

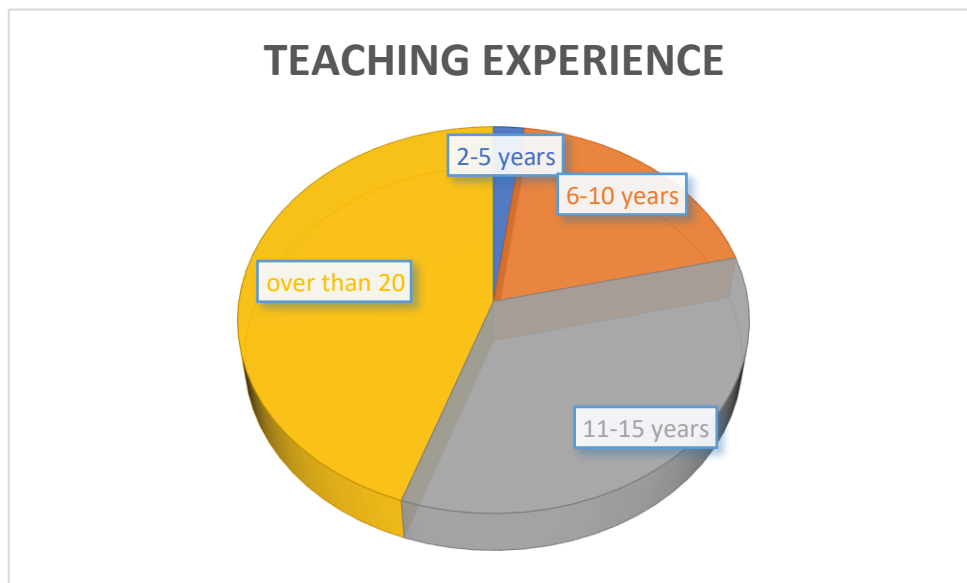


Figure 5.2: Distribution of participants-teaching experience

5.1.4 Students' profile

Out of the 349 participants who responded to the questionnaire, 207 (59%) were female and 142 (41%) were male (see figure 5.3). In terms of the year they are in, 43 (12%) were in Year 12 so they have experienced three years implementation of the 2013 English Curriculum, 198 (57%) were in Year 11 and 108 (31%) in Year 10.

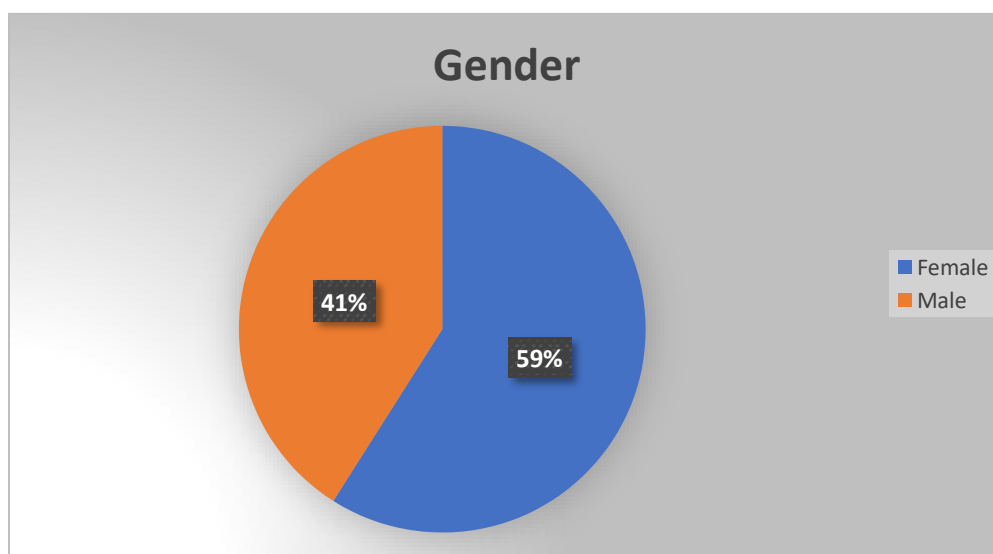


Figure 5.3. Distribution of participants according to gender

5.2. Qualitative data analysis

Qualitative data were analysed as mentioned in the previous chapter using four different steps. From five schools involved, I gained access to five school principals, 13 English teachers and 24 students (see table 5.3).

Table 5.3

Breakdown of the number of schools and interview respondents in this study

School	Interview respondent (Teacher)	Interview respondent (Students)	Interview respondent (School principal)
SA	4	5	1
SB	2	5	1
SC	3	4	1
SD	2	5	1
SE	2	5	1
Total	11	24	5

In analysing qualitative data i.e. semi-structured interviews, focus group interviews and classroom observations, I had to go through the process of coding, categorizing into sub themes and/or themes.

5.3. Curriculum elements in the implementation of the 2013 English Curriculum

This first section introduced the curriculum elements in the implementation of the 2013 English Curriculum which is expected to answer the first research question of the study. This section revealed the school principals', English teachers' and students' views of the 2013 English curriculum and its implementation by discussing the curriculum objective, curriculum content, learning and material resources, student assessment and the teaching and learning process as the curriculum element. The research instruments utilised to address the first research questions

were a questionnaire and semi-structured interviews.

It is unquestionable when curriculum change takes place, the content of the curriculum elements will also be adjusted. These elements may formulate new mindset for all curriculum stakeholders in the educational process and also its educational output. Thus, such questions on the views and understandings of general aspects of teaching and learning a foreign language needed to be asked in order to provide an accurate interpretation of their perceptions about this new English curriculum

This part of the chapter aims to provide an overview of the curriculum elements in the implementation of 2013 English curriculum at different senior high schools in West Java province, Indonesia. This part of the analysis is mainly descriptive. It is based on the analysis of the survey questions related to the population and the phenomenon under study. The survey responses for teacher questionnaire were 50 in total, while I gained 349 responses for students' questionnaire. The quantitative analysis was then supported by the views of the respondents regarding the related issues elicited during the interviews.

In the subsequent section, I will elaborate on the curriculum elements in the implementation of 2013 English Curriculum into five categories as illustrated in Figure 5.4 below. The results related to each of these categories will be presented below.

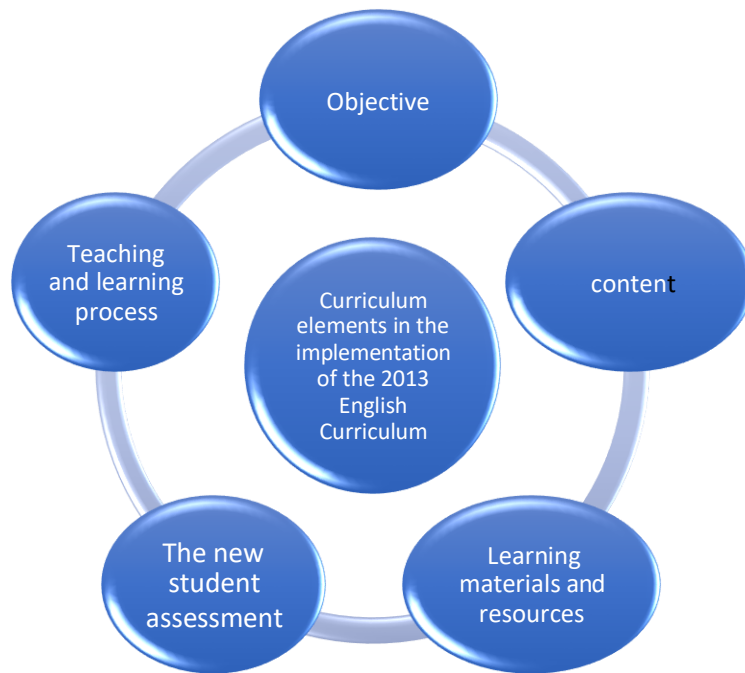


Figure 5.4. Themes related to curriculum elements in the implementation of the 2013 English Curriculum

5.3.1 Objective of the 2013 English Curriculum- “It is much more emphasized”

The objectives of the 2013 English Curriculum are clearly stated in the Ministry of Education and Culture Regulation Number 59 year 2014. It says that,

The purpose of English subjects in Senior High School is to develop the potential of learners to have communicative competence in interpersonal, transactional, and functional discourse using various oral and written English texts coherently by using linguistic elements that are accurate and acceptable, factual and procedural knowledge.

In addition, it is also expected to introduce the noble values of the nation's character, in the context of life in the home, school, and society.

The results show that it is clear that the teachers have a positive attitude toward the objectives of the 2013 English Curriculum. It can be seen on the table of teacher

questionnaire below:

Table 5.4. The percentage distribution for the objectives of the 2013 English Curriculum on teacher questionnaire

1. Your views about the objectives of the 2013 English Curriculum	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1.1. The objectives of the 2013 English Curriculum support learning in other subjects in the 2013 curriculum	24.0%	66.0%	10.0%	0.0%	0.0%
1.2. The objectives of the 2013 English Curriculum raise awareness the importance of English as a foreign language to become a major tool of learning	32.0%	54.0%	8.0%	6.0%	0.0%
1.3. The objectives of the 2013 English Curriculum emphasize on improving the ability of learners to use English in various types of text	28.0%	62.0%	10.0%	0.0%	0.0%
1.4. The objectives of the 2013 English Curriculum aim to develop students' potential to have communicative competence in interpersonal, transactional and functional texts.	40.0%	58.0%	2.0%	0.0%	0.0%
1.5. The objectives of the 2013 English Curriculum develop an understanding of the link between language and culture	16.0%	76.0%	8.0%	0.0%	0.0%
1.6. The objectives of the 2013 English Curriculum expand cultural horizon for students	22.0%	74.0%	4.0%	0.0%	0.0%
1.7. The objectives of the 2013 English Curriculum are clearly stated and easy to understand	12.0%	58.0%	22.0%	8.0%	0.0%

The findings reveal that 66 % (n=33) of the teacher questionnaire participants (n=50) either strongly agree or agree that the objectives support learning in other subjects. The major shift of objective in the 2013 English curriculum is to develop the communicative competence of the students. Therefore, a total of 54 % of teacher respondents (n=27) are in consensus that the objectives of the 2013 English Curriculum are raising awareness about the importance of English as foreign

language to become a major tool of learning for students. In addition, it is expected the students are gradually becoming aware of the importance of English not to just learn in the classroom but also to practice in daily life and also for their future. It is supported by the statement of the student, Luki that claimed, "My target in learning English is not just for school. I should learn English for my future, perhaps I will need it to get a job sometime in the future."

Most teachers also agree that the objectives of the 2013 English Curriculum emphasize on improving the ability of learners to use English in various types of text (62 %, n=31) and also to develop students' potential to have communicative competence in interpersonal, transactional and functional texts (58 %, n=29).

Moreover, a total of 76 % of a total teacher respondent (n=38) agreed that the objectives of the 2013 English Curriculum develop an understanding of the link between language and culture among students. In other words, the objectives of the 2013 English Curriculum was to relate the learning of English to their own context of learning. Having said that, a total of 74 % of the teachers (n=37) gave approval for the statement in which the objectives of the 2013 English Curriculum were to expand the cultural horizon for students. These statements are also supported by Edi who said, "I found out that the 2013 English Curriculum is far simpler than the previous curriculum. However, though it's simple I can "feel" the contextual learning. It is much more emphasized."

Looking at a different result from the survey and the interviews, it can be concluded that the objectives of the 2013 English Curriculum are perceived to positively guide the process of English teaching and learning both by teachers and students.

5.3.2 The content of the 2013 English Curriculum- “*The content of this new curriculum is much better than before*”

The content of parts of the curriculum has to be studied in relation to other parts so that the curriculum forms a coherent learning programme. It should comprise and reflect a selection of knowledge, skills, values and attitudes relevant and valued by the profession, subject disciplines and by the wider society. The content is usually derived from objectives which form the basis for programme development and can be simply defined as the knowledge, skills, attitudes and values to be learned.

Table 5.5. Percentage distribution on the content of the 2013 English Curriculum from teacher questionnaire

2. Your views about the <u>content</u> of the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
2.1. The content of the 2013 English Curriculum encourages students to contribute to society	10.0%	58.0%	26.0%	6.0%	0.0%
2.2. The content of the 2013 English Curriculum encourages students to develop their communicative competence in English	28.0%	70.0%	2.0%	0.0%	0.0%
2.3. The content of the 2013 English Curriculum helps students to use English in their daily life	16.0%	78.0%	6.0%	0.0%	0.0%
2.4. The content of the 2013 English Curriculum takes into account individual differences among students	8.0%	50.0%	32.0%	10.0%	0.0%
2.5. The content of the 2013 English Curriculum provides learning experience in using English texts to apply knowledge of factual, conceptual, procedural and related phenomena and events	20.0%	78.0%	0.0%	2.0%	0.0%
2.6. The content of the 2013 English Curriculum is flexible and contextual	14.0%	76.0%	10.0%	0.0%	0.0%
2.7. The content of the 2013 English Curriculum provides the opportunity for teachers to develop learning	20.0%	68.0%	10.0%	2.0%	0.0%
2.8. The content of the 2013 English Curriculum is easily taught by teachers	12.0%	52.0%	30.0%	6.0%	0.0%

2.9. The content of the 2013 English Curriculum is easily learned by students	8.0%	46.0%	34.0%	12.0%	0.0%
2.10. The content of the 2013 English Curriculum encourages students to gain insight into cross-cultural diversity	8.0%	76.0%	14.0%	2.0%	0.0%

Content is more than just knowledge. Content selection needs to give an appropriate balance to subject knowledge, process skills and the development of the student as a learner as well as to detail and context.

The findings reveal that a total of 70 % of teacher respondents (n=35) agreed that the content of the 2013 English Curriculum encourages students to develop their communicative competence in English. Regarding this issue, Anton described his view,

As the English subject content is mainly communication so the students are free to communicate using English even in expressing their opinions. They are also some kind of brilliant to share their knowledge, even if they have different points of view, they can share it with my class. I think the students seem to enjoy it more especially in the Social class. (Anton/Teacher/Interview)

It can be verified from the findings above that communicative competence is the main aspect in the 2013 English Curriculum that should be possessed by students and according to the class observation, students are encouraged a lot by teachers to speak up in the classroom. I could see similarity in all of the classroom that I observed that teachers were very interactive in teaching. They put so much efforts to stimulate students to be active by giving points as rewards. As a result, most students did not hesitate to raise their hands to speak up and engage in the classroom discussions.

In addition, a total teacher response of 76 % (n= 38) came to an agreement that the content of the 2013 English Curriculum is flexible and contextual. The term flexible here means that the 2013 English Curriculum allows teacher to develop the content of the curriculum on their own as long as they followed the guidelines on the syllabus. Meanwhile contextual is related to the contextual teaching and learning where teachers present the real world into the classroom and encourage students to make connections between their knowledge and application in their daily lives. Therefore, due to its nature of flexibility and conceptuality, total teacher respondents of 68 % (n=34) agreed that the content of the 2013 English Curriculum provides the opportunity for teachers to develop learning.

It is also supported by Toni who said that,

The content of this new curriculum is much better than before. It is not rigid as the previous one actually it really depends on us, the teacher, where we will go. We are allowed to create our own teaching model and we can ask the students how they want to learn. In conclusion, this new English Curriculum is more open-minded, I like it as it depends on us, the teacher and students. (Toni/Teacher/Interview)

We can assume from the findings above that teachers feel the freedom to develop their own way in determining the methods and materials for their teaching as long as they follow the guidelines on the syllabus.

The results also show that total respondents of 78 % (n=39) believed that the content of the 2013 English Curriculum helps students to use English in their daily life. In

relation to that, 58% of teacher respondents (n=29) assumed it encourages students to contribute to society as well. This view also supported by Sinta,

Yes, the content of the new curriculum is applicable in daily life. Let me give you an example, for Year 12 they have to make an application letter to find a job, so I assume if they graduate next year and try to find a job they can use it. Thus, it will be very useful for them in the future.

(Sinta/Teacher/Interview)

Moreover, a total respondent of 78% (n= 39) claimed that the content of the 2013 English Curriculum provides a learning experience in using English texts to apply knowledge of factual, conceptual, procedural and related phenomena and events.

Furthermore, Vina also stated that,

The content of the 2013 English Curriculum demands the students to understand a function of a text. It will be very useful for them, right? So, for example, the text is about Caption. Thus, when they blend in the society, they will see lots of caption in public places. So, I guess it will help them to understand English in their daily life. (Vina/Teacher/Interview)

From the findings mentioned above, it is implied that the 2013 English Curriculum facilitates students to practice the content they learned at school to be applied in their daily life. Furthermore, it helps students to acquire knowledge and skills from a limited context, bit by bit, and from self-constructing processes, as provisions to solve problems in their lives as members of society

More findings show that 52 % of teacher respondents (n=26) believed that the content of the 2013 English Curriculum is easily taught and 46 % of them (n=23)

also agreed that the content of the 2013 English Curriculum is easily learned by students. Likewise, a student named Hana confirmed on this “*The content of 2013 English Curriculum is brief and easy to comprehend.*” By and large, it can be implied that teachers and students found the content of the 2013 English Curriculum is simple and comprehensible.

5.3.3 The learning materials and resources of the 2013 English Curriculum-

“I do not use the MOEC textbook too often, but I use it as guidance”

The implementation of a new curriculum usually requires additional learning materials and resources or at least a rethink of existing learning resources. In Indonesia, the Ministry of Education and Culture (MOEC) provides the textbooks along with the launching of the new curriculum. Therefore, this section discusses the learning materials and resources of the new curriculum from the point of views of the curriculum stakeholders based on teacher and student questionnaire, semi-structured interviews with teachers and also focus group interview with students. As evidenced by the overall results in Table (5.6), teachers have different views on textbook.

Table 5.6. Percentage distribution on learning materials and resources of the 2013 English curriculum on teacher questionnaire.

3. Your views about the learning materials and resources of the 2013 English curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
3.1 The textbooks provided by the MOEC are user-friendly	2.0%	34.0%	32.0%	32.0%	0.0%
3.2. The textbooks provided by the MOEC are sufficient for teaching and learning	0.0%	26.0%	26.0%	44.0%	4.0%
3.3. The textbooks include strong thematic linkage within each units	0.0%	36.0%	36.0%	26.0%	2.0%
3.4. The textbooks include representative examples of real language use	2.0%	32.0%	32.0%	32.0%	2.0%

3.5. The textbooks are appropriate for students' levels	0.0%	40.0%	40.0%	18.0%	2.0%
3.6. Textbooks are the most important learning resource	0.0%	14.0%	36.0%	46.0%	4.0%
3.7. Textbooks help students improve their English	2.0%	52.0%	32.0%	12.0%	2.0%
3.8. Textbooks match with the curriculum objectives	2.0%	44.0%	44.0%	8.0%	2.0%
3.9. I do not rely on textbooks from MOEC so I prefer to develop my own learning materials and resources	34.0%	50.0%	16.0%	0.0%	0.0%
3.10. The textbooks are not compatible with the requirements of the student-centred approach in English class	4.0%	22.0%	50.0%	24.0%	0.0%
3.11. The facilities of the language lab are inadequate.	26.0%	42.0%	24.0%	8.0%	0.0%

The result shows that 40 % of teacher respondents (n=20) agreed to the statement that the textbook is appropriate for students' level, but Nina has a contradictory view on the textbook as it is too low for senior high school student level "I think this textbook from MOEC is too shallow for senior high school students. I guess it is more suitable for junior high school students." In relation to that, a total of 34 % teacher respondents (n=17) agreed to the statement that the textbook provided by MOEC is user-friendly. This statement is also supported by a teacher named Susi "Although, I don't discuss all the chapters in the textbook I can see the stages are user-friendly and it is easy to understand." Tia also commented the same thing, she said, "I think the textbook is quite user-friendly. It has developed in some way compare to the previous textbooks produced by the government. This one is better and more communicative."

Even though the textbook is considered as user-friendly but a total of 44% teacher respondents (n=22) disagreed with the statement that the textbook is sufficient for teaching and learning. Sinta responded:

The depth of the learning material is very low. I suppose it happened to

adjust to the reduction of time for English subject, so it's very shallow. Currently, I have finished discussing all the chapters in the textbook, therefore I have to add another resource to the classroom activity.

(Sinta/Teacher/Interview)

As a result of the textbook insufficiency, a total of teacher respondent of 50 % (n=25) stated that they do not rely on a textbook from MOEC so that they prefer to develop their own learning materials and resources. Edi said "I don't want to use the textbook from MOEC as it is too easy for the students, it is lack of challenges. Hence I decided to find another related resource on the internet for teaching." As a matter of fact, 39 % of students (n=137) believed that the Internet can replace the textbook. Thus, looking at the survey data and interview, it is implied that the textbooks provided by the MOEC is too simple so that teachers inclined to supply teaching materials from the Internet for the teaching and learning process.

As a result, a total of teacher respondent of 46 % (n=23) disagreed with the statement that textbook is the most important learning source. Hence, teachers rely mostly on the internet, multimedia learning, student module made by English teachers and also reference book provided by schools as additional learning materials and resources, Nina said that,

When the 2013 Curriculum was launched, we had to do the MOEC textbook analysis and apparently from the beginning until the end of the book, they were all categorized as low. Therefore, we decided to find materials from the internet from different sources and we made student modules to cover the rangeability of the students. Let's take an example, we have to do several sessions on reading, the reading text is from the MOEC textbook, but we

made our own questions to stimulate students' reading skill.

(Nina/Teacher/Interview)

Moreover, Ati, another teacher, criticized the MOEC textbook, she said,

I am aware that the MOEC textbook is a national project, so it is understandable if the textbook is too simple. The English teachers also commented the same thing that it is too simple. However, I noticed that sometimes the brainstorming and warming up activity don't match or sometimes there are too many practices without reading the text. We still need reading text to teach student reading skill. That is why I have to find another learning sources as a supplement. I usually use video and the projector or just use simple things like cutting paper for games, literally anything to keep the lesson interactive and communicative.

(Ati/Teacher/Interview)

Sinta added multimedia learning to support MOEC textbook, she said,

Well, I use the projector a lot to show short video for observing step in the scientific approach. I do not use the MOEC textbook too often, but I use it as guidance. If it is about brochure then I will bring the examples of the brochure. When we have to study about Caption then I will bring newspaper or magazine that have captions on them. Or we just simply find the examples from the internet that related to the material.

(Sinta/Teacher/Interview)

Nevertheless, 42 % of teachers (n=21) stated that the facilities of the language lab are inadequate at school. Regardless of that statement, student respondents of 49 % (n=171) agreed that their English teacher uses audio-visuals and technological aids

(illustrations, photos, recordings) in the classroom to support the learning materials and resources in the learning process which can be seen in table 5.7 below.

Table 5.7. Percentage distribution on English teaching and learning on student questionnaire

1. ENGLISH TEACHING AND LEARNING	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. My English teacher uses audiovisual and technological aids (illustrations, photos, recordings, etc.)	9 %	30 %	38 %	19 %	3 %

It can be seen that although the learning resources are limited to school, teachers put a lot of efforts in using various media in the teaching process.

Table 5.8. Percentage distribution on English textbook and learning resources on student questionnaire

2 . ENGLISH TEXTBOOK & LEARNING RESOURCES	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
2.3. My English textbooks help me to improve my language skills	12 %	45 %	34 %	8 %	1 %
2.8. It is good to use more materials designed by teachers than just use the English textbooks	28 %	42 %	22 %	7 %	0 %

Moreover, the data from students' survey on table 5.8 show that although 45 % of students (n= 156) agreed that English textbooks help them to improve their language skills, but 42 % (n= 147) agreed with the statement that it is good to use more materials designed by teachers than just using the textbook. Thus, it is implied that students preferred additional learning resources to complement the textbook.

5.3.4 The new student assessment system- “*Too many aspects to assess in such limited time*”

Assessment is a central element in curriculum design: it is the critical link between learning outcomes, content and teaching and learning activities. Students cannot avoid assessment activities and their impact if they want to pass a unit. Assessment not only measures what students have learned, it also shapes how many students approach learning. Often assessment is the first thing to be considered by many students in planning their engagement with a unit.

Learning occurs most effectively when a student receives feedback, i.e. when they receive information on what they have and have not already learned. The process by which this information is generated is an assessment. Therefore, assessment plays a vital role in the curriculum. As in 2013 Curriculum, new student authentic assessment should be applied. Therefore, this section discusses the new student assessment system from the point of views of the curriculum stakeholders based on teacher and student questionnaire, semi-structured interviews with teachers and also focus group interview with students. Table 5.9 below shows the teacher views on the new student assessment.

Table 5.9. Percentage of distribution for the new student assessment system on teacher questionnaire

3. Your views about the new student assessment system.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
3.1. The new student assessment system takes into consideration student abilities	12.0%	78.0%	10.0%	0.0%	0.0%
3.2. The new student assessment system gives the opportunity for teachers to use different assessment methods	12.0%	74.0%	14.0%	0.0%	0.0%

3.3. I would consider the assessment tasks to be valid and accurate indicators of student achievement, skill, and proficiency in this course	8.0%	76.0%	14.0%	2.0%	0.0%
3.4. I believe that the data from the new student assessment system mirrors the student achievement levels that I'm observing in my classrooms	14.0%	72.0%	12.0%	2.0%	0.0%
3.5. Based on the new student assessment data provided, I know the exact areas in which my students excelled	24.0%	68.0%	4.0%	4.0%	0.0%
3.6. Based on the new student assessment data provided, I know the exact areas in which my students struggled	26.0%	66.0%	4.0%	4.0%	0.0%
3.7. I use the data from this new student assessment to inform and guide my instructional practices moving forward	22.0%	70.0%	6.0%	2.0%	0.0%
3.8. Teachers are lack of adequate training related to measurement and evaluation techniques	26.0%	44.0%	24.0%	6.0%	0.0%
3.9. The new student assessment tool is difficult to administer.	12.0%	38.0%	28.0%	22.0%	0.0%
3.10. The new student assessment tool is difficult to grade.	6.0%	30.0%	42.0%	22.0%	0.0%

A total of 38 % teacher respondents (n=19) agreed that the new student assessment tool is difficult to administer, supported with 12 % teacher respondent to be strongly agree with the statement. Meanwhile 28 % teacher respondent chose to say neutral and 22 % teacher respondent disagree with the statement. Toni rationalised this survey statement in his interview,

I assume most teachers said that the new assessment is too complicated because there too many aspects to assess in such limited time, 80 minutes per week and we have to cover different aspects of assessing the students. Moreover, during the lesson, we can only assess students' behaviour, while the students are required to do peer assessment and also self-assessment. So sometimes we cannot do the whole thing due to limited time. I think those who feel that the new student assessment is too complicated because they thought

they have to do it every meeting, every semester or maybe every week, of course, it will be stressful for the teachers. However, to cope with this I try to do it at least once in a year just to simplify things, besides it is only for administrative purposes. (Toni/Teacher/interview)

However, looking at the positive side, a total of 74% teacher respondents (n= 37) agreed that the new student assessment system gives an opportunity for teachers to use different assessment methods. Anton stated that this new assessment system gives him range of possibilities in assessing students, he said,

For assessment, I have knowledge test, assignment and performance test. I also have a daily assessment so that students can have bonus point if they can answer or explain something. At least it can stimulate them to be active in the classroom and also to motivate others because I promise to give them points. I noticed that by having this kind of system it really stimulates all the students to be actively involved in the lesson (Anton/Teacher/interview)

Sinta also added,

The typical authentic assessment is to measure psychomotor skill. So, the students have to perform such as discussion, presentation, doing the project. But for measuring knowledge, I have test and assignment per Basic Competence based on the syllabus. Well, ideally for one basic competence there should be one knowledge test and one psychomotor test, but I always have more performance test as the materials are mostly expressions. (Sinta/Teacher/interview)

Moreover, a total of 76 % teacher respondents (n=38) would consider the new assessment system to be valid and accurate indicators of students' achievement, skill and proficiency and 72% teacher respondents (n=36) believed that the data from the student's assessment system mirror the student achievement levels. As supported by Adi in his statement,

I use three kinds of assessment for the students, they are a paper-based test, project-based assessment and activity-based assessment. For paper-based test, I always have it after I finish one basic competence in the syllabus to test their conceptual understanding. I also use the project-based assessment to combine the score in the paper-based test. For example, one student gets 90 in his paper-based test, when he's doing a presentation I will compare the result as a valid indicator of his proficiency. Besides that, I also have an activity-based assessment to assess their daily activeness in answering and questioning. Thus, I always spend five minutes before the class begin for them to prepare some questions using English to stimulate their critical thinking. (Adi/teacher/interview)

In addition, a total of 78 % teacher respondents believed that the new student assessment system takes into consideration of student abilities. A student named Hana also justified that,

Besides the paper-based test, we also get bonus points for being active in the classroom, our ability to speak in front of the classroom and explaining our materials such as in presentation. So, the teacher assesses us based on activeness, ability and willingness, so if one student is not fluent in English but he/she is willing to ask some questions then he/she will get a

point. (Hana/Student/focus group)

Furthermore, the results show that 68 % of teacher respondents (n= 34) agreed that the new student assessment provides them with the data of the exact areas in which their students excelled and 66% (n= 33) in which their students struggled. Tia support this notion,

I always emphasize in language teaching that there should be a performance-based test to assess their speaking skill. From the result of speaking test then I will combine with the written test then evaluate the scoring result to differentiate the students based on their ability and whether they are progressing or not. (Tia/Teacher/interview)

Table 5.10 Percentage of distribution for English assessment in student questionnaire

3. ENGLISH ASSESSMENT	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
3.1. The assignments given are related to what I learnt in the classroom	26 %	58%	13 %	2 %	0 %
3.2. Teachers help me to apply what I learnt in class to my daily life	13 %	53 %	30 %	4 %	0 %
3.3. I am given assessment tasks that suit my ability.	11 %	47 %	37 %	4 %	1 %
3.4. Teachers give us a chance to say on the assessment tasks	23 %	42 %	27 %	7%	0 %
3.5. Teachers use different methods of assessment	8 %	32 %	51 %	7 %	1 %
3.6. When I am confused about an assessment task, I am given another way to answer it.	17 %	41 %	32 %	9 %	0 %
3 .7. I am given a choice of assessment tasks	7 %	23 %	43 %	22 %	3 %
3 .8. I know how a particular assessment tasks will be marked.	14 %	41 %	36 %	9 %	0 %
3 .9. Teachers return assessment results timely	7 %	31 %	45 %	13 %	2 %

Meanwhile looking at students' view on the new assessment system in Table 5.10, the data indicate that 58% of the student respondents (n=201) agreed with the statement "the assignments given are related to what I learnt in the classroom" and 53 % (n= 185) corresponded with the agreement "teachers help me to apply what I learnt in class to my daily life". This may indicate that English teachers give an assessment that helps students practise what they have learnt in daily life and the assessment are related to what they have learnt. Meanwhile, interestingly most of the student respondents choose to be neutral for the item in which teachers use different methods of assessment, "I am given a choice of assessment tasks" (43%, n=153) and "teachers return assessment result timely" (45%, n=159). This statement is contradictory to what the teachers claimed previously in the interview. This may indicate that probably not all English teachers use different methods of assessment and the students are not given a choice of assessment by teachers. Meanwhile, 47% (n=164) of them agreed on the students are given assessment tasks that suit their ability, and 42% (n= 147) concurred that teachers give them a chance to say on the assessment tasks. In agreement with that, 41% (n=145) corresponded with the statement when they confused about an assessment tasks, they are given another way to do it and 41% (n=143) agreed they know how a particular assessment tasks will be marked.

Although the rate of disagreement is quite low in this English assessment section in students' view, it was essential to investigate the reasons for this dissatisfaction. The qualitative data analysis provided a more in-depth explanation of this matter based on the view of the students.

Talking about English assessment, Luki commented,

I always have speaking skill test such as presentation, making short movie or storytelling. In the end, we also have a paper-based test, but I prefer to be assessed from speaking skill not from the paper-based test as it is more objective. (Luki/Student/focus group)

Farah claimed,

I like the way I am being assessed for English subject. It is really personal and objective. We don't always have paper-based test regularly, but the teacher assesses us from daily activity in the classroom. We also have some kind of project-based activities for English which makes it fun. (Farah/Student/focus group)

Pipit pointed out the way the students were assessed in her classroom,

First, we have a regular paper-based test, but students can cheat so the result is not based on our own effort. There are also listening and speaking tests. In the end of the semester, we have to make comic. Last year, we have to make a movie. In my opinion, those kinds of assessments really expresses our creativity. (Pipit/Student/focus group)

Looking at teachers' perspectives on the new assessment system, it seemed that more negative responses came out both from the survey and the interview. Most teachers agreed upon too many rubrics and details to assess so many students in so little time, but they were pleased that they could have different methods of assessment. Contradictory to teachers' perspectives, students viewed the new assessment quite positive as it is more objective in assessing their performance in

the classroom.

5.3.5 Teaching and learning process – “*I try to interact more with the students in the classroom*”

This section discusses the teaching and learning of the new curriculum from the point of views of the curriculum stakeholders based on teacher and student questionnaire, semi-structured interviews with teachers, classroom observation and also focus group interview with students. The syllabus provides the framework for teaching and learning process but learning ultimately depends on the interaction between the teacher and the learners in the classroom, and on the teaching approaches, activities, materials and procedures employed by the teacher (Richards & Renandiya, 2002). When asked about the way EFL should be taught, the characteristic of the EFL learning process was a recurrent category that emerged from that question. With regard to this, most of the participants noted that in a learning process, the students need to have an active role and good communicative competence. Other participants noted that teachers have to empower the students with the appropriate tools so they can become involved in their own learning process.

According to Anton, a teacher, the teaching and learning process in the 2013 English curriculum creates a different atmosphere. He stated,

In my personal opinion, the students tend to enjoy this new curriculum as it gives freedom of expression for the students. I let them search the concept of new material then we discuss in the classroom. Apparently, students seem very happy to be given that kind of opportunity to express their findings and opinions. However, I avoid having a lecture in this new curriculum. I only lecture when the material is really complicated for the

students. Overall, I try to interact more with the students in the classroom.

(Anton/Teacher)

Another teacher, Adi, has a different opinion somehow, He pointed out,

First, the teaching and learning process in the classroom really depends on the teacher. If the teacher is able to motivate and give new mindset as stated in the 2013 curriculum, I am sure the students will be able to achieve it. However, if the teacher does not give motivation, not giving the stated mindset, eventually there will no change at all. Second, the teaching and learning process depends on the students. If the teacher already gives motivation, direction and trying to transfer the new mindset but the mindset of the students themselves that are difficult to change. So, teachers and students should collaborate together to create a new expected pattern as stated in the new curriculum. All in all, the impact of the 2013 English curriculum in teaching and learning process in our school is quite high, especially in my classes. The students are getting used to things that are under pressure, deadlines and they have to conquer their fear to communicate in public. (Adi/Teacher)

Tia has different point of view on the teaching and learning process of the 2013 English Curriculum, she claimed,

I think the students are more motivated to study English, but it is kind of hard to say that they enjoy the lesson as English subject is now limited to two hours of teaching per week (80 minutes) with that large class size. So, I try to use group work every time due to time limitation and large class size. So, the grouping really helps. (Tia/Teacher)

In table 5.11, it is a survey data from teachers' questionnaire. The teachers described their frequency of teaching method used during the implementation of the 2013 English curriculum.

Table 5.11

Frequency of teaching method used by teachers

Teaching method used in classroom	Always	Frequently	Sometimes	Rarely	Never
Lecture	0.0%	34.0%	44.0%	20.0%	2.0%
Discussion	2.0%	62.0%	30.0%	6.0%	0.0%
Scientific approach	12.0%	60.0%	24.0%	4.0%	0.0%
Genre-based approach	18.0%	56.0%	24.0%	2.0%	0.0%
Problem-based learning	6.0%	40.0%	46.0%	6.0%	2.0%
Project-based learning	2.0%	34.0%	48.0%	16.0%	0.0%
Discovery learning	8.0%	36.0%	44.0%	12.0%	0.0%
Communicative Language Teaching	34.0%	52.0%	14.0%	0.0%	0.0%

The analysis shows 62% of the teacher respondents (n=31) used discussion method frequently in teaching and 60% of the respondents (n=30) recurrently used the steps of the scientific approach. Another teaching method that used regularly is the Genre-based approach, Communicative language teaching and problem-based learning. This shows that teachers tried to implement the student-centred approach in the classroom. Meanwhile, the teacher respondents choose to use project-based

learning occasionally along with lecturing and discovery learning as variation in teaching and learning process.

Desy commented on the teaching method she uses,

I try to use a teaching method that is appropriate for the students. If it doesn't seem possible, I will not force it to happen. For example, in project-based learning I only used twice in a year not every month or even every week, the students will not be able to handle it and besides the reduction of time allotted for English subject makes it less possible. (Desy/Teacher)

From students' point of view, teaching and learning process in the 2013 English curriculum is leading to student-centred learning. They were aware that the portion of the teacher in explaining was reduced and students were expected to be more actively involved in the teaching and learning process.

Tito claimed,

I consider the implementation of the 2013 English curriculum is already good. I can see that the activities given to the students are really student-centred activities. The students often get to present and speak in front of the classroom, interact with each other and learning English is more fun using this new curriculum. I mean compare to the previous curriculum where we used to read texts and did the exercise all the time. The English learning process in this new curriculum really force us to speak English even we are not that fluent nor confident enough. (Tito/Student)

However, Hana had a different opinion regarding the student-centred activity in the teaching and learning process.

I think there should be a balance in student-centred learning. The reason is that not all student understands the explanation given by the teacher. So, I think the teacher should really look at the situation in the classroom which students need his or her guidance in comprehending the material given and which of them are good. Some teacher just explains a bit and leave the rest of group discussion without paying attention to individual students' need. Group work is quite effective if there is one student who understands and can help others and also motivate the rest of the group.
(Hana/Student)

Tio offered different point of view of communicative competence in the teaching and learning process

In my opinion, the teaching and learning process at school doesn't really make us have good English communicative competence. It is because during English lesson we still use the Indonesian language to communicate in the classroom. In order to be fluent in English, I think we should get used to speaking English in daily life. (Tio/Student)

Additionally, a different view offered based on the students' questionnaire on English teaching and learning section, most students agreed on item "focus in class is communication" (52%, n=183), "teachers often designs activities to have students communicate in English with our classmates" (55%, n=195), "teacher often creates an atmosphere for us to use English" (43%, n=148), "teacher uses audiovisual and technological aids (illustrations, photos, recordings, etc.)" (49%, n=171). It can be implied that teachers try to stimulate communicative competence of the students in the classroom by designing activities and creating a conducive atmosphere using

audio-visuals and technological aids. For the rest of the questionnaire item on ELT, students mostly stayed neutral on the using of textbook in the classroom (38%, n=134), the using of Indonesian language during lesson (46%, n=162), student seldom need to speak during lesson (47%, n=165), the freedom to choose what to study in the class (41%, n=143), teacher encourage current issue (38%, n=132), and the English only policy in the classroom (33%, n=117). I assume that those issues are divisive as different teachers in different schools apply different approaches in the classroom.

5.4 Curriculum stakeholders and the process of change

This section discussed how curriculum stakeholders involved in the change process and how they viewed the process of curriculum change in order to answer the second research question about the challenges faced by the school principals, English teachers and students in implementing the 2013 English curriculum.

In the subsequent section, I will elaborate on the curriculum stakeholders and the change process of the 2013 English Curriculum into five categories as illustrated in Figure 5.5 below. The results related to each of these categories will be presented below.

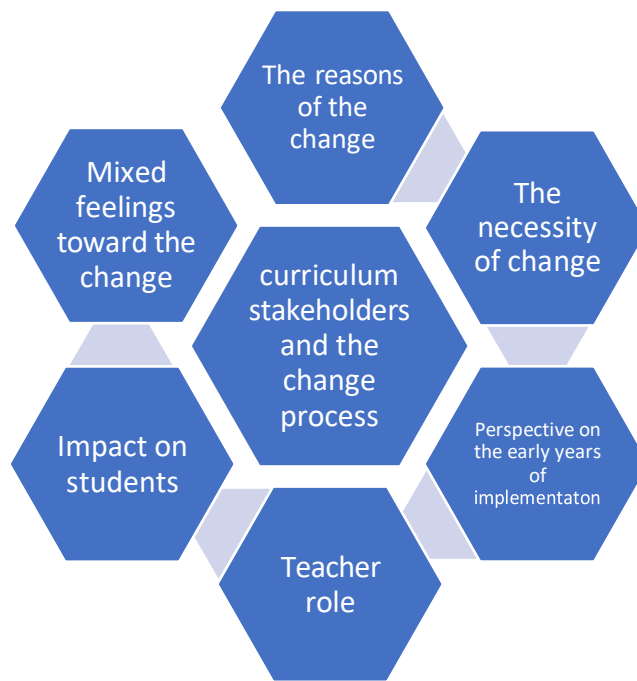


Figure 5.5. Themes related to Curriculum stakeholders and the process of change

5.4.1 Reasons of the change- *“To change their mindset from teacher as source of learning to student-centred learning”*

This section discusses the reason of the change of the new curriculum from the point of views of the curriculum stakeholders based on semi-structred interviews with school principals, and teachers. After three years of implementation, it seems that the teachers appear not to be sure about the reasons why the curriculum change take place. That was implied from the way most of them started their answers, which was usually with expressions like: *“I assume...”*, *“From what I have heard...”*, *“perhaps....”*, etc. As a result, various different reasons also came up from the interviews. Some of them are to have better education output, to achieve effectiveness in the teaching and learning process and to accept the challenge of a new era. However, there are two big reasons that came up from the interview. The first one is to emphasize on student-centred learning. Rosi stated,

The curriculum change took place due to the reason teachers should master technology and models of learning in this digital era so that new challenges are created for them to change their mindset from the teacher as a source of learning to student-centred learning. As a result, students are expected to learn not only from teachers' lecture but also from the technology and their surroundings with the facilities provided at school.

(Rosi/Teacher/Interview)

The second reason for the change is to build students characters based on the value and national characters of Indonesia. Susi argued,

The curriculum change from the previous School-Based Curriculum to 2013 Curriculum occurred due to the fact there were series of events such as dishonesty, corruption, students' brawls in the society. That is why the government designed this 2013 Curriculum to build up the education of national characters so that they could be applied in daily life in the classroom. (Susi/Teacher/Interview)

Teachers' lack of clear knowledge on the reasons of curriculum change imply an iceberg phenomenon in Indonesian top-down educational system especially in the planning of change. Teachers as the main agent of change are rarely get involved in the decision-making process. Generally, the rationale for change and the main benefits that the changes are expected to bring about are not communicated well and, if so, it is usually done shortly before or at the implementation stage.

5.4.2 The Necessity of change – *The two perspectives*

The necessity of change seemed to be one of the significances that should be

explored from the curriculum stakeholders' points of view in curriculum change. Based on the interviews, the perception of the necessity of change split into two groups: those who are for the change and those who are against the change. Those who are for the change agreed that the change is needed in order to improve student English skill, students' character building, and to focus more on student-centred learning. This section discusses the necessity of change of the new curriculum from the point of views of the curriculum stakeholders based on semi-structured interviews with school principals, teachers and focus group interview of the students. Tatang viewed the necessity of change as a noble intention from the government, He claimed that "*Conceptually, it is necessary. Due to the fact that the goal is to equalize the students' skill and ability in Indonesia so that they can compete with other students from another country in the world. It is a very good and very noble intention.*" (Tatang/School principal/interview)

In addition, a student named Dafa added that the change is needed as it made his English skill improving. "*Personally, I think the change is necessary. I can see a lot of evidence especially myself. I feel that my English skill is improving a lot after implementing the 2013 Curriculum especially in speaking skill.*" (Dafa/Student/focus group)

The reason why the change is necessary to focus more on student-centred learning explained by Adi,

To my knowledge, I see there are a lot of things that are basically good in this 2013 Curriculum. There is a scientific approach to the foundations of project-based learning, problem-solving learning, and problem-solving based. The point is when children are asked to learn it is not solely from

the teacher's lecture in order to emphasize on the student-centred learning, that is the soul of the 2013 Curriculum. As the previous curriculum still focuses on teacher-centred learning. That's what I see.

(Adi/Teacher/interview)

Another view of the necessity of change to improve character of the students stated by Edy,

I see that there is public interest in improving the moral character of the students. As we can see that there's a tendency in our student's behaviour that generally students nowadays have started to ignore the moral values and also ignore the etiquette or norms prevailing in society. Well, to restore things like that, then we need recreate the origin cultural value of our nation. Thus, the aspects or elements that exist in the 2013 Curriculum are very helpful to teachers, especially in shaping and preparing children to return to their own national identity. (Edy/Teacher/interview)

Looking at the arguments of the curriculum stakeholders who support the necessity of curriculum changes, it could be implied that the curriculum change is not only necessary but also essential to ensure that students are equipped with the knowledge, skills and national identity for the global race in a modern international world. Thus, the Indonesian government has made serious effort to modernize the centralized curriculum through this curriculum change to prepare young generations. As Handoyo (2017) stated that the 2013 Curriculum aims to prepare Indonesians for becoming citizens who are religious, productive, innovative, and passionate as well as who can contribute to nations and worlds civilization.

Those who are against the necessity of change argued that the previous

curriculum is better than the 2013 English Curriculum so fully change was not needed. The government should have just revised it instead of replacing it with a new one.

Desy argued,

In my opinion, I don't think the curriculum is necessary to be replaced. Instead of doing that, it would be better to revise the previous one and improve it. For example, if the curriculum implementation is not effective in one region then the government could do the trick by improving it. So don't let a new curriculum is changed just because the new government is appointed. If we keep doing this how can we have a good education system? It seems like we are reading a novel, we haven't finished reading it then we switch to a new one. The problems will never be solved.

(Desy/Teacher/interview)

Interestingly, a student named Delia had the same voice. She stated,

I think the previous curriculum just need to be revised not replaced. As there are the advantages and disadvantages from each of them. In the 2013 English Curriculum, we get more active in learning while in the previous one we can have more time so the teacher can explain more as well. If we merge those advantages, we can have a better curriculum.

(Delia/Student/focus group interview)

Moreover, Nina claimed that the previous curriculum that is the School-Based Curriculum is much better than the 2013 English Curriculum. She claimed,

Personally, I think the School-Based Curriculum is very perfect. The first reason, the syllabus is good. It represents the competence that English

teachers want to teach to the students. When I compared the School-Based Curriculum syllabus with the 2013 English Curriculum syllabus, it turned out that the learning activities and competence are much better in the School-Based Curriculum. Furthermore, teachers are also free to explore the teaching methods, It's up to them. Meanwhile, in the 2013 English Curriculum, there are several stages, there are several methods that must be applied. The methods are determined by the government. While in the School-based Curriculum, the teacher has the freedom to apply any teaching methods that they want. (Nina/Teacher/interview)

Schools and educators are suited to slow change. Sometimes they resist to change as they have been in their comfort zone for too long. In this way, resistance to change in schools is normal and, to a degree, necessary. There needs to be a balance between a long-lasting, predictable ethos that transcends generations and the healthy adaptations that acknowledge different needs from one generation to the next (Jorgenson, 2006). In this sense, change can be interpreted two ways: as a risk, insult, or threat to the traditions and autonomy of teachers; and, simultaneously, as an opportunity for reflection and improvement on the status quo (Evans, 2004).

5.4.3 Perspective on the early years of implementation- *“Once it was implemented, many things became difficult”*

From the school principals' point of view, the introduction of the 2013 Curriculum was a year before the implementation that is in 2012. Their first reactions were varied, some of them were worried and some of them were feeling so-so as it is common in Indonesia to have a curriculum change when a new Ministry of Education is appointed. This section discusses the perspective on the early years of implementation from the

point of views of the curriculum stakeholders based on semi-structured interviews with school principals, and teachers. Mita expressed her concern,

I was so surprised that there was going to be a new curriculum as we were still struggling with the previous curriculum (SBC). Moreover, we were appointed as one of the pilot schools, so we had to implement two curriculums at school. The new curriculum was for year X, while year XI and XII still used the previous curriculum. (Mita/School principal/interview)

Another concern was expressed by Tatang,

What I had in mind about the 2013 Curriculum was that it must be more comfortable for learning. As it must be able to face the challenges of this rapid changes of globalization at that time. However, once it was implemented, many things became difficult. Too many difficulties for teachers, students and also difficulties in the implementation process as there were big changes. (Tatang/School principal/interview)

On the other hand, Ade has different view on the early years of implementation. He claimed,

In my opinion, curriculum is a part of education that must evolve over time. I think the 2013 is the result of previous development of curriculum change in Indonesia. As for me, change is part of the education process. We have to improve and develop to have a better education. (Ade/School principal/interview)

The preparation of implementing change at school level perceived by school principals as the most struggling aspect in the change process especially in first year.

All of the school principals referred to the eight National Education Standard as mandated by the government in order to facilitate the change process. The National Education Standard means the minimal criteria about the education system in the whole jurisdiction of Indonesia. It consists of standard of content, standard of process, standard of educational personnel, standard of facilities, standard of management, standard of funding and standard of educational assessment. Ajat explained his preparation in implementing the 2013 Curriculum,

First thing that I did was to do consolidation with the staffs. Then following up in accordance with the provisions set by the government that is mandated in the National Educational Standard. For example, if there are no facilities then I completed the facility, then if there should be a training, we facilitated with the in-house training for teachers. Basically, all I do is supporting what has been outlined and implementing what is required.
(Ajat/School principal/interview)

Toni as teacher also support Ajat statement,

The point is we don't have many difficulties in technical problems in delivering materials or else. Moreover, we do have good human resources in our school so if there is new information or new policy, we immediately have socialization such as in-house training or meeting. (Toni/Teacher/interview)

After three years of implementation, the school principals claimed that the teachers are now coping well with the 2013 Curriculum. Tatang claimed,

Based on my observation, the teachers are ready in implementing the 2013 Curriculum though the government is still revising it every year.

However, I think the teachers have difficulty in administration such as preparing for lesson plan and paperwork. (Tatang/School principal)

The difficulty in preparing the teacher's administration also expressed by teacher named Vina,

I could adjust myself to the new teaching method mandated by the government, but I need to adjust a lot in teacher administration. It is said that the teacher administration in the 2013 English Curriculum would be simpler but it's not. We have to make a very detailed lesson plans in long pages. In my opinion if we make a lesson plan with just one or two pages with the objective and the steps it would be very simpler, easier and in fact the result would be the same. I mean comparing to what we do now as I think it's an open secret that lesson plan is just for paperwork while teaching in the classroom would be a different story. (Vina/Teacher/interview)

From both statements by school principals and teachers, it is implied that the teacher administration in the 2013 English Curriculum is very time consuming for teachers. Teachers were overloaded with administrative work, professional development training so they didn't have time to catch up with changes from the curriculum reform thus their teaching quality has been deteriorating. Meanwhile, in reality teachers may not always follow what they have written in the lesson plan when teaching in the classroom. Cheung and Wong (2010) stated that fidelity of a curriculum innovation occurs when the implementers understand the curriculum requirements. This means that when the implementing agent does not understand the curriculum requirements, they are likely to modify it to fit their understandings. Therefore, Morris (1995) in Okoth (2016) asserts, the degree to which schools and teachers can adopt and

implement a top down curriculum change depends upon the extent to which those responsible for managing the change acquire informed understanding about the educational theory and knowledge underpinning the change.

5.4.4 Teacher role in the 2013 English Curriculum- “*The role of the teacher now is as facilitator so we don’t have to give too many lecturing*”

The major shift in the 2013 English Curriculum is the role of teacher in the classroom, from teacher-centered learning to student-centered learning. Thus, it is very intriguing to explore how curriculum stakeholders perceived themselves in new role mandated in the 2013 English Curriculum.

Based on the semi-structured interviews with the teachers and school principals and also classroom observations, it could be seen that the teacher has shifted focus to student-centred learning. Sinta clarified her role in the 2013 English Curriculum as follow:

Yes, it’s true that the role of the teacher now is as a facilitator, so we don’t have to give too many lecturing. Consequently, we try to empower the students in creating and working in the classroom. Well, the bottom line is we try to encourage student-led learning in the classroom.

(Sinta/Teacher/interview)

Moreover, Vina explained about her role as facilitator in the classroom,

We truly act as a facilitator, but we also must be smart in planning what we will teach in the classroom otherwise we will be in difficult situation. However, if we are well-prepared, we can choose what we should do with the material and activity so it will be easier and not get exhausted as it will

be student-centred activity. Though our role is as a facilitator, we can't leave the students to work on their own completely, we still have to direct them during the lesson. (Vina/Teacher/interview)

A student named Nisa confirm the statement above,

I think in this 2013 Curriculum, teachers have decreased their role in explaining in order to make the students independent. I can cope with that, I mean being independent. On the contrary, I can see that some of my friends who are not good in English have difficulties with this student-centred activity. Teacher's lack of explaining make them wandering without purpose and make them clueless, which resulted in lack of interest and motivation toward the lesson. I consider that can be a failure for the 2013 Curriculum. (Nisa/Student/focus group interview)

Based on the classroom observation that I conducted in five schools in five different cities, I could find similarities in the teaching pattern of the teachers. They used some steps based on scientific approach as stated in the 2013 Curriculum. First, they tried to engage the students' interest by observing the materials that had been prepared. Then teachers tried to stimulate students by asking questions regarding the topic. Afterward, teachers divided students into several groups to explore and internalize the information collaboratively. The rest of the time teachers went observing students' groups by group, handling questions individually as they went around the classroom. The teaching pattern proved that teachers put a lot of effort to shift from teacher-centred learning to students-centred learning in the classroom. Teachers did lessen their portion in lecturing in the classroom and they put their role as facilitator. In this sense, student-centred learning emphasizes each student's interests,

abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole. One thing that attracted my attention was the excitement of the students in answering teachers' questions and as I observed they were so eager in raising their hands since teachers have daily rewards for those who can answer the questions. This daily reward really motivates students to be engaged in the classroom discussions. As a matter of fact, I assumed teachers tried to create a situated environment for students to provide them with a climate of trust and openness for a lifelong learning experience. As stated by Tijuneliene (2012) that teacher's ability to create such teaching and learning environment that can be characterised by the low level of tension and positive emotions is also very important. The impact of the 2013 Curriculum on students' independence also confirm by Ajat as a school principal. He stated,

I can see the difference during the implementation of the 2013 Curriculum. I think students tend to be active and independent in learning. I am sure there will be a significant change for students toward independent learning in the coming years. (Ajat/School Principal/Interview)

The statements from the curriculum stakeholders regarding teacher role in the 2013 English Curriculum implied that they emphasized the student independence in learning is emphasized to stimulate student-centred activity. Another pivotal factor in student-centred learning is the intense interaction of teacher and students in the classroom. At the teacher's level, greater involvement with students provides for a successful student-centred learning approach. Where students are motivated to come to an understanding of, and engage with, the material with which they are presented, they are more likely to

adopt strategies that will lead to deeper levels of learning (Curaj & Scott, 2012).

5.4.5 Impact of the 2013 English Curriculum on teachers- *“I feel great desire for learning”*

The curriculum change has put some impact on teachers as the agent of change. All these changes have had a great impact, especially on teachers, who have had to break with the routines and patterns of the previous curriculum. Initially, teachers also saw this change as a threat in terms of effort and workload. Nevertheless, once they started implementing the curriculum, and with the support offered through different training and professional development activities, their feelings started to change. Some of them began to see these changes as learning experiences, as opportunities to grow personally and professionally. This section discusses the impact of the 2013 English Curriculum from the point of views of the curriculum stakeholders based on teachers semi-structured interviews.

As Toni stated,

This new curriculum has changed me professionally. I feel a great desire for learning because we have to create innovation for students. Thus I have to read and learn more and create lots of access to learning. The impact of the 2013 English Curriculum is tremendous for teachers.

(Toni/Teacher/interview)

Anton has slightly different opinion regarding the impact of the 2013 English Curriculum,

I don't think a curriculum can change teacher's professionalism in an instant, it needs to go back to their personality. However, personally, I

consider the 2013 English Curriculum has improved my teaching style and methods. You know it's more student-centred now. I try to avoid lecturing in the classroom. Moreover, I assume the student's assessment with many instruments such as initial assessment, daily assessment and character assessment, really train teachers to be more objective. But the large class size still the main obstacle for teachers, I guess. (Anton/Teacher/interview)

As time goes by, teachers realized that the 2013 English curriculum has made some positive impacts for them. The impacts were the result of their perceptions and understanding of new changes in the curriculum change that left them with the options of choosing to accept or reject the changes. Actually, they did not have a choice other than to accept the changes and learn new things that are stated in the 2013 Curriculum. By accepting the changes, teachers could make sense the new changes in the curriculum and eventually create positive impact both personally and professionally.

5.4.6 Impact of the 2013 English Curriculum on students- *“I feel very motivated”*

This curricular change has also implied working and teaching towards transformation and change for the well-being of students. This has meant that everyone involved, both administrators and teachers, have had to be engaged in their work, their context, and it has also meant working outside their comfort zones, moving away from the certainties, from the-taken-for-granted that is embedded in traditional approaches to education. The main goal of changing the curriculum is to make some impact for the students as the output of the new educational system. This section discusses the impact of the 2013 English Curriculum on students from the point of views of the

curriculum stakeholders based on semi-structured interviews with teachers and also focus group interview with students.

Endang, a school principal, commented on the impact of the 2013 English Curriculum on students is quite stimulating on social and communicative skill. He stated,

I noticed that the students tend to be in groups nowadays. They used to be individualistic but now students can cooperate more than they used to be. I think that is a good impact for them as building knowledge is easier together, socially. Another impact on students that I observe is courage. I think one of the main factors is that most teachers interpret that in 2013 Curriculum students should do a lot of presentation so the courage to speak in public is emerging. (Endang/School principal/interview)

Rosi, a teacher, also express that the impact of the 2013 English Curriculum is encouraging communicative competence of the students. She said,

When I give assignment that involving performance such as dialog or role play, the students are very enthusiastic. Students who used to be unconfident and timid in showing their abilities are doing so well. So I'm quite impressed on the impact of the 2013 English Curriculum to students. (Rosi/Teacher/interview)

Asking the impact of the 2013 English Curriculum to students add another perspective. Most of the students feel that the impact was they got more motivated to learn English. Tito added,

I feel very motivated learning with student-centered activity in this new curriculum. Why? So I can encourage myself to be fluent in English in

so many ways, such as reading English newspaper at home, on the internet, everywhere. So at least it really motivates me gradually to learn English so I can improve my English skill in the future.

(Tito/Student/focus group interview)

Moreover, Luki claimed,

I feel motivated to learn English more since I was in senior high school. Coincidentally that is when the 2013 English Curriculum is implemented. The motivation appeared since we have student-centred learning as we cannot dependent fully on our teachers, we have to be able to be fluent in English in our own way.

(Luki/Student/focus group interview).

All curriculum stakeholders affirmed that the impact of 2013 English Curriculum on students was evident. They all rated the new curriculum as more helpful in achieving educational goals. Many researchers believe that learning strategies are significant in EFL/ESL, as they provide learners with the tools to achieve their goals. Apparently, the student-centred learning that is stated in the 2013 English Curriculum stimulated students to choose their own learning strategies that really fit their personal way of learning which resulted in good communicative competence and high motivation of learning English. According to Ting (2009), students are able to overcome their weakness in some learning styles with suitable strategy training and learning strategies that can influence achievement.

5.4.7 Mixed feeling toward the change

Feelings toward curriculum change and its implementation are inevitable for curriculum stakeholders especially teachers and students who are directly involved

in the teaching and learning process. This section discussed the responses based on participants' interview and questionnaire. The overall interpretation of data revealed that participants perceived the change from various perspectives.

Therefore, they expressed a paradox in their feelings towards change depending on the stance from which they considered curriculum change.

Based on the teacher's survey, 48 % (n=24) of teachers agreed on the statement "I like the 2013 English curriculum", while 34 % (n= 17) of them chose to be neutral and 16 % (n=9) disagreed with the statement.

According to the interviews with English teachers, they like the 2013 English Curriculum as it is better than the previous one. Most teachers stated that in the beginning of the curriculum implementation, their responses seemed so negative due to the fact that they did not really grasp the content of the curriculum and its aspects, so they resisted the change. However, after three years of implementation, they took a positive stance toward the 2013 English Curriculum. They also welcomed curriculum change when they viewed it as learning opportunities for themselves. According to the Riki, "Curriculum change is a good opportunity for teachers to restore their attitude and conceptual perception so they can be a better teacher for their students than before." Meanwhile, all of English teachers are not happy about the reduction of English subject to 80 minutes per week which made them very limited in teaching.

From the student point of view, most of them took a positive stance toward the curriculum change as it made them independent learner and more communicative in speaking English. Tito said, "*I like the 2013 English Curriculum as it more*

applicable to our environment so it is more fun to learn.”

Though some of them also criticized teacher’s lack of explaining as the negative side of the 2013 English Curriculum. The effect of student-centred learning in 2013 Curriculum is teachers do not explain as much as students need. Students are encouraged to work on their own then they can discuss with teachers. However, as Vera said, *“not all students are able to cope with student-centred learning, that’s why we still need our teachers to guide us thoroughly.”*

From school principals’ point of view, the curriculum change viewed is as a centralized instruction that needs to be implemented at the school. They did not have the chance to like or dislike toward the new curriculum. They were focusing more on their roles as a school administrator to respond to different expectations coming from different stakeholders.

All in all, curriculum stakeholders have mixed feelings toward the 2013 English Curriculum according to the advantages and disadvantages they get. However, the curriculum stakeholders’ feelings evolved with the passing of time as familiarity with the new curriculum was enhanced.

5.5 Managing curriculum change and its implementation

It is important to see how curriculum stakeholders viewed the curriculum change and coped in managing its implementation in order to achieve the proposed change so that the third research question could be answered. Thus, this section will discuss the aspects that affect the implementation of curriculum change. In the subsequent section, I will elaborate on managing the process of change into three categories as illustrated in Figure 5.6 below.

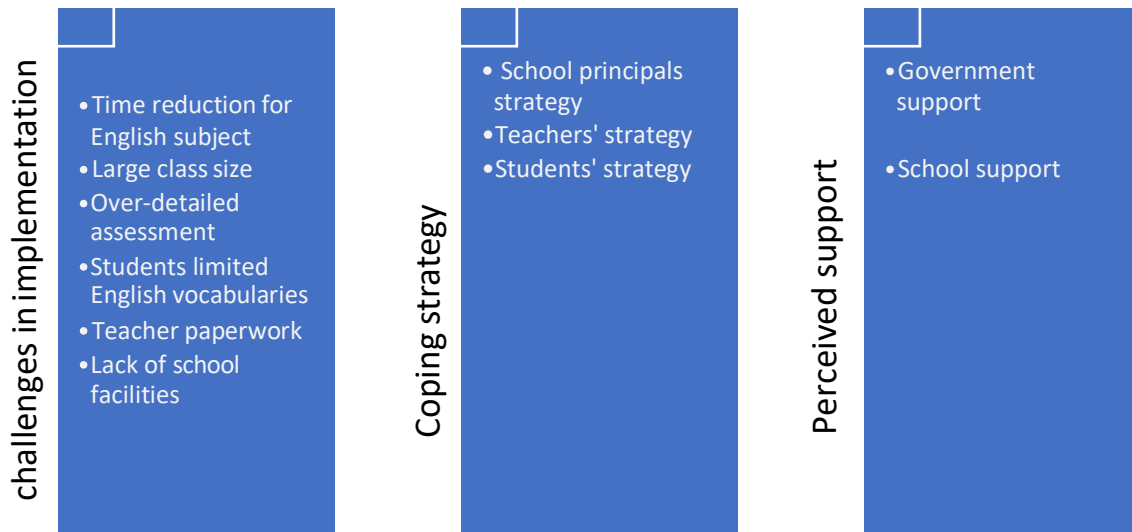


Figure 5.6. Managing the process of change

5. 5.1 Challenges in implementation

5.5.1.1 Time reduction for English subject- “*The time reduction is really affecting us...*”

The time reduction in English subject is the most complained aspect by the curriculum stakeholders in 2013 English Curriculum. This section discusses the time reduction for English subject as a challenge in implementation of the 2013 curriculum from the point of views of the curriculum stakeholders based on teacher and student questionnaire, semi-structured interviews with teachers, school principal and also focus group interview with students.

In the previous curriculum, the time allocated for English was 4 x 40 minutes in a week, while in 2013 Curriculum it is only 2 x 40 minutes per week. All teachers that are interviewed agreed that the time allocated in the 2013 Curriculum for English affected the teaching and learning process. Based on the survey result, 44 % (n=22) of teachers strongly agreed to the statement “I cannot perform well in the level of

implementation due to limited time allocation for English subject” which came to the result of 50 % (n=25) of teacher respondents claimed that students have few opportunities to practice English in English class. Furthermore, teachers are the ones who were very affected by this

policy. Adi claimed,

The time reduction is really affecting us as the number of face-to-face session is decreasing. Interactions are also reduced. So many things that I want to say and share with the students, but unfortunately, I must fit the schedule of 80 minutes a week only. (Adi/Teacher/Interview)

Likewise, Atika added,

As we know that in opening a teaching session, we need some time to introduce the material to get the students involved in it which is not an easy task. Due to the fact that the focus of this new curriculum is more on language skills not only reading some texts. So, the time allotted is not enough. I do also believe the time reduction for English subject really influence the student competence. In this limited time of 80 minutes per week, students need to be able to master many basic competencies stated in the syllabus. I guess they need extra time to do assignments and learn English on their own. (Atika/Teacher/interview)

Based on students’ group interview, the time allotted for English subject is inadequate for them. Vera stated,

There are so many materials that need to be conveyed by teachers so 80 minutes per week is not enough. Moreover, not all students can really cope with the lesson every meeting, while teachers do not have time to explain

more to them. (Vera/Student/focus group interview)

Similarly, the school principals have the same opinion regarding the time reduction will create a domino effect on the English teaching and learning process and the output.

Time reduction means the frequency for students to study is also reduced. With previously allotted time in School-Based Curriculum, students cannot master English fully, let alone having the time reduction. I think the government should have been added more hours for English. When students learn, I am sure they will add more knowledge. That is the main concept. If students rarely learn, possibly their concept of knowledge will also be decreasing. So when it comes to time reduction where it used to be 4 x 40 minutes a week reduced to 2 x 40 minutes a week, clearly the student learning load will also be lessening and as a result students' English competence will also be declining.
(Endang/School Principal/interview)

Based on the interview with the curriculum stakeholders, it is clearly seen that all of them are very concerned with the time reduction in English subject. They are all aware that it will create a more negative impact that will be resulted in students' competence in English. The MOEC never explicitly explained the reason why they reduced the time allotted for English subject in secondary schools. However, Sukyadi (2015) speculated that the most reasonable explanation for the time reduction in English subject in secondary schools is the mixed feelings among language policy makers concerning Indonesian language and English which triggered by the result of secondary school national exams of English subject which was better than the

Indonesian language. Sukyadi (2015) also believed that many policy makers assumed that with fewer teaching hours in school English will look after itself but not with Indonesian language that could lose its function as the national pride and heritage. By revising this piloted 2013 curriculum every year, the curriculum stakeholders hope that the MOEC could give back the teaching hours of English subject to 4 hours a week.

5.5.1.2 Large class size- *“For that amounts of students, that’s hard”*

Generally speaking, large classes and insufficient time for English teaching are two problems commonly found in many EFL teaching contexts (Chung & Huang, 2009; Tudor, 2001). Moreover, the data shows that 62 % (n= 31) of teacher respondents agreed to the statement that a large number of students in the class is an obstacle to teaching. This evidence was also supported by 13 teachers who were interviewed that claimed the high number (40-50) of students in their classes adversely affected the teaching of English in the classroom. Anton complained,

Now I have 40 to 50 students in my classes. That’s the main obstacle that I face in a year: the number of students, since ... impossible for me to do the examination, to do the scoring objectively; from the whole of students. For that amounts of students, that’s hard. (Anton/Teacher/interview)

Furthermore, English teachers confirmed that when the class is large not all students can get involved during the lessons. Mostly only active students who are willing to participate while the passive students do not voluntarily take part in the lessons.

I could confirm this from my classroom observations. At the beginning of the visit, I counted from 40-43 students in each classroom. I also observed in all classes that to cope with this large class size and limited time, teachers always have students to

work in groups. When I asked the teacher about this, they stated that this is one of the ways to control the class and stimulate students to take part in classroom activities. This strategy also supported by Ariana (2016) who believed that even with a large number of students and limited teaching time, a communicative and interactive classroom can still be created by using collaborative learning. The experiences should arise not only from the whole class, but also from small-group and peer activities in which students are involved in working collaboratively, exchanging opinions, and communicating their ideas to others. This collaborative work not only gives some sense of control to the students in terms of their learning autonomy, but also allows them to understand that the task being taught is owned by the classroom members, because they are actively engaged in sharing information and helping each other (Brown, 2007).

5.5.1.3 Over-detailed assessment

The new assessment system is a paradigmatic change in the methods of students' evaluation. Currently, teachers have to assess three aspects of assessment. They are social behaviour, cognitive and skill. For each aspect, there are several rubrics that the teachers have to use to assess students' everyday performance which makes it too many details to evaluate despite the limited time and the large class size. They were obviously concerned about the subjectivity implied in this new way of assessing students. One complaint they had about the difficulty in assessing behaviour as students should be assessed and observed individually in a long term.

The data of 34 % (n=17) of teacher respondents considered that the scoring criteria of the new student assessment are complicated and very time-consuming. A teacher named Susi also claimed similar thing,

The new assessment system has too many aspects to evaluate so it is difficult to implement them. So I tried to improvise as best as I could to simplify them, to adjust with the time allocation and also the students' number so it will be more applicable on a daily basis.
(Susi/Teacher/interview)

These findings are in line with the research conducted by Retnawati, Hadi and Nugraha (2016) on assessment in 2013 Curriculum in Yogyakarta province, Indonesia. They claimed that the assessment system is the factor that the teachers complain most of the time within the process of implementing Curriculum 2013 due to the fact that it is difficult and complicated to be implemented. They argued that the implementation of assessment involves multiple instruments that urge the teachers to be able to manipulate the complex data. To conclude, the keywords of the teachers' difficulties in using new assessment system are the result of teachers' lack of comprehensive understanding of Curriculum 2013, including the implementation of assessment, such as planning, conducting and reporting the result of students' achievements.

5.5.1.4 Students' limited English vocabulary

Three teacher participants mentioned that the new curriculum triggered the decrease of English vocabularies in students. Students tend to have a very limited lexical repertoire. Moreover, some students cannot even read in English which is quite surprising as teacher participants never met this challenge before in the previous curriculum. In the interview, teachers assumed that the limited vocabularies might be caused by not using English as a habit so that students are lack of practising English both at school and outside.

From a student perspective, most of the students realized that they lack of English vocabularies. One complaint the student mentioned was that this happened due to no motivation to use English in daily life. Even in English lesson, they mostly use Indonesian language as a medium of instruction. The fact remains that English is taught as a foreign language. The probabilities of students practising the language outside the English class are minimal, except in some cases where English is the medium to access information, e.g. from the internet, music, and other leisure activities.

5.5.1.5 Teacher paperwork- “*They don’t have enough time to do it as their main job is teaching*”

Some of the teacher participants brought up the issue of teacher paperwork in the new curriculum which has increased their workload. The majority of complaints about workload were about excessive inputting, analysing, reporting on data and lesson planning that are required to be too detailed. In addition, they claimed that teacher paperwork contributed to an unnecessary and unproductive workload. To some extent, the paperwork assumed by some teacher overly bureaucratic as mostly what happened in the classroom, not in line with what they have planned on their paperwork.

The data show that 44 % (n=22) of teacher respondents agreed that the administrative paperwork hinders them from teaching appropriately. A school principal, Tatang commented,

Teacher paperwork is a classic problem in a curriculum change. However, this time most teachers complained that they have to complete so many

paperwork in this new curriculum while they don't have enough time to do it as their main job is teaching. (Tatang/School principal/interview)

5.5.1.6 Lack of school facility- “*We still have limited budget*”

In order to achieve a standardized school as mandated by the 2013 Curriculum, schools need to invest in good facilities such as strong internet connection, LCD projectors, and computers etc. In reality, some schools still struggle to facilitate the teaching and learning process as they are still limited on budget. Moreover, 40 % (n=20) of teacher respondents stated that textbooks and supplementary materials are not provided by the government due to yearly curriculum changes. This could be a strong obstacle for school to complete the facilities as the curriculum policy keep changing every year due to revision.

In his interview, Anton said,

Not all school can provide facilities as ideal as stated in the 2013 Curriculum. I mean students are told to find own their own in the classroom while the Wi-Fi connection is not good sometimes no signal at all, or when students should do a presentation but no LCD projectors available.
(Anton/Teacher/interview)

Endang, a school principal, confirmed the same thing regarding school facilities, “We are aware that the school facilities and infrastructure are not sufficient for them to conduct the learning process based on the curriculum standard as we still have a limited budget.”

5.5.2 Coping strategies

Curriculum change is a complex phenomenon that is affected by the strategies that

are used to cope and to manage change in a particular context. This is also true for the participants in this study, for whom these last three years have meant a time of understanding, assimilating and struggling to put into practice the 2013 English Curriculum. It has been a time to build connections between the current situation and the proposed change in order to keep up with the requirements and demands that such change has implied.

Regarding the coping strategy, each curriculum stakeholders have their own approaches. For school principals, all of them agreed that in order to cope with the curriculum change they need to focus on the eight national standards of education as mandated in the 2013 Curriculum. The National Education Standards establish standards that should be met in national education in regards to the following eight items: 1) Content, 2) Process, 3) Graduate quality and abilities, 4) Educational staff, 5) Educational resources and infrastructure, 6) Management, 7) Finance, 8) Educational assessment. All education must be improved systematically and continuously based on these standards. The *Badan Standar Nasional Pendidikan* (BSNP), an independent, non-profit organization, manages the standards. At present, a draft ministerial decree has been drawn up based on BSNP's recommendations.

However, most schools have been struggling to meet those standards in the past three years as mostly it is related to minimum budget, so they have to put one standard into priority after another. Another coping strategy from school principals to deal with the curriculum change is to give in-house training to keep the teachers updated with the latest information. Keeping in mind that there is always revision of the 2013 Curriculum every year.

In terms of the strategies, teachers have had to develop in order to cope and succeed in the 2013 English Curriculum, participants reported that, in general, understanding that the new curriculum change is a process and learning to take the changes at an easy pace have helped them not to give up. Hence, as the demands increase the pressure grows teachers feel obliged to live with it. They recognised that now, after three years, they have learnt to catch up with the new practices and with this new way of teaching. One of the participants referred to this as follows,

Technically, we don't get that much difficulty during the process of change as the school always support the teachers by giving in-house training regarding new policies, new teaching methods and workshops to help us prepare the new lesson plans. (Toni/Teacher/interview)

Another beneficial strategy that some participants reported was to share ideas with other teachers and to plan their classes together. The role of English teacher working group is quite vital as it is the smallest unit at school so that English teachers can work cooperatively and collaboratively to disseminate the change process. For most of the participants, having the chance to share perspectives and seek solutions to common problems together seemed to have been of great benefit. Moreover, according to all teacher participants in all cities that I conducted the research, there is another level of English teacher working group both in city and province to support teacher professional development.

From students' points of view, the strategies to cope with the 2013 English Curriculum is with the help of internet through social media such as YouTube, TedEx, etc. They did realize that the time reduction in English subject affected their English skills. Thus, they try to balance that by watching movies and songs to train

their listening and pronunciation skills. Some students attended English course to support their English skills. One of the students commented,

Yes, I like watching movies without subtitles to learn English outside the classroom. I also like watching overseas talk shows on Youtube and Ted-X so we know better, especially on the pronunciation and of course from English songs as well. (Fery/Student/focus group interview)

From the student's statement above, it could be inferred that students use different platforms of social media to increase their English skills. Thus, such learning experiences in virtual environments can ultimately serve "to increase confidence and comfort and to overcome cultural barriers for learning English" (Zheng et al., 2009, p. 205). Furthermore, students should be explicitly encouraged to use technology for literacy activities at home, such as by integrating class blogs or wikis into their independent or collaborative online reading, discussion, and writing (Li et al., 2015). It appears that online experiences in this way can be an effective means of engaging young students, reducing their anxiety, and making EFL fun.

5.5.3 Perceived support

There are two kinds of support that are discussed in this section, they are government support and school support to disseminate curriculum change in which to help curriculum stakeholders get through the implementation process.

5.5.3.1 Government support

This question seeks to explore the English teachers' view on the support that they received from the Ministry of Education and Culture (MOEC) with respect to the new English curriculum, the curriculum change, and its implementation. Prior to the implementation of the 2013 Curriculum, there were three levels of trainings on the

new curriculum: national level, instructor level, and school level using a cascading system. The national level trainer trained the instructors, and then they train the teachers. Each level of training is 5 days (52 hours) long, as well as mentoring sessions during the first few months of the 2013/2014 academic year. The school principals and supervisors were also trained in the implementation management of the curriculum.

Based on the result, 34 % (n=17) teachers agreed that the MOEC did not give enough explanation about the curriculum change process to them and did not involve them in preparing the teaching plan for the new English curriculum. However, 40 % (n=20) agreed that the MOEC provided training courses for this new curriculum although it did not necessarily solve the problems that emerged during the implementation process (30%, n=15). Although 36 % (n=18) came to an agreement that MOEC provides clear curriculum teaching plan for new curriculum, 38 % (n=19) stated that due to inadequate training it is hard for them to design the lesson plan before teaching. In a whole, it is clear that most of the teachers are dissatisfied with the support that they received from the MOEC with regard to the new English curriculum.

According to school principals, the first support they got from the government is training that involved school principals, vice principals and also teachers.

The MOEC also provided financial support for the curriculum implementation programme. Moreover, there were also local training from the Education agency of the municipality, the Foundation for Quality Assurance of Education, and also Center for Development and

Empowerment of Educators and Education Personnel. Thus we had adequate training regarding this new curriculum. (Ajat/School principal/interview)

On the other hand, the teacher has a different view regarding the training from the government. Edi claimed,

Every time we have training from the government, it is usually divided per province. As there are 27 cities in West Java province so the training was very crowded. If I may give some suggestion for the training held by the government, it would be better to have it based on neighbouring areas such as Purwakarta, Bekasi, and Karawang to avoid the jam-packed training in such short time. Thus we can have more intense training regarding the 2013 English Curriculum, the teaching methodologies, the assessment etc and when we have finished training there should be a monitoring and evaluation programme from the government to supervise teachers and become a partner for discussion or consultation. Because some teachers joked that when you get back to school just do it the old way, no one will evaluate what you practice in the classroom. (Edi/Teacher/interview)

Edi's statement in line with Barrett (2011) that recommends a possible way to assess the impact of the most critical factors on the success of training is through monitoring and evaluation exercises. In the case of 2013 English Curriculum, although the MOEC has given training to teachers and school principals to support the process of curriculum change and its implementation, it seems that they need feedback and monitoring during the process of implementation from the trainers.

5.5.3.2 School support

This section seeks to explore the English teachers' view on the support that they receive from their school regarding the new English curriculum. The result clearly indicated that most teachers are satisfied with the support that they received from the school. The data show that 82 % (n=41) teachers agreed that school provide training courses related to the new English curriculum. Moreover, more than 62% (n=31) of the English teachers agreed that school facilitate them with teaching tools which support them to have multimedia-based learning. However, in some schools, there is no proper language laboratory. In addition, 56 % (n=24) teachers agreed that school support them to solve problems during the implementation process.

Most teachers commented that their schools did a good job by facilitating in-house training to update new policies during the process of curriculum change. As a result, teachers who had not the chance to join the training from the government could keep up with the latest information regarding the new curriculum. Here as a teacher, Nina voiced her opinion on school support,

Regarding the school support, usually in one semester there two or three in-house training to discuss the new curriculum and its application. The training really helped in the curriculum change process especially in introducing new information. As for the textbooks from the government, it's not an obligation to use them. We can use other books from the publishers who already have an MOU with the MOEC. However, since the one which is available for all students at school is the textbooks from the MOEC, so we use it, though mainly the decision is up to the teachers.
(Nina/Teacher/interview)

Muflihah (2013) suggests that one of the efforts to improve the quality of learning through the implementation of the curriculum is to provide the facilities and infrastructure in accordance with the standard that has been determined. However, based on the observation of five schools that I visited, all of them do not have language laboratory. Some of them used to have one but the schools replaced it and turned into another school facilities. Most teachers complained about this, but they were quick to find a solution to facilitate students similar to language laboratory with multimedia learning in the classroom such as the computers, speakers and LCD projectors. All in all, although most schools had not equipped the facilities according to the eight national standards that has been determined, at least they put a lot of efforts to come up with another strategy to facilitate the process of teaching and learning.

5.6 Summary of the chapter

The themes identified in the findings lead to the need to question the 2013 English Curriculum whether it serves the curriculum stakeholders equally and whether it can bring expected transformation in the national education system. These concerns will be addressed in the last chapter of the study where the implications and recommendations of the study will be drawn from a critical perspective of the findings

CHAPTER SIX

DISCUSSION

6.1. Introduction

Drawing on the findings reported in chapter five, this chapter discusses the most important dimensions of curriculum change and the implementation of 2013 English Curriculum in senior high schools in Indonesia. Aiming at discussing the findings from a rather critical perspective, this chapter endeavours to provide in-depth and profound insights into the very nature of curriculum change and its implementation within the wider categories raised and reported earlier. This chapter focus on the key findings which are either given little attention or have gone completely unnoticed by educational researchers, policymakers and administrators in Indonesia. The key dimensions of the findings addressed in this chapter include the following themes:

- Curriculum stakeholders' perception on curriculum change and its implementation
- Curriculum stakeholders in curriculum change
- Overcoming challenges in implementing change

Since the analysis of the data yielded numerous categories and subcategories, it was rather challenging to decide on the categories which are most worth discussing. As a consequence, every endeavour has been made to select those ideas which seem to be of utmost significance in reference to the Indonesian context.

6.2. Curriculum stakeholders' perception on curriculum change and its implementation

This section attempts to answer the first research question: What are the school principals, English teachers and students' views on the 2013 English Curriculum and its implementation?

In the process of implementing the curriculum, teachers are likely to meet many difficulties, the most revolutionary of which will be to change their mind-set from within; teachers need to be ready to change their beliefs about themselves as teachers before they can be motivated to enhance their own competence so as to implement this curriculum in any reasonable way (Borg and Al-Busaidi 2011; Nation and Macalister 2010; Wang 2007; Wang and Lam 2009).

6.2.1. Curriculum change: a change of textbook

One curriculum element that is interesting to discuss relates to the English textbooks. Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency. Accordingly, it is vitally important to help teachers choose the most appropriate ones for their classes. As Sheldon (1988) mentioned, ELT textbooks are considered as "the visible heart of any ELT program", although they do not simply mirror the content they include (Rashidi & Meihami, 2016). Analysis of the data revealed that the main learning materials in 2013 Curriculum are the textbooks which were provided by the MOEC. The MOEC launched two kinds of textbooks in the 2013 Curriculum, the teacher

book and the student book. Teachers are aware that the activities presented in this book are activities that are alternatives, and not the only way to learn the content of Student Books. Therefore, teachers are encouraged to develop creative ideas in implementing learning that will be more appropriate to the specificity of the teaching context. Selection of other methods and approaches is possible in accordance with conditions in each classroom.

Whenever the curriculum is changed or revised in Indonesia, there is always a change of textbooks to suit the demand stated in the current curriculum. Although the findings of the current study showed that 46 % of teachers disagreed that textbook is the most important learning source, they still use it daily as guidance to keep track with the syllabus. Both syllabus and textbooks are supplied by the MOEC. Handayani (2016) claimed that although those textbooks are published by the government, the teacher should be able to evaluate, adapt, and supplement for the books as sources of materials which are adapted to the characteristics of their class. With reference to the interview transcript, research participants i.e. English teachers and students confirmed that the textbooks are not sufficient for learning. They need additional learning resources to complement the textbooks and they found that the internet provides numerous supplementary resources to be adapted and applied in the classroom. This confirms Nation's claim (2009) that the source of materials used as a basis for the lesson will have a decisive effect on the ease of making the lessons, which may lead to a shortcut of simply taking suitable materials from other sources and adapting them as required. Teachers need to be creative in order to maintain a resourceful learning activity in the classroom to avoid monotonous learning activities. Findings of the study revealed that teachers use the textbooks for

guidance, but they also use additional materials to improve the content of the textbooks as most teachers and students complained that it tended to be overly simplistic – both cognitively and linguistically – for senior high school students in West Java Province.

In fact, the top-down approach of curriculum change does not always guarantee that there will be better learning materials for teaching and learning process as it ignores the learning diversity of teachers and students in different regions of Indonesia. As Fullan (1994) states that neither top-down or bottom-up approach in educational reform work and what is required to make it work is a sophisticated blend of the two. It is also supported by Hargreaves and Ainscow (2015) that emphasize the top-down reforms have a long history of failure, as a result, “a middle-driven approach of coordinated change, collective responsibility, and delegating resources and authority to school districts can yield positive results.”(p.43). Research shows that this top down method is an ineffective approach for curriculum change. Weber (2008), analysing curriculum change in South Africa, found similar results that teachers must be directly involved in proposals of change and must develop ownership of change if they are to become a reality, even those emanating from powerful sources such as the state. Montero-sieburth (1992) also, while reviewing the curriculum change in developing countries like Papua New Guinea and Israel, found that ‘effective and innovative practices are those that promote teacher directed curriculum change and management’ (p.191). Spillane et al. (2002), while reviewing research on educational policy implementation, state that absence of teacher participation in planning may lead to inappropriate implementation on the part of the teachers. This could be due to the lack of knowledge, understanding, and skills required for successful execution

of reforms. In the present study, the participants strongly felt that people remote from the real life of classroom, the politicians, bureaucrats, and the representatives of the elite universities planned the curriculum change.

From my point of view, Indonesia need to apply this strategy where local governments need to take the lead in change to adjust the accustomed needs of schools to encourage diversity. By doing this local government can support schools and teachers in innovating and improving together. This is especially the case in the EFL Indonesian context where there is a significant range of abilities and learning diversity among students. Indeed, one textbook cannot fit all. Nonetheless, as the 2013 Curriculum was being piloted until 2018 there is still revision every year including the revised textbooks. However, it creates another dilemma as schools need to buy the new revised textbooks every year. On the other hand, the availability of the textbooks is sometimes delayed due to massive production demands as they need to be distributed to all schools in Indonesia. On positive side, the revised textbooks are available to be downloaded on the official website of www.puskurbuk.com, so at least teachers could download them per chapter for each meeting and also students who have laptop or smartphone can download it for learning. Although this is might be discriminatory as not all Indonesian kids have access to this technology especially in rural or remote area. In terms of their importance, it can certainly be confirmed that, despite their shortcomings, textbooks are essential to implement successful curriculum change. They help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries. On the other hand, textbooks can help teachers as well, serving as a teaching programme and a support for less experienced ones to gain confidence, test new methodologies, and become aware of the pedagogical issues

(Bojanic & Topalov, 2016). In sum, according to Sumei et al. (2014), the availability of the infrastructure such as books and training greatly affect the success of implementation of the 2013 curriculum.

6.2.2. Focus on students not teacher: Student-centred learning

The MOEC emphasized the scientific approach for learning all subjects including English in the 2013 Curriculum. The term scientific approach is a local Indonesian definition introduced in the 2013 Curriculum. The “scientific approach” has come along in the development of English teaching for junior high school, senior high school, and vocational high school since the introduction of the new curriculum of 2013 as the “umbrella” of schooling system in Indonesia. The scientific approach is considered the procedure of teaching which values much on the process of learning and student-centeredness so that it can facilitate and develop students’ cognitive, affective, and psychomotor aspect. As the new curriculum has been initiated, the use of a scientific method becomes prominent with regards to the decree of Minister of Education and Culture No. 69/2013 that requires the integration of the scientific method to all subjects including English. Consequently, English teachers are required to conduct successful instruction through the scientific method in order to help students gain their target language mastery (Wahyudin & Sukyadi, 2015). The scientific approach can use several strategies in terms of learning model, such as contextual learning. Learning model is a form of learning that has the names, characteristics, syntax, arrangement, and culture such as discovery learning, project-based learning, problem-based learning, inquiry learning. The reason of implementing this approach is to create a student-centred learning environment. There are five steps in the scientific approach that need to be applied in the

classroom, they are: observing, questioning, experimenting, associating and communicating. The concept of student-centred learning which is incorporated in scientific approach in the 2013 Curriculum marked a turning point in the teaching and learning process. Considering that prior to the 2013 Curriculum implementation, the established practices were based on knowledge transmission and teacher-centred classes, the participants have had to make profound changes in the ways that they have taught for the past three years. Most importantly, they have witnessed the effects of the change in themselves and in their students. It is nonetheless important to note that, up to now, there is no supporting successful research which focuses on teaching English by using the scientific approach (Sarosa, 2014). However, findings of the present study discovered that teachers frequently combined discussion, scientific approach steps, and the Communicative Language Teaching (CLT) method in the classrooms to achieve functional and informational levels of literacy. At the functional level, students are able to use the language to fulfil their daily communication such as reading newspapers, and manuals or instructions. At the informational level of literacy, students are able to access knowledge with their language ability (BSNP, 2006). Through these methods, teachers have shifted their teaching style into a more communicative and interactive method which stimulates students' communicative skill and thinking skill. The findings of the study confirmed Richards' (2013) claim which shows that there is a movement away from mastery-oriented approaches focusing on the production of accurate samples of language uses. Instead, the use of more activity-oriented approaches focusing on interactive and communicative classroom processes is more prevalent nowadays. By emphasizing student-centred learning, teachers decrease lecturing in the classroom

and give more power to students to achieve their learning autonomy. In terms of teachers, curriculum 2013 also changes the role of the teacher in the classroom to become a facilitator, so that they are no longer the focal point of class information. Constant use of one-way communication methods such as speaking in front of the classroom or dictating are no longer appropriate. Creating a more interactive classroom where students are more actively talking and looking for a variety of information from various sources are to be implemented in the curriculum 2013, thereby changing the function and role of teachers (Vusparatih, 2014). Moreover, students revealed that English lesson in the 2013 Curriculum forced them to be more communicative compared to textual approaches in the previous curriculum. It was confirmed that teachers emphasized student-centred learning to create a mind-set in the students that they can have voice in the classroom not just act as a receiver of knowledge but also as contributor in learning process. As Jacobs, Renandya and Power (2016) claimed, student-centred learning is more of a mind-set and a paradigm for looking at education than a teaching method. In addition, to create an active learner requires more effort. Active student learning processes may take a longer time compared to learning processes based on delivering information because learners need the practice to carry out observation, ask, associate, and communicate (Rokhman, 2013).

However, a contradictory finding against the shortcoming of student-centred learning was revealed by students. They believed that there should be a balanced portion when teachers encouraged learning autonomy in student-centred learning. In reality, students complained that teachers failed to adequately explain a learning point and focused more on group discussion, while some students lacked a clear knowledge

of the topic. I would argue that this view may have partly been the result of spoon-feeding approaches in the previous curriculum. These students' traits may have resulted from the traditional educational philosophies and pedagogies they had long been exposed to. The students are instrumentally orientated and learn English to pass exams to access further education, and to be prepared for future job markets. They have been used to authoritative teaching, formal classroom atmosphere, strict discipline, inflexible procedures and one-way communication (Li 1994; Tsui 1996). On the other hand, of all teachers that I interviewed no one brought up this topic. They believed that in the 2013 English Curriculum they should lessen their portion of lecturing or explaining in the classroom. This finding contradicts Nunan's (2013) claim that a learner-centred classroom does not mean that teacher hands over power, responsibility and control to the students from day one. Teachers still need to consider the needs of the students toward their teachers. Although the students are divided into groups to stimulate peer mentoring, students still need to go through a process of learning with the assistance and guidance of the teacher and their individual voices to be heard by teachers. The adoption of a learner-centred orientation implies differentiated curricula for different learners (Nunan, 1988). Based on findings, teachers believed that by having student-centred learning, they felt the desire to be innovative and to create different communicative learning every day. Actually, by fostering learner autonomy, the role of the teacher is therefore enhanced in a learner-centred system and the skills demanded of the teacher are also greater (Nunan, 2013). In general, teachers' and students' assumptions about the English teaching methodology adopted for the 2013 English Curriculum have had clear and profound implications on the way they see TEFL.

To achieve these goals specified in the 2013 English Curriculum, inquiry-based learning was promoted which sees learning as a constructive activity that the students themselves have to carry out. As Yeung (2009) stated, it is opposed to the conventional view that knowledge is to be delivered to them by others, which places the learner at the centre of the learning process and invites both teachers and learners to discover their full potential as learners, and as members of society and the world. It implies a learning process in which learners seek resolutions to questions and issues, thereby constructing new knowledge. Therefore, this initiative has led to the top-down imposition of a renewed curriculum that promotes a blend of constructivist, communicative task-based teaching to cultivate students' communicative competence.

Besides, the learners gain their autonomy in creating, innovating, and finding the sources as they reconstruct what they have just been taught. This is what is popularly called the learner-centred learning process. The teacher, then, increasingly takes on the role of a facilitator. The learners enjoy the teaching and learning process. This process of teaching is oriented toward what the competencies of the learners should own. However, it is challenging for teachers to implement student-centred learning when dealing with large class sizes as there will be too many students to observe in such limited time (Wiyono, 2017).

Student-centred learning may nonetheless be reflected in the reality of how students learn regardless of how teachers teach. Cognitive psychologists (for example, Sternberg and Zhang 2014) have investigated how learning takes place. Their findings tell us that teachers attempting to pour knowledge into students' heads via teacher centred instruction only lead to short-term, surface learning. For deep

understanding, students must actively construct knowledge for themselves. Constructing knowledge means students make use of what they already know to make sense of what they are learning and to build new understandings (Jacobs, Renandiya and Power, 2016).

6.2.3. A brand new way of testing: Authentic assessment

As explained earlier, the 2013 Curriculum applied a new way to assess students that is authentic assessment. In order to implement the principles of authentic assessment in Curriculum 2013, the government has set several regulations. The assessment in Curriculum 2013 is regulated through the Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 81 Year 2013 (Menteri Pendidikan dan Kebudayaan, 2013), which has been revised into the Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 104 Year 2014 (Menteri Pendidikan dan Kebudayaan, 2014). The main point of both regulations is founded upon authentic assessment. There are four competencies that will be measured in the authentic assessment as follows: spiritual and social attitude, knowledge, and skill. Each of the competencies will be measured by means of different techniques of assessment with rubrics i.e. tests, observation, portfolio, project, product, peer assessment and self-assessment.

Findings show that teachers have difficulties in administering the new student's assessment. This is due to numerous assessment techniques and methods in a large class size and also the limited time for English subject. While authentic assessment is highly individualized which requires teachers to allocate sufficient time to supervise each student, most classes in Indonesian senior high schools contain of forty students and more. With two credit hours (80 minutes) per week for

an English lesson, the teachers find it very challenging to conduct proper authentic assessment. Apparently, these results are in line with the result of several studies in other cities in Indonesia that emphasized teachers' difficulties in implementing authentic assessment due to complicated rubrics and limited time to assess large class sizes (Retnawati, Hadi and Nugraha; Hidayati, 2016). Moreover, Suyanto (2017) discovered the same situation in his study in seven regencies in Central Java, Indonesia that English teachers face difficulties in understanding and implementing authentic assessment in their classroom as a result of too many aspects and instruments. Thus, it can be inferred that this authentic assessment imposes too many assessment formats upon teachers. Moreover, teachers had to carry out assessment of three aspects: affective, cognitive, psychomotor, for each learning content for each student. Hidayati (2016) highlighted similar problems encountered by teachers in applying authentic assessment. She stated that the authentic assessment overburdening teachers with its demand in assessing rubric details, the inconsistency in educational regulation regarding authentic assessment made teachers confused. In addition, insufficient learning facilities caused inefficiency in the teaching and learning process which affect the implementation of authentic assessment in the classroom, and insufficient IT system to support authentic assessment needed improvement. Ashar & Irmawati (2016) revealed that all of the teachers raised concerns about the assessment system of the 2013 Curriculum. They assumed that the assessment system was excessive, complicated, time consuming, and difficult to apply.

Despite teachers' concerns about authentic assessment, the result from this study also discovered that authentic assessment produced valid and accurate indicators for students' achievement. Efforts to develop authentic assessment push schools to

look at learning as being more than test scores (Levin, 2000). This might be the result of the complexity of numerous rubrics from authentic assessment so that it generated a more objective way of assessing students. The findings from students' interview also supported the notion of authenticity in authentic assessment. The students have a sense that they were being assessed more objectively as they were assessed by various forms of assessments such as presentation, making project and portfolio not just relying their scores on pen and paper test. Authentic assessment also, seen from its nature, is a way to improve affective aspects of learning. Assessing learning skills acknowledges the need for students to think critically, analyse information, comprehend new ideas, communicate, collaborate, solve problems, and make sound decisions based on evidence (DiMartino, Castamedia, & Miles, 2007).

In sum, the teachers' difficulties in applying authentic assessment might be caused by lack of teachers' comprehensive understanding of 2013 English Curriculum, including the implementation of assessment, such as planning, conducting and reporting the result of students' achievements. This could explain teachers' negative reaction to the authentic assessment as teachers do not have a choice and voice other than to follow what has been stated in the new curriculum. In order to overcome the difficulties, effective training programs should be held, and intensive training programmes should cover the content of 2013 English Curriculum – the learning, the assessment and the making of school reports. Such training programme should involve all of the teachers, not just selected teachers by schools. During the curriculum implementation, the monitoring and coaching programs are also crucially demanded so that the teachers might have solutions quickly whenever they face

difficulties.

6.3 Curriculum stakeholders' voice and coping strategies in implementing curriculum change

This section attempts to answer the second research question: How the school principals, English teachers and students cope with the implementation? Curricular change is a complex, multidimensional, socially situated phenomenon that is affected, among other things, by the strategies that are used to cope and to manage change in a particular context (Markee, 1997). This is also factual for the participants in this study, for whom these last three years have meant a time of understanding, assimilating and struggling to put into practice the 2013 English Curriculum. It has been a time to build 'bridges' between the status quo and the proposed change (Wedell, 2009) in order to keep up with the requirements and demands that such change has implied. Therefore, when curriculum changes are implemented, it is significant to discuss the coping strategies of each curriculum stakeholders. Their way of coping to survive in the process of change could be regarded as contributions and inputs to provide guidelines regarding their expectations and needs, which should be included in the school curriculum. Adams and Kirst specified that "agents are motivated to change when their personal goals are aligned with change, when they are confident in their ability to change, and when they feel supported in attempting the change" (1999, p. 484). The findings of the study revealed that each curriculum stakeholder has their own way to cope in the process of implementing curriculum change. In this section below, I would like to discuss how curriculum stakeholders at school level i.e. school principals, English teachers and students were voicing their views regarding the 2013 English Curriculum and how they cope

with its implementation during the process of change.

6.3.1. Curriculum stakeholders' voice and strategies in curriculum change

6.3.1.1 School principals

The findings from the current study revealed that the school principals generally see the new curriculum change as positive after three years of implementation. This view also confirmed the findings of the study on school principals change tendencies in curriculum change by Altun and Buyukozturk (2014), which outlined that the change process will be settled in time and the advantages and disadvantages will be observed after 3-4 years study. During the first years, schools struggled with the change and some resistance emerged from teachers as the new curriculum demands teachers and school principals shift their norms of practice to facilitate student learning. Moreover, the revision of the curriculum that came every year made it quite challenging both for school principals and teachers to cope with. The findings show some issues emerge during the implementation including overburden regarding teacher paperwork, unpreparedness of infrastructure, student numbers and lack of materials. The curriculum changes positioned school principals as change agents; however, I would argue that school principals do not have a voice to challenge the top-down curriculum change policies that reduce the English subject to two hours per week. Here the school principals were very pragmatic rather than idealistic about the level and scope of change they could generate. This might relate to their own capacity for change due to the fact that they do not have any option to resist or question the curriculum policy. Nonetheless, they would obey and ensure any instructions are carried out regarding the 2013 Curriculum. Hence, they act as a facilitator to accomplish the objectives of the 2013 Curriculum. The distinctively

personal nature of such effects upon change is highlighted by Calabrese (2002), who argues that each person's belief system is directly connected to his or her ability to change, and that people will want to change if they understand the reasons to change. Thus, if school principals agree with the change, they will create such an atmosphere of change so that teachers are motivated to change as well. This links well with Fullan's (2001: 7) assertion that one cannot mandate what matters, "the more complex the change, the less you can force it." He contends that school heads' agreement and actions serve to legitimate whether a change is to be taken seriously and to support teachers both psychologically, and with resources (Fullan, 2001). The study confirmed that all school principals referred to the eight national education standards set by the MOEC to cope with the implementation process during the process of curriculum change. They make considerable effort every year to reach those standards, although school budget is often the main barrier. This shows that change initiatives in school will not be sufficiently successful unless supported by the system (Nehring & O'Brien, 2012). Another school principal's coping strategies involved facilitating curriculum changes, through such areas as consultation, participatory decision making, team-building, trainings and workshop, school policy and vision. This is in line with Şahin's (2013) findings which indicate that authorization and limited resources that school administrators have make it necessary to implement certain improvement activities in schools through centralised-bureaucratic structures. They are as the following: improving physical structure, providing educational technologies, teacher training and professional development, finding additional funding for schools, decreasing class sizes or increasing the number of personnel.

Overall, school principals made substantial efforts to facilitate curriculum change in their schools. Moreover, they agreed with the needs, principles, goals and curriculum framework of the curriculum change. There is a myriad of strategies principals can employ to support teachers as they work to translate new policies in their classrooms. However, what has been found to be effective in one school may not have the same intended outcome in other schools. Contextual and structural factors contribute to the success of those strategies.

6.3.1.2 English teachers

It has been gleaned from the findings of the current study that teachers noticeably accepted the curriculum change. Initially, teachers perceived the changes as a threat in terms of workload and effort which should be put into it. Nevertheless, the resistance gradually decreased knowing that they need to cope with change. The finding revealed that teachers had changed their roles in the classroom from a transmitter of knowledge to a facilitator in order to suit the learning styles and needs of the students in the mandated 2013 English Curriculum. Similarly, Roelofs and Terwel (1999) report research findings that the teachers' roles were transformed during curriculum change due to the change in demands. After three years of implementation, findings of the study show that teachers had better mastery of curriculum development and strategies. The curriculum change brought culture changes in schools in terms of teaching, with teachers becoming more interactive and creative in the teaching and learning process.

The success of any educational change, particularly as substantial as a curriculum change, is largely determined by how teachers perceive it and what they do to implement it, simply because "it is the teachers who reflect on change, absorbing

and manipulating new ideas and developments” (Ekiz, 2004). Teachers play a key role to determine the success of new curriculum implementation, since they are the ones to bring it into the classroom (Fullan, 1998). Therefore, any attempts to evaluate the new program changes should certainly involve teachers who undergo these changes in their current situations, conditions and contexts. Thus, this study confirms Nur and Madkur (2014) who stated that teachers positively perceive the changes offered in the 2013 Curriculum as an indication that Indonesia is working towards the betterment of its education quality. However, due to the fact that teachers had no authority in curriculum change other than being agents of change in the classroom, they wanted their voice to be heard especially during this piloting period to improve the 2013 English Curriculum. Teachers need to be involved and consulted from the beginning of the curriculum change process so that they do not feel excluded from their role as the main curriculum stakeholder. Fullan (1991) found that the level of teacher involvement as a centre of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. This puts the curriculum change in a positive light as it has compelled the educationalists to be dynamic and active in their own development. Interestingly, these findings are in contrast to those of Konings et al. (2007) and Choi (2008), who in their studies about reforms in schools in Netherlands and Korea respectively found that the teachers perceived the curriculum change and reform negatively because they did not believe in the idea of the intended CLT reforms. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose textbooks, and content.

Hence, the current study suggests that teachers' involvement is necessary: teacher involvement in the process of curriculum change is important to align content of curriculum with students' needs in the classroom so that teachers could maximize their role as the agent of change. It is said that what students find can be defined by themselves by finding a variety of information not just simply wait to be notified by the teacher. The way of finding out can be through questions, discussions, presentations, reading and various other creative ways, while the teacher no longer speaks alone and does not constitute the only source of knowledge. Teachers become a medium and motivator for students to seek information out there. Teachers should be able to motivate students to ask questions, discuss, express opinions, create an interactive learning environment, provide learning media that can stimulate students to be active in the class both speaking and exploring. In other words, the role of the teacher becomes more of a facilitator in the classroom so that the student becomes more participative (Vusparatih, 2014). Troudi and Alwan (2010) also recommended giving a voice to teachers in curriculum change by involving them in curriculum development processes to eliminate such negative psychological effects as marginalisation and powerlessness.

In terms of coping strategies, teachers' determination to serve students in the best possible way is the key during the process of change. They have developed numerous strategies to put the theory of the 2013 English Curriculum into practice. One of the most beneficial strategies in disseminating the process of change is by sharing with colleagues in the same school or at the working group at local city level to reflect and to update new knowledge in English teaching practice.

In the Indonesian context, it is evident that teachers' voice in curriculum decision-making at the national level has been minimal due to the use of a centralized

curriculum which has been mandatory since Indonesia proclaimed its independence in 1945. Teachers have little choice other than to do as the curriculum stipulates. I would argue that discussion among the curriculum stakeholders with the government as policy maker should be intensively carried out to understand their needs and challenges. This calls attention to the fact that any curriculum change in order to be successful must take into account the pedagogical realities of that society. If it is not matched to the basic realities, even though stakeholders theoretically hold positive ideas about it, the change is bound to create problems at the time of implementation, which seems to be the case in my research. These findings are in line with Orafi (2013) who in his study in the Libyan context found that changes that are not grounded in reality negatively affect implementation. Moreover, Nunan (2003), in his research in a number of countries in the Asia Pacific region, concluded that lack of consideration for the teachers, social realities, and cost can result in failure of curricular change and reform. Communication of curriculum implementation is composed of complex events, because it describes the transmission of facts, ideas, values, feelings, and attitudes of an innovator's curriculum change to other groups – in this case is teachers and students (Ornstein and Hunkins, 2004: 142). Seeing it from the broad perspective of the process of implementation in curriculum change, teachers were the end recipients responsible for delivery of the curriculum (Alwan, 2006) and needed considerable effort to survive amid the change process.

6.3.1.3 Students

The findings of the study indicate that students took a positive stance toward the curriculum change as it developed their independence in learning and improving their communication skills in English. These findings are in line with the study

conducted by Fajrianti, Yufrizal and Supriady (2014) on students' perception on the implementation of the 2013 English Curriculum. Their findings revealed that using the 2013 English Curriculum has a good impact on students in the English learning process. Moreover, the current study also pointed out that students realized the necessity of English for their future lives, so they felt the need to cope very well with the implementation of the 2013 English Curriculum. As a result, the students were feeling more motivated to learn English. This finding is in line with Fullan's (1991, p. 189) statement: "Effective change in schools involves just as much cognitive and behavioural change on the part of students as it does for anyone else." In other words, not only are school principals and teachers expected to change in the process of curriculum change, but also students as one of the main curriculum stakeholders. However, within the 2013 English curriculum, I would argue that students are positioned as curriculum product instead of process although they put students as its central focus. Consultation about their views on the 2013 English Curriculum did not occur. In the Indonesian context, most of the time, the voice of the student is largely excluded from the curriculum design and implementation process. As Fullan (1991, p. 182) puts it, ". . . we hardly know anything about what students think about educational change because no one ever asks them." Boomer (1992) challenges this lack of student input and asserts that students should have a role in curriculum design; they should be actors not just be acted upon. Therefore, even though at a systemic level, "curriculum is an official statement of what students are expected to know and be able to do" (Levin, 2008: 8); at the institution and classroom levels, the curriculum can mean much more. Nevertheless, the findings of the study revealed that the concept of student-centred learning in the 2013 English Curriculum actually

allows students to voice their concerns in the classroom. According to Shor (1992), learner-centred classes allow democratic dialogue. Such dialogue is significant in the attempt to create a healthy learning environment because it gives students the space to voice their understanding or point of view on issues. Shared authority in the classroom will allow critical dialogue to emerge between teacher and student. Unfortunately, not all students have the courage to speak up in the classroom as they feel they do not have the authority to negotiate understandings with teachers in the classroom.

Regarding coping strategies, the current study discovered that students preferred to learn independently due to the reduction of teaching hours for English classes. They learned English through the help of internet by accessing English educational websites, YouTube and social media. Most of them also attend an English course outside school time.

In an international context, VanderJagt (2013) confirmed that students had limited or no involvement at all in the curriculum reform and they continually feel left out of any process of educational reform but expressed that the outcome of these reforms greatly affected them. It is similar to the findings of the current study which revealed that students felt the new curriculum affected their English skill in a positive way.

All in all, the involvement of students plays a pivotal role in successful curriculum change so that they can put forward their ideas and decisions as meaningful learning experience and contribute to the curriculum itself. Further studies have suggested that student voice, when it involves students having a genuine say in their learning, has served as a catalyst for positive change in schools. Positive outcomes include: helping to improve teaching and learning; improving teacher-student relationships;

increasing student engagement with their learning; and raising student self-esteem and efficacy (Fielding 2001; Mitra 2003, 2004; Rudduck & Flutter 2000).

6.3.2 Training and support during curriculum change

In the Indonesian context, the government has been planning and carrying out large-scale teacher training to reach those who will implement this Curriculum. The training strategy used is a levelling training (Roza, Satria and Siregar, 2017). There are three levels of training for National Trainer, National Instructor and Teachers as the end-user. In the initial phase the government prepares and conducts a short training programme (3 days) for the National Trainer. National Trainers are recruited from lecturers of the Educational faculty, senior trainers from government offices of Education, and selected teachers. National Trainers are responsible for training the National Instructors composed of representative designated teachers from each district. Selected candidates for National Instructors are trained for 72 hours at the province level and then given the responsibility to train teachers who will implement Curriculum 2013 directly. End-user teachers are given training for 52 hours in their respective districts. By having participated in the training, teachers are assumed ready to implement the Curriculum 2013 with all the demands of change from the previous Curriculum

One of the main strategies for coping with the curriculum change and its implementation is thus by training. The current study indicates that school principals and English teachers received training and support from the government and also schools. Research study (Carless, 1998) report that English teachers who are academically and professionally trained, among other things, have responded better and more effectively to curriculum implementations than those who are not. The

study revealed that school principals prepared to facilitate curriculum change and its implementation by having a series of training sessions and socialization from the national government and local government. Although this training lasts for five days only, it nonetheless helped them to cope with the process of change – especially in the first year. Nevertheless, Suyanto (2017) mentioned that a five-day training programme is not enough to make teachers, principals, and supervisors understand the concepts and the implementation of the 2013 Curriculum. Given that there are about fourteen changes in the new curriculum; the more the changes, the more time it takes to understand. Similarly, according to this study, English teachers were dissatisfied with the training from the government as it failed to provide sufficient explanation. Despite the high volume of changes, limited time was available. Moreover, the training did not solve the problems that occurred during the implementation process as the 2013 Curriculum is being revised every year. It is suggested by Ahmad's (2014) findings that revealed in-service training on curriculum implementation did not play a significant role to influence the teachers' knowledge on the targeted areas of the curriculum. This supports Thornbury's assertion that "the effects of training may be only superficial" (Thornbury, 1996:284). In addition, the study findings emphasized the need for feedback monitoring when teachers put into practice what was presented during training. This finding is in line with Richards (2003:105) who recommends "ongoing feedback on the teachers' performance through workshops and visits" to ensure that training is carried out, and that teachers are supported to use appropriate training modes.

Regarding school support, the study shows that schools provided training and workshops for teachers delivered by school principals in order to disseminate

change. The training sessions and workshops are regularly held to provide updates in line with the ongoing revision of the 2013 Curriculum. However, not all teachers are selected to go to national training nor provincial and local city training. Thus, in-house training and workshops at school is one way to update teacher knowledge regarding the 2013 Curriculum. Interestingly the study revealed that teachers were more satisfied with the school training compared to government training as school support helps them to solve problems during the implementation process. It may be assumed that this is due to the intensive and contextually-targeted support from the school principals and school staff in response their specific needs.

All in all, the current study concluded that staff development, i.e. school principals and teachers, is one of the crucial factors of the curriculum implementation. As a result, intensive training and support from the government is necessary to disseminate the change process. The importance of training is also shown in Makunja's (2016) study in Tanzania, and a similar challenge is evident in South Africa (Bantwini, 2010).

6.4. Overcoming challenges in implementing change

The existing literature (Lamie, 2005; Carless, 1998; Kennedy & Kennedy, 1996; Levine & Nevo, 2009) about the process of curriculum innovation and change abounds with the assumption that change is a difficult, often a painful and highly complex phenomenon fraught with challenges, concerns and expectations. Thus, here I mentioned several main challenges in implementing the 2013 English Curriculum.

6.4.1. Time reduction in English subject

The most noticeable challenge in the 2013 English Curriculum is the time reduction of English subject in senior high schools from 4 x 45 minutes per week to 2 x 40 minutes per week. The current study revealed that this time reduction is the most concerning aspect for all teachers and school principals as it also reduces the English exposure for students. Moreover, teachers expressed concerns regarding the lack of time to explain, assess and observe students in one session per week. As a result, teachers struggled to cope with the new curriculum. As Bantwini (2010) argues, teachers should be provided with adequate time, resources, and opportunities to help them construct their knowledge towards the curriculum reform. The findings of the study concur with previous studies that mentioned the reduction of time allotted for English subject in 2013 English Curriculum is one of the inhibiting factors as it lessens the number of hours of exposure for students toward English and the opportunity for students to practise using the language (Ashar & Irmawati 2016; Nur & Madkur, 2014; Putra, 2014; Sahirudin, 2013). In Indonesia, English is used as foreign language; thus, by reducing the time allotted to it, this could lead to insufficient English competence for students as they may rarely find communities in which they can use English outside the classroom. Consequently, this creates some drawbacks for the students, especially for Indonesian students who do not have enough exposure to English (Kusumawanti & Bharati, 2018). For that reason, according to the study, students are expected to be independent learners in English to improve their skills. They cannot rely dependently on the English lesson at school anymore. They need additional environments that can support their English acquisition such as educational institutions, non-formal educational sites, and certain

public places that provide English services.

The current study showed that the curriculum stakeholders were very concerned with the time reduction in English subject – especially teachers and students. They were all aware that it presents a potential risk to students' improvement in proficiency of English. Additionally, the MOEC never clarified why the time allotted for English subject is reduced into 2 x 40 minutes per week in senior high schools. However, as previously established, it was put forward that the main reason is that English subject in senior high school hampers the students' achievement in *Bahasa Indonesia* as national language, especially when the result of secondary school national exams of English, was better than that of Bahasa Indonesia. English was easy to blame and the simplest way of solving the problem was by decreasing the number of teaching hours of English in secondary curricula (Panggabean, 2015, Sukyadi, 2015). In this case, I would argue that policy makers should rethink the assumption that English subject may threaten the students' proficiency in Indonesian language or Bahasa Indonesia. I believe English is needed especially in senior high school curriculum as it functions as international language in which it could open many opportunities for students to compete in the world. Thus, time is a critical resource that must be managed effectively in the curriculum as an investment in the students. Hence, in order to achieve good proficiency in English, Indonesian students need more time allotted for English subject in senior high schools.

6.4.2. Large class size

The current study showed that a large number of students (40-50 students) in the classroom is one of main obstacles to teaching English. This finding confirmed previous studies that investigated large class size as a common constraint faced

by the implementation of 2013 curriculum (Sahirudin, 2013; Ahmad; 2014). Teacher participants in this study revealed that the large class size adversely affected the teaching in the classroom due to the fact that it is not conducive to cater for individual differences in such a limited time. The large class size could hinder the effective communicative methodology imposed by the curriculum change planners. The challenges involved in such a situation could be quite daunting for the teachers. This area has been researched in various Asian contexts, such as Kam, (2002); Littlewood, (2007); O' Sullivan, (2006); and in the Pakistani context Malik, (1996); Siddiqui, (2007); and Shamim, (2006) are some of the researchers who have explored the challenges of large classes and the ways to deal with them. The findings of the study indicate how much pressure large class sizes put on teachers which in turn affects the quality of teaching and learning as finding time for marking, planning and assessment is more of a problem in large classes. Teachers see this as a direct threat to the quality of their teaching. Another issue is that pupils in larger classes were found to have a more passive role in contact with the teachers. As a result, teachers were more focused on active students only. Hence, one of the common strategies used by teachers in this study to cope with large class size is by dividing students into group works so that it would be easier for teachers to control students during the lesson.

In international contexts, large class size has been noted as a hindering factor in curriculum reform implementation in Zimbabwe and Uganda as reported by Altinyelken (2010) and Wadesango, Hove and Kurebwa (2017). moreover, from the point of view of the teachers, large class size is seen as a structural barrier to reform

of curriculum implementation in China (Cheng, 2009; Sargent, 2011). This is in line with the findings of the current study which showed that teachers in large classes were more formal and less personalised in their style of teaching and forced to use different teaching methods to cope with pupils with different abilities. Pupil discipline was seen to be more difficult in large classes. Some teachers felt that relationships with some groups of pupils, particularly the shy ones, would suffer as the class became larger. This could also adversely affect student participation in the group work and pair work activities, as there would be lack of monitoring by the teachers. Xu (2001) found similar issues in a study in colleges in China. Furthermore, there are discipline issues to be dealt with.

I would like to support the notion that teachers should be trained to be able to deal with large number of students and at the same time, serious efforts should be made to reduce class sizes into 30-35 students in one class. However, some controversies arise regarding class reduction in developing countries. It has been argued that reducing class size in many schools in developing countries is unlikely to improve achievement as these schools have more fundamental challenges, such as high teacher absenteeism (Asadullah, 2006; Jepsen, 2015). Nonetheless, I believe that students have the right to educational quality in the classroom. As argued by Mansour (2006), the tendency of government and decision makers regarding class size is influenced by funding availability and local priorities; as a result, they may not sufficiently take into account considerations of educational quality.

6.4.3. Teacher paperwork leading to heavy workloads

The findings indicate that administrative paperwork for teachers in the 2013 English curriculum hinder them from teaching effectively. The administrative paperwork

leads to increased teachers' workload such as excessive inputting, analysing, reporting on data and lesson planning that are required to be too detailed. This mirrors Gunawan's (2017) finding that highlighted excessive administrative paperwork which must be completed by the teacher to meet requirements of the 2013 English Curriculum. Non-teaching tasks are indeed a part of teachers' workload and working conditions. The non-teaching activities required by legislation, regulations or agreements between stakeholders (e.g. teachers' unions, local authorities, school boards, etc.) do not necessarily reflect the actual participation of teachers in non-teaching activities but provide an insight on the breadth and complexity of teachers' roles (OECD, 2014). In addition, the current study showed that teachers find it difficult to split time between the implementation of learning and administration even though administrative time is outside the classroom. Although teaching time is a substantial component of teachers' workloads, assessing students, preparing lessons, correcting students' work, in-service training and staff meetings should also be taken into account when analysing the demands placed on teachers (OECD, 2014). In the international context, three separate studies in South Africa (Mollapo & Pillay, 2018), in Hong Kong (Cheung & Wong, 2012) and Korea (Park & Sung, 2013) revealed that teacher workload ranked high as a hindering factor which had a significant impact on the implementation of curriculum reform process. In relation to the findings of the study, the teacher workload could be concluded as one of the hindering factors in implementing the 2013 English Curriculum in West Java Province, Indonesia.

All in all, teachers believed that they carried chief responsibility for managing their workload. The study showed that some strategies they used included effective use

of time management, organisational skills and prioritizing tasks. Teachers must comply with the administrative paperwork requirements associated with the 2013 English Curriculum. However, to make curriculum reform a success, I would like to suggest that teachers need to put their primary focus on improving teaching and learning in the classroom, not administrative work. Generally speaking, in order to improve teaching and support, a key recommendation from this study to

Indonesian policy makers is to revise the policy in order to alleviate teacher administrative paperwork demands in 2013 Curriculum.

6.4.4 Limited learning resources at schools

The findings indicate that school facilities are limited for the teaching and learning process. The learning resources cover textbooks, internet connection, LCD projectors, language laboratory, speakers, etc. that support English teaching and learning process. Meanwhile to achieve a standardized school as mandated by the 2013 Curriculum, schools need to invest in learning resources to support multimedia learning. However, as the 2013 Curriculum is still being piloted, most schools still struggle to facilitate learning resources. Particularly, most schools in rural areas are still inadequately resourced as compared to schools in urban areas which enjoy abundance of learning resources and suitable infrastructure – for instance, internet coverage is often limited. This finding supported the notion that limited resources are identified to be main barriers to the new curriculum implementation in Indonesia (Rumahlatu, Huliselan, Takaria, 2016; Yulianti, 2017). Many researchers have overlooked the fact that lack of resources can hinder the success of curriculum implementation. If the school does not have necessary equipment, skills and strong management, it can be difficult for schools to implement change (Lizer, 2013).

It seems that lack of resources is a common feature in the English language classrooms in developing countries. O' Sullivan (2002) in the Namibian context found that the reform could not be properly implemented because of insufficient resources. Segovia and Hardison, (2009) also reported that the lack of adequate resources led to a number of constraints in the implementation of communicative reforms in Thailand. Siddiqui (2007) also mentions the lack of resources as a noteworthy limitation of the EFL scenario in Pakistan.

Resistance to curriculum change often comes from a lack of confidence in the institution being able to meet these resource demands. As a result, it impacts negatively on the implementation of curriculum reform in teaching and learning process. The study indicates that all schools have the same obstacle in effectively resourcing schools, namely lack of budget. The government do not support them financially any more than was the case in the first year of implementation. Consequently, schools have to struggle on their own budget to improve learning resources.

In the Indonesian context, schools are allocated a school operational assistance grant (*bantuan operasional sekolah*, or BOS) on a per student basis. The BOS programme was upgraded in 2009 to address "quality enhancing" investments, including facilitation of more intensive teaching and learning activities through the provision of teaching aids, teaching materials, books, and improved teaching methods; supporting teachers' continuous professional training; and the recruitment of more specialised teachers to teach subjects such as computer training and local content. However, schools use the funds to manage operational issues and delays in disbursements, which means schools often rely on parent contributions to bankroll

them (OECD, 2015). As a result, schools cannot afford to fully facilitate learning resources although it has been the third year of implementation.

Apart from the instructional materials, other important resources and equipment also need to be made available. The findings show that the absence of equipment restricts the lecturers' ability to teach certain important skills. Monk & Hodges (2000), Vally (2003) and Blignaut (2008) found similar results in their studies on curriculum change in South Africa. Salahuddin (2013) and Imtiaz (2014) found the constraints on teachers and learners due to the lack of resources a common situation in the public sector institutions in Bangladesh and Pakistan respectively. The situation shows that it is a common scenario in developing countries where focus on policy is intensive; however, the provision of proper infrastructure is overlooked. It could be because in most developing countries like Indonesia, policy decisions are politically instigated without any needs analysis, and funding plans. Moreover, due to the deficiency of resources there is lack of investment in education, which is a significant impediment for adequate infrastructure for implementation of reforms.

Altogether, a serious effort should be made to find efficiencies in the school system to free up funds for additional school resources, including using Information and Communication Technologies (ICT) to access teaching in fields that cannot be delivered on a cost-effective basis locally.

Educational governance and reform requires an entirely different approach that allows for several factors: changing initial conditions, the emergence of non-mechanistic phenomena, flexibility, and, most difficultly, it must allow for the fact that reductionism will not work – there will be no single right answer, no single particle or approach that holds the key to successful implementation. Flexibility and feedback are necessary to manage successfully in a complex system, but doing so requires a

fundamental reframing of the way we look at common problems in governance and reform. Policies must move from one-size fits all solutions to iterative processes derived from constant feedback between all stakeholders.

6.5. Summary of Chapter Six

In this chapter the main findings were discussed in light of the aims of the study, the Indonesian context and the existing literature. The first issue is related to the perception of the curriculum stakeholders on the curriculum element of the 2013 English Curriculum. The second part sheds light on curriculum stakeholders' role and voice in the process of curriculum change. The third part of this chapter discussed challenges in implementing change and how they cope with them. Overall, it seems that despite numerous positive achievement of the new syllabus, the curriculum would also benefit from more bottom-up input so that all stakeholders can feel ownership of the process and have their voices heard in the decision-making process. Adequate resourcing was also a recurrent theme that impinged upon many aspects of curriculum implementation. The next chapter attempts to provide a summary of the main research findings and discusses their practical and theoretical implications. It will also incorporate my personal reflections acquired through the journey of conducting this research.

CHAPTER 7

CONCLUSION

This chapter aims to conclude the research process where I first provide a summary of the main findings regarding each research question before I outline the implications of the study and present the recommendations that are mainly directed at policy makers. Then I explain the theoretical, methodological and pedagogical contribution of the study before providing suggestions for future research. The chapter ends with my reflections on my personal experience with my thesis journey.

7.1 Summary of the main findings

The study showed significant findings with respect to the views of the school principals, English teachers and students regarding the curriculum change and its implementation of the 2013 English Curriculum in West Java Province, Indonesia. These findings are significant in that they point to factors and matters which are likely to have affected the change process and the ultimate success to curriculum implementation, such as the views of curriculum elements of the 2013 English Curriculum from different perspectives of curriculum stakeholders, the support perceived from the government and school, and the challenges that emerged during the process of change.

The first research question considered the perspective of the curriculum stakeholders regarding the curriculum elements of the 2013 English Curriculum. The findings showed that participants hold different perceptions on the curriculum change. They either supported or accepted the curriculum change due to their strong

belief that the 2013 English Curriculum impacted significantly upon the English learning process both for teachers and students. Some participants were against the idea of curriculum change because they believed that the previous curriculum is better and that such far-reaching changes were unnecessary – merely slight revision was needed to update the curriculum in their view. Both arguments were reasonable as they were influenced by the daily engagement with the new curriculum in different environments.

The second research question intended to explore the strategies applied by the school principals, English teachers and students to cope with the implementation of the 2013 English Curriculum. The findings of the study revealed that each stakeholder applied different strategies to cope with the curriculum change as they encountered different problems during the implementation of the change. From the perspective of the school principals, the findings from the current study revealed that they generally see the new curriculum change as positive after three years of implementation. In order to cope with the implementation, all school principals referred to the eight national education standards set by the MOEC. They make substantial efforts each year to achieve those standards, although school budget is often the main barrier. The study also confirmed another school principals' coping strategies involved facilitating curriculum changes through areas such as consultation, participatory decision making, teambuilding, trainings and workshop, school policy and vision. The most significant matter to cope with the change is that they agreed with the needs, principles, goals and curriculum framework of the curriculum change.

In terms of teachers' coping strategies, teachers' determination to serve students in the best possible way is key during the process of change. They have developed numerous strategies to put the theory of the 2013 English Curriculum into practice. One of the most beneficial strategies in disseminating the process of change is by sharing ideas with colleagues in the same school or at the working group at local city level to reflect and to update new knowledge in English teaching practice.

Regarding coping strategies for students, the current study revealed that students preferred to learn independently due to the reduction of teaching hours for English classes. They learned English through the help of internet by accessing English educational websites such as YouTube and social media. Most of them also attend an English course outside school time. All in all, their way of coping to survive in the process of change could be regarded as contributions and input to provide guidelines regarding their expectations and needs, which should be included in the school curriculum.

The third question considered the challenges faced by the school principals, English teachers and students during the process of implementation. The study revealed that the main challenges they faced were the time reduction in English subject, large class size, teacher paperwork, and limited learning resources at schools. The most significant challenge in 2013 English Curriculum mentioned by all stakeholders was the time reduction in English subject as that this was revealed to be is the most concerning aspect for all teachers and school principals as it also reduces English exposure for students. Moreover, teachers expressed concerns regarding the lack of time to explain, assess and observe students in one session per week. It is also one of the inhibiting factors as it lessens the number of hours of exposure for

students toward English and the opportunity for students to practise using the language. According to the study; students are expected to be independent learners in English to improve their skills. They cannot rely solely on the English lessons at school anymore and need additional environments that can support their English acquisition such as educational institutions or non-formal educational sites.

The second main challenge was the large class size. The current study showed that large number of students (40-50 students) in the classroom as a common constraint faced by the implementation of 2013 curriculum. The study also indicated that the high pressure on large class sizes affects the quality of teaching and learning. Teachers undoubtedly find marking, planning and assessment to be more of problematic in large classes, especially given the limited time allotted for English subject.

Thirdly, the findings indicate that administrative paperwork for teachers in the 2013 English curriculum hinder them from teaching effectively. This leads to increased teachers' workload such as excessive inputting, analysing, reporting on data and lesson planning – all of which are required in seemingly excessive detail. The study showed that some strategies they used included effective use of time management, organisational skills and prioritizing tasks to comply with the administrative paperwork requirements associated with the 2013 English Curriculum.

Fourthly, the findings indicated that limited learning resources at schools represented one of the main challenges in implementing the 2013 English Curriculum. This was caused by a lack of additional budget since the government do not support them financially any more than was the case in the first year of

implementation. Consequently, schools must struggle on their own budget to improve learning resources.

7.2. Implications of the study

The key findings of this study have implications for policy as well as practice with respect to the English education regarding the development of the new curriculum, teacher and students' attitude toward ELT in Indonesia. The recommendations made in this study stem from the actual users of 2013 Curriculum, i.e. the school principals, English teachers and students. Other recommendations are made based on the interpretations of the findings of the current study as well as the literature.

The implications include the following:

7.2.1 Implications for policy makers

The findings of the study illustrate that there is a gap between the policy makers in the Ministry of Education and Culture (MOEC), on the one hand, and teachers and students on the other. The findings also indicate that all decisions on policy were taken by the centralized education system run by the MOEC, leaving the teacher with the duty to implement it without having participated in the decision-making process. Not involving or consulting teachers in educational decisions may affect teachers' performance negatively and be reflected in the students' attitude to learning (Dillon, 2009). On the whole, the government as policy makers should involve the curriculum stakeholders in formulating new curricula to create a balance in a presently top-down education system.

Concerning the process of curriculum change, the findings showed that the policy makers did not listen to the curriculum stakeholders' views soon enough in the 2013

curriculum implementation process. This is particularly the case regarding the time reduction of English subject where many English teachers reiteratively expressed concerns about its inclusion in the 2013 English Curriculum before it was implemented nationally in 2018. However, it seems that these recommendations from teachers were ignored. The non-participation of the curriculum key stakeholders in the reform process has had a damaging effect on the outcomes of ELT at schools such as limited English knowledge. The government as policy makers and decision makers should listen to school principals', teachers', and students' views as they are the agent of change at school level.

Curriculum planners are also advised to ensure that the ELT curriculum reflects the wishes and aspirations of the students which are essentially more 'instrumental' in nature such as wanting to learn English for utilitarian reasons as well as their desires to be able to communicate effectively in the TL. The challenge for policy makers is to harness goodwill amongst the students and ensure that teachers are adequately trained and possess the necessary skills to deliver an interesting and effective curriculum to students.

7.2.2 Implication for Teachers

In terms of English teachers, the focus on their views in this study carried the potential for improving English language education in many ways.

In general, the group of teachers participating in the study, despite all the challenges and difficulties faced, the positive aspects of the change and how they have benefited from the professional development opportunities were more salient than the negative elements. It seemed that the inner motivation and the will to become

better teaching professionals by pursuing continuous development was one of teachers' priorities. In support of this, Bailey et al. (2001, p.246) remind us that "professional development is not something that just happens: It must be actively pursued...we as teachers must be our own [and first] sources of renewal and continuance."

A recommendation for educational change leaders that emanates from participants' responses is that change leaders need to be aware of the fact that recognition for teachers' work, efforts, experience and professionalism is what teachers need and seem to value most of all. Recognition and value can take many forms, depending on the institution's possibilities. Instances of how recognition and value were made explicit to this group of teachers were by praising and thanking them for their work and efforts publicly during meetings, by creating or identifying opportunities for teachers to develop in other areas, e.g. presenting at local conferences and delivering workshops for colleagues, as well as paying financial recompense for additional work and providing financial support for professional development courses abroad, among others.

Teachers' input would ensure that teachers' participation is incorporated at the appropriate time. This opportunity will serve to ensure that teachers gain access to and take ownership of the new curriculum in a more significant way (Carl, 2005). Teachers have an important role to play in the educational processes that originate at their work place, especially processes that have to do with curriculum reform.

Externally imposed curricula, management innovations, and monitoring and performance assessment systems have often been poorly implemented, and have resulted in periods of destabilization, increased workload, and intensification of teachers' work and a crisis of professional identity (Day, 2002). Carl (2005, p.228) is of the view that "by ignoring teachers' voices, the outcomes of new thinking on curriculum development may in fact be thwarted, prolonging the dangerous situation that teachers, as potential curriculum agents, simply remain 'voices crying in the wilderness'.

Among the possible ways that the MOEC could explicitly put teachers at the heart of the educational enterprise, from the planning stage, is by consulting them about the change plans, assuring their participation in decision-making meetings, and assigning group work to develop drafts of the document containing the proposed changes. As Brown (1995, p.206) expresses, "involving teachers in systematic curriculum development may be the single best way to keep their professionalism vital and their interest in teaching alive." In this respect, teachers need to be assured that the curriculum change is not because they are not doing a good job. Curricular changes should not be based on a deficit model, rather, as a different approach to achieving teachers' goal of effective EFL teaching (Lemjinda, 2007).

Besides teachers' understandings and preparation, it is important to take into account that teaching is an emotional practice (Lasky, 2005) as well as a cognitive and technical endeavour (Lasky, 2005). This study also revealed that change leaders in general should be sensitive and aware of the feelings and attitudes teachers develop before and throughout the implementation process. The importance of the role of teachers' attitudes during a process of change has also

been stressed by others (e.g. Hazratzad & Gheitanchian, 2009; Mowlaie & Rahimi, 2010), who argue that attitudes are such important factors that they can be considered the cause of teachers' success or failure in a classroom. Knowing teachers' attitudes is beneficial because any investment in a curricular change seems to be a waste of time and energy if teachers' full support is missing (Mowlaie & Rahimi, 2010). In this respect, change leaders need to develop an awareness of how much an educational change can have an impact on teachers' professional and most importantly teachers' personal lives. Regarding this, collected data revealed that the demands an educational change poses on teachers, both at the professional and personal levels, need to be made step-by-step so that teachers' time and workloads are respected. Proceeding in this way, teachers are more likely to commit to the new situation with a sense of professionalism and job satisfaction.

In summary, teachers and students need to be engaged as participants in developing and reforming the English curriculum. Teachers are often excluded from educational policy and play an insignificant role in decision-making (Troudi, 2007,p.6), so it is strongly advised that active efforts to include them are prioritized.

7.3 Limitation of the study

Given the scope of the study, there are inevitably several limitations to the study. Firstly, as mentioned in Chapter Two, Indonesia is a large country comprising 34 provinces, 416 regencies and 98 municipalities that differ in their cultural, social and economic backgrounds. Thus, the findings in one geographical location – that is in West Java province only – may not be representative of the overall EFL senior high school classrooms in the country. However, the teachers and school principals

involved in this study were typical in their qualifications and educational backgrounds, which implies that the findings that emerged from this study are likely to be relevant to an understanding of how the curriculum stakeholders views the curriculum change and its implementation and what happens in EFL senior high school lessons generally.

Secondly, the current study was limited in scope especially in its qualitative phase where it focused only on five senior high schools in one province in Indonesia. Thus, the findings may not generalizable to schools from other areas in different provinces in Indonesia. However, the findings obtained in this study do offer an evidence-based view of how the curriculum change is represented within the teaching context and represent five different senior high schools in five different cities.

The third limitation relates to the timing of the data collection. This study was carried out at the piloting stage of the implementation of the 2013 Curriculum. Hence, MOEC amendments to the 2013 Curriculum were made annually; consequently, some teachers might well have still been trying to adjust and adapt to the new curriculum and their views, understanding and practices may have changed over the course of the study. Although the classroom practices identified were typical of the classes observed, the picture described in this thesis might not reflect fully what is happening in every senior high school classrooms in Indonesia.

7.4. Contribution to knowledge

7.4.1 Theoretical contributions

This study contributes to the knowledge in the relevant literature such as that on language curriculum design and evaluation, curriculum change or educational

reform, and English Language Teaching (ELT) in several ways. It offers useful and detailed insights into current classroom practices of ELT and provides information on the range of challenges that shape, help and hinder curriculum stakeholders' actions in achieving the MOEC educational and pedagogical goals. Since the 2013 English Curriculum was still at its initial stage of implementation, having just been implemented for three years since this study started, it acts – to some degree – as the pioneer.

The current study makes major theoretical contributions to knowledge not only in the context of West Java province but also the Indonesian context and internationally in the sense that it has contributed to the field of curriculum change and implementation at the senior high school level. It has attempted to fill a gap in the context literature by exploring issues related to curriculum stakeholders' perceptions during the implementation stage of an EFL curriculum. Hopefully this study will shed light on extending the research literature so that other researchers in similar contexts can benefit from this work.

Although I cannot claim that my study provided any definite solutions to the problem of curriculum change implementation, it does illuminate some critical issues that need to be addressed, and points out the limitations to curriculum change implementation. Since only several studies of this type has been conducted on this issue in Indonesia at the secondary level so far, this research is the first attempt to fill the gap in the literature in this setting. Simultaneously, I expect that this study will contribute to the existing body of research on curriculum change implementation. Carless (2004) for instance, noted that insufficient attention has been given to how teachers implement educational changes in classrooms.

In this regard, this study provides a detailed insight into different factors that shape the way teachers implement changes in the curricula and also the students' view on the implementation of the new curriculum and the school principals' view as the leader of the change in school. It also indicates how certain adverse forces and conditions both internal and external to the teacher can constrain curriculum implementation.

The theoretical framework of this research as already pointed out in chapters 3 relates to the concept of language curriculum elements and Fullan's 1991 model of curriculum change. The elements of language curriculum are reflected in their beliefs, their perceptions, and consequently in their practices during change implementation. As it underscores the importance of people involved in the change process it is linked to Fullan's (1991) model of curriculum change. The study further broadens Fullan's model by linking it with Brown (1995) concept of language curriculum elements. Brown's (1995) view is that curriculum development is ongoing as it is "a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students" (p.19). It does not only underline that teachers are central to the curriculum change implementation, but also moves further by emphasizing what leads to the decisions they make in the classroom. It has highlighted that for the curriculum change to be successful it would be oversimplifying to draft a policy considering that concentrating on the goals, practices and outcomes would bring about the required change. There is clearly considerably more involved in this process. The policy mutates as it migrates from the decision makers to the implementers. The way the teachers conceptualize change, the process that leads to the decisions taken by them is

influenced by a number of internal and external factors to enable the change suggested by the government. The study thus emphasised the point that teachers, their beliefs, their perceptions and their decisions occupy the fundamental position in curriculum implementation.

The combination of Fullan's model of change and Brown's concept of Language curriculum elements added weight to the view that change implementation is a multifaceted and a complicated process. The curriculum stakeholders i.e. teachers, students and school principals, their beliefs, perceptions, and practices have a great influence on the practical success of an educational change. At times, the study found an absence of the teachers' espoused beliefs in their practices in the classroom, demonstrating the fact that beliefs are a complex and a multi-layered concept, and showing how contextual factors such as class size, level of the learners, availability of resources, examinations, and educational culture further complicate the enactment of the teachers' espoused beliefs in the classroom and thus affect the change implementation. Despite these observed gaps between beliefs and practices, the study also exhibits how teachers' beliefs, and their understanding of their own beliefs, can influence their classroom practices and consequently the execution of reform. I therefore believe that this study provides significant insights into the process of curriculum change, and educational reform in general. The study has also recommended some implications for English language education in Indonesia as discussed in the preceding section.

7.4.2 Methodological contributions

The value of this research also lies in its research design which consisted of adopting a convergent mixed methods approach to researching curriculum change, as it

involved survey questionnaire, interviews and classroom observation. The use of three research methods to investigate the perspective of curriculum stakeholders during the implementation stage of an EFL curriculum has so far rarely been employed in Indonesia and thus, can encourage further research. In particular, the use of classroom observations is considered to be a valuable tool for investigating language education policies, but is the least used research method in a curriculum change and its implementation in EFL contexts. While curriculum stakeholders could express their opinions through the questionnaire and the semi-structured interviews, the classroom observations were opportunities to gain first-hand insights into classroom learning environments. It also gave some insights into teachers' enactment of the policy which has so far not been investigated in Indonesia. This study could be used by researchers as a sample to further conduct qualitative studies adopting these three data collection methods within an interpretive paradigm. The current study has sought to go some way to filling this gap.

Methodologically, this study illustrates the usefulness of interpretive research involving both observations and interviews in studying how and why teachers implement curriculum change in particular ways and how the school principals and also students views on them. The choice of interviews and observations was made in order to develop a more rounded and a clear picture of the curriculum stakeholders views of curriculum change. It highlighted the importance of the language curriculum elements in the implementation of a reform by acknowledging the complex beliefs and the contextual actualities in response to the curriculum change. Interviews helped me understand the themes of lived daily world from the participants' perspectives, while observations provided rich descriptions and

practical representations of the teacher, students and school principals beliefs and perspectives within their context.

7.4.3 Pedagogical contributions

Pedagogically, this study provided comprehensive insights into the strategies that teachers and students use to manage their study. It also gave some insights into teachers' linguistic and pedagogic abilities that are crucial aspects to consider in the EFL curriculum policy planning. I also believe that the pedagogical contribution of this study is not only of value for policy makers in Indonesia but could be worth considering in other countries with similar conditions.

7.5. Recommendations and suggestions on further research

The purpose of this study was to understand curriculum stakeholders' i.e. school principals, English teachers and students' perceptions of a curricular change; that is, their understandings of the change, the challenges they have faced, the strategies they have used to cope with the change.

Considering that the 2013 Curriculum is a national curriculum, it is important to further research senior high schools in another province to see how they implement the 2013 English Curriculum. This is because further investigation is needed to explore how teachers translate their understandings of the proposed change to their everyday classroom practices. Research has shown that one of the most evident problems with change implementation is the gap between what teachers say they do and what really happens in the classroom. Literature suggests that incongruence between beliefs and practice is an issue that should be addressed by change administrators and teacher educators so that teachers may become better equipped

to reconcile beliefs and practices, thereby implementing more effective instruction that reflects the proposed changes.

It is also important for future research to investigate and analyse the nature and characteristics of effective teachers' development programmes needed to facilitate teachers' transitions from traditional methods and practices to more creative, dynamic, and innovative ones. Such results will serve to inform the support systems which will be necessary to facilitate curriculum implementation.

One safe guide would be to choose an approach or combination of approaches that can provide an adequate and comprehensive framework in planning for meaningful change that is collaborative and participative in nature, taking into account the needs and concerns of the user system and the context in which they operate. As Fullan (1991, p.xiii) puts it, "we need powerful usable strategies for powerful recognizable change."

Finally, further research is also needed to investigate the process of change from the perspective of other stakeholders, specifically, the students' perceptions of the need and appropriateness of a language curriculum change. It would be of great value to explore these perceptions and the effects on the implementation of a new English curriculum, since most research focuses on the teachers' processes in curriculum implementation.

7.6 Reflection on PhD research journey

I started my PhD journey with studying for the MSc in Educational Research at the Graduate School of Education, University of Exeter, as part of the requirement of the PhD programme. Before coming to the UK, I planned to do research on critical

reading. But having attended the four modules in the MSc programme, I changed my mind. I felt that I should choose topic that was inquisitive – especially for me as an English teacher in a senior high school. The MSc programme really helped me to prepare my thesis topic and raise my awareness on what to expect during the PhD programme.

My interest in the thesis topic stemmed from my own experience as an English language teacher. Having gone through a new curriculum change and its chaos among teachers, it was my hope that addressing issues related to English curriculum change and its implementation in senior high school would enable me to cogently build my case in advocating change for the better. As part of the MSc programme, I had to write a dissertation and realised that the right topic could lead me straight into the research for my PhD. Reviewing the literature on curriculum change from different parts of the world and Indonesia was very insightful and supported me in finding gaps in the literature. I became even more interested in curriculum change and its implementation and I was determined to further investigate this in my doctoral thesis. Even at this stage in which I am approaching the end of my thesis, I continue to engage myself with reading on this topic. As this new curriculum has finished its 5 years of piloting, all schools in Indonesia as of 2018 need to implement the 2013 Curriculum. I believe that I am now better aware of issues related to the 2013 Curriculum that still need to be explored and that I would like to consider in my future research projects.

Conducting this thesis has been an opportunity to question my own beliefs and assumptions regarding curriculum change. While some findings are in line with my expectations due to my previous experience as English teacher, others were

unexpected. For example: I believe that the student-centred approach emphasized in the 2013 Curriculum has a good impact on ELT for teachers and students. However, surprisingly, all students that I interviewed mentioned a lack of teacher explanation in the classroom due to student-centred approaches could demotivate students to learn English. Students felt inadequately supported without adequate knowledge and explanation to engage with the topic in the classroom.

Reflecting on my thesis journey, I can conclude that it was such an empowering but also challenging experience for me, both personally and academically. Conducting mixed-methods research in five different cities in West Java province has given me another perspective of implementing top-down curriculum policy in Indonesia. This study of such a magnitude cannot be accomplished without the willpower to stay focused on the research topic for a couple of years and the ability to overcome the challenges that one is confronted with in every stage of the thesis. However, overcoming these challenges not only gave me a push forward to continue my thesis, but also equipped me with invaluable research skills for my future career.

While my own thesis journey has come to an end, my research journey regarding curricular change has just started. I hope that this thesis will encourage other researchers, particularly in Indonesia, to further investigate curriculum change and its relation with English education from a critical perspective. Accordingly, a more democratic language education policy will be adopted in the future.

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APPENDICES

Appendix 1: Certificate of Ethical Approval



GRADUATE SCHOOL OF EDUCATION

St.Luke's Campus Heavitree Road

Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java Province, Indonesia

Researcher(s) name: Dewi Nuraini

Supervisor(s): Salah Troudi

This project has been approved for the period

From: 29/09/2016

To: 30/04/2017

Ethics Committee approval reference:

D/15/16/01

A handwritten signature in black ink, appearing to read 'P. Durrant'.

Signature:

Date: 16/08/2016

(Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

Ref (for office use only)

D/16/17/01

Appendix 2: Application form of Ethical approval

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

Staff:

<https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

Students:<http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsapprovalforyourresearch/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Dewi Nuraini
Department	Graduate School of Education
UoE email address	Dn257@exeter.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>		
Start date:20/09/2016	End date:30/04/2017	Date submitted:02/08/2016

Students only

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Page 1 of 1

<p>All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.</p> <p>Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.</p>	
Student number	640045782
Programme of study	Doctor of Philosophy (PhD) <i>If you selected 'other' from the list above please name your programme here</i>
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr Salah Troudi
Have you attended any ethics training that is available to students?	Yes, I have taken part in ethics training at the University of Exeter There's a course of ethical issue when I took my MSc in Educational Research in 2015

Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.

Dewi Nuraini

Double click this box to confirm certification

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java Province, Indonesia

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

2

Yes, my project involves participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

In 2013, the Education and Culture Ministry has taken one revolutionary step in improving the educational system in Indonesia by changing the national curriculum, namely the 2013 curriculum. This curriculum was officially launched on July 15, 2013 starting with first, fourth, seventh and 10th graders in 6,221 schools in Indonesia. The very reason to justify such implementation of the new curriculum is that the government wants to restore national character building and improve students' creative thinking. This topdown changes adopted by Indonesia with decisions being made at the highest levels of the political establishment resulted in the constraints of the schools being dictated by the policies from above. Moreover, the increasing anxieties in the teaching-learning process as the curriculum change leads to another change such as new books, new learning model, new assessment, etc. In the English Language Teaching (ELT) context, besides the changes in standard content, the Ministry of Education and Culture made some other major changes in the curriculum. Putra (2014) highlights that there are some significant changes related to English subject in the 2013 curriculum in Indonesia, they are: removal of English subject in elementary school, reduction of teaching hours in senior high school, reduction of contents of teaching material, limitation of topics and discussion, explicit addition of grammar points, integration of all language skills and reduction of teacher duties in material and curriculum development. Moreover, the 2013 curriculum has represented a significant shift compared to the previous English curriculum as it has required a paradigm shift in teaching methodology; the previous curriculum focused on genre-based text approach while this 2013 curriculum applies the scientific-based approach. This shift has significant implications for teachers and students. Various problems that emerge from implementing new curriculum is inevitable as the process of implementation is more complex than what people expect (Fullan & Stiegelbauer, 1991). Therefore, in order to arrive at better understanding of the process of change, this study will focus on the actual implementation of curriculum policies in schools. Consequently, it is significant to look at curriculum implementation through the perspectives of the curriculum stakeholders such as the school principals, teachers and students as a planned educational change will involve different groups of people regardless the level of its complexity.

This research aims to answer the following research questions:

- 1- What are the school principals, English teachers' and students' views of the 2013 English curriculum and its implementation?
- 2- What are the challenges in implementing the 2013 English curriculum?

3

3- How do English teachers cope with these challenges?

INTERNATIONAL RESEARCH

There is no Research Ethics Committee in Indonesia. Therefore the procedures for doing research in Indonesia are different from research undertaken in the UK. In Indonesia, permission to gather research data in schools lies in the hands of local district education officials and the school principals. As I will conduct research in West Java Province, I need to contact the West Java provincial education officials beforehand that will give a stamp of approval to approach the six local district education offices of *Bandung, Cirebon, Cimahi, Bandung Barat, Purwakarta, and Subang*. Thirdly, after obtaining this written permission, I will go to the local district education office and this office will give a letter to the six schools and their principals, approving the research study. It is this office which made the ultimate decision. Access to schools resides neither with the provincial office nor with the school principal but with the local education office. With this, approval and condition for entry into each school are obtained from each school principal.

RESEARCH METHODS

The research will consist of:

1. Survey questionnaire will be distributed to school principals, English teachers and senior high school students.
2. Semi-structured interview will be conducted with school principals and English teachers.
3. Focus group discussion will be conducted with students.
4. Classroom observation will be conducted in two classes in each school and is going to be observed twice, once for senior teachers and once for the junior ones.

Characteristics of the sample:

1. All schools that are involved in this study is pilot schools which have implemented the 2013 Curriculum for three years.
2. The school principals and English teachers have experienced the implementation of previous curriculum and the current curriculum so that they have their own view of curriculum change.
3. The students involved in the study will be ranging around 15-17 years old.

Expected outputs

At this stage, I would hope for the outputs of this project to include the following: -
Conference presentations
- Journal articles (both academic and practitioner)

4

- Presentations to professionals

PARTICIPANTS

Phase 1 – Survey questionnaire

1. I intend to distribute questionnaire to six school principals regarding the student enrollment and students' socioeconomic background, as well as the school profile on national examination results within the previous three years (2014, 2015 and 2016). The details such as educational background, teaching experience and inservice training attended are covered as well.
2. The survey will be completed by the English teachers that cover their teaching experience, educational qualifications, their understanding and perceptions of the 2013 curriculum, and their training needs to improve their teaching professionalism. The questionnaire will be distributed to all English teachers in six schools.
3. The students will be given a questionnaire to seek their views regarding English language teaching and learning. Questions revolve around what teaching media used in class and problems that students had in learning English. For this survey schedule, some students in Year 10 and 11 are going to be selected by the English teachers later on.

Phase 2

Semi structured interview

1. The six school principals will be interviewed regarding the principals' leadership in light of curriculum implementation and also their workshop attendance, their school policy regarding curriculum implementation, the problems faced in the implementation process, the state of school facilities and the extent of the learning resources and their perceptions of English language teachers as well as the 2013 curriculum.

I will interview two English teachers in each school about their teaching experience, their English language competence, knowledge of the curriculum, the teaching learning process, the use of teaching materials, their assessment practices, and problems faced in the teaching of English. Regarding teachers to be interviewed, the principals will suggest some names of the English teachers and then the researcher will approach these people and will invite them to take part in the study.

Focus group interview

The focus group interview will be conducted with several students to understand their perceptions of learning English at home and school, and learning support both at home and school. This activity is also to ascertain students' motivation in learning English as well as learning media both at school and home. These focus group discussions will be conducted in Bahasa Indonesia. I will ask English teachers in each school to suggest a group of five of their students who would represent different level of English learning or English scores, different levels of activeness in English class and different attitudes toward English. Afterward, I will approach the students and ask them to participate in the research.

Classroom observation

Class observations are going to be done when English language classes are being conducted; two classes in each school are going to be observed twice. The observation checklist of the teaching and learning process is employed to ensure whether the teachers teach as they previously plan. After each interview with English teachers, I will ask them if I could visit their classes in order to observe the teaching of 2013 English Curriculum inside the classroom. I am planning to select classes of teachers who have different views about the curriculum.

THE VOLUNTARY NATURE OF PARTICIPATION

I will recruit the research participants based on the school principals' guidance. They will choose the English teachers and the students who are eligible to be the research participants.

If emailing, I will use my university email address, to preserve confidentiality and to distinguish my professional and academic roles.

I will seek written consent from participants and sample information and consent forms are below. As I will also involve students as research participants and some of them might be under 16, parents' consents are also sought.

The interviews will be anonymised and confidentiality will be preserved. Participation will also be voluntary. At the start of interviews I will ask participants whether they agree to me recording the session and explain to them that they can stop the recording at any point during the session. The interviews will be anonymised and confidential. Participants will be able to withdraw from the research at any time. The information sheets emphasise that all participation is voluntary and consent can be withdrawn at any time.

SPECIAL ARRANGEMENTS

If some of the participants have special needs then I will do my best to choose a location for interviews to ensure not only accessibility and safety but also confidentiality. I will also try to accommodate participants' physical needs, including access to the venue, comfort, care or refreshment breaks during the interview/focus group process. Moreover I will accommodate any specific information and

communication needs related to the disability, including those related to speech, hearing, sight or cognitive impairment.

THE INFORMED NATURE OF PARTICIPATION

The sample consent forms attached include information about the nature of the project that I will give to participants. I will summarize the key points at the start of each interview. If

6

participants raise any questions, whether at that stage or before or after the interview, then I will answer them. The consent forms given to the participants will be translated into their first language that is Bahasa Indonesia.

Interview with school principals and English teachers

In relation to school principals and English teachers, there is less psychological harm as they are adults who can manage the emotions if something uncomfortable happen during the interview. They can speak to me directly if they want to opt out from the research. All interviewees will be promised confidentiality. Their identities will be anonymised and pseudonyms assigned prior to transcription. Identities and any distinguishing characteristics indicated in the interview will be omitted from the interview transcript to ensure that participants cannot be identified from the text.

Focus group interview with students

In relation to students, there might be more sensitive thing that could take place. They may be afraid to discuss about the English lessons as they do not want their English teachers to know that they talk about them behind their back. However, I will ensure them that everything will be confidential and I will not discuss the result of discussion neither with their English teachers nor with the school principals. I need to establish rule for them to respect each other and I will also make sure to provide a detailed explanation to participants and reasons for not disclosing what is discussed outside the focus group.

The risk of being lone researcher

Most of the time I will conduct the research at schools but I am going to have to be willing to be flexible about where I meet people to secure interviews. As I will conduct research in six schools in six different cities in Indonesia, I will manage the risk of being a lone researcher as follows:

1. Informing the full details of my research agenda to my supervisor.
2. Emailing my supervisor and contacting a friend or family member in Indonesia before I go into the interview and when I leave.
3. Ensuring that a family member knows the name and address of the person I am going to interview and knows the approximate location so that they can check if they don't hear from me 3 hours since initial call.

DATA PROTECTION AND STORAGE

I will only capture confidential information about participants on their consent forms and will not record any personal information about participants on tape at the start of the interview. Following the interview, I will assign the participants aliases. I will record pseudonyms and actual names on a password protected spreadsheet that will be uploaded onto u drive. I will only store this document on u drive and not on my home computer or any portable devices. Participants will be referred to in transcripts as school principals, teacher and student. Further, details such as place, names or professions, may be changed to ensure anonymity if it appears that these may aid identification of participants.

My consent form explains how data will be stored and contains written privacy notice: - Consent forms will be scanned and uploaded into a separate file on u drive from the password protected spreadsheet and the original forms will be confidentially shredded. - Digital recordings will be deleted as soon as I have an authoritative transcript of the interview or focus group.

- Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them.
- I will ensure that any analysis of the data which is not stored on U drive only uses the aliases.
- Data that includes confidential details (including contact details) may be kept for up to 5 years so that, if necessary, I can contact participants during my PhD. It will be destroyed as soon as my PhD is awarded.
- Anonymised data may be stored indefinitely.

Data will be kept confidential unless for some reason I am required to produce it by law or something in the interview causes me concern about potential harm to participants. In the case of the latter, I will first discuss with my supervisor what, if any, further action to take. If I am able to secure funding to have interviews transcribed then I will brief the transcriber on the need to remove any identifying details and will explain to the transcriber what I mean by this (for example, names of participants).

DECLARATION OF INTERESTS

My PhD is funded by the Indonesian Endowment Fund for Education scholarship or known in Indonesia as LPDP (*Lembaga Pengelola Dana Pendidikan*). This is explained on my information sheet. My information sheet will explain that I am a PhD student in University of Exeter and the result of the research will be owned my LPDP in order to develop research in Indonesian education.

USER ENGAGEMENT AND FEEDBACK

Participants will, however, be able to request a copy of their own interview transcript (see information sheet). A summary of key findings will be prepared for participants once the research is concluded.

INFORMATION SHEET

I intend to provide both research participants with a combined information and consent form. **This section contains an example of the form I will use for teachers.**

8

Title of Research Project

Curriculum change: Implementing the 2013 English curriculum in senior high schools in West Java Province, Indonesia.

Details of Project

I am a PhD student at the University of Exeter and this research forms part of my PhD. This research is funded by the Indonesian Fund Endowment for Education. This project aims to investigate the implementation of the 2013 English curriculum at school level. I want to find out how the curriculum actually works in practice at the school level- I also want to find out what these changes, if any look like inside the school and in the classrooms. I am also interested in understanding of the curriculum from the perspective of school principals, English teachers and students and how actually they implement it in practice and the kinds of problems that they face. It is hoped that by understanding what is happening at the school level, this study will be useful in improving change strategies and helping other schools change for the better.

I will conduct an interview with you which may last 45-60 minutes in Bahasa Indonesia. The interviews will be arranged at time and a location that is convenient and acceptable to you. The interview will be audio taped with your permission, and the taped interview will be transcribed verbatim afterwards. I will send the transcriptions to you for verification later and then the tape will be erased after the thesis is completed. I will also conduct two classroom observations after the interview, each lasting 45-60 minutes depending on the lesson period teachers are teaching. With your permission, I will video-record your instruction and may take field notes when necessary to document what and how you conduct your teaching and the video-recording will be erased after the thesis is completed.

Contact Details

For further information about the research /interview data, please contact:

Name: *Dewi Nuraini.*

Postal address: *Central Research Hub, St.Luke's Campus, University of Exeter, Heavitree road EX1 2LU, UK*

Telephone: 00 44 07413441313.

Email: *dn257@exeter.ac.uk*

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact my supervisor:

Dr. Salah Troudi

S.Troudi@exeter.ac.uk

Graduate School of Education

University of Exeter

Heavitree Road

Exeter EX1 2LU

United Kingdom

Confidentiality

Interview tapes, video recordings and transcripts will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below so that I am able to contact you at a later date). Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

Your interview data will be held in accordance with the Data Protection Act. The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

- a. Interview recordings. The digital recording of your interview will be deleted as soon as there is an authoritative written transcript of your interview.
- b. Interview transcripts and contact details SSIS Ethics Application Interview data will be held and used on an anonymous basis, with no mention of your name, but we will refer to the group of which you are a member. Your personal and contact details will be stored separately from your interview transcript and may be retained for up to 5 years. If you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below). Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.
- c. Video recordings. Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them. The video recordings will be deleted after the thesis is completed.

Anonymity

Interview data will be held and used on an anonymous basis, with no mention of your name, but we will refer to the group of which you are a member.

Consent

I have been fully informed about the aims, purposes and data collection procedures of this study

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any image and information about me;
- any information which I give will be used solely for the purposes of this research

project, which may include publications or academic conference or seminar presentations;

- If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form;
- All information I give will be treated as confidential;
- The researcher(s) will make every effort to preserve my anonymity.
- I will participate in research study.
- I will have my classroom teaching observed and being video-recorded.
- I will participate in interviews that will take about 45-60 minutes.

(Signature of participant)

(Date)

(Printed name of participant)

(Email address of participant if they have requested to view a copy of the interview transcript.)

.....
(Signature of researcher)

Dewi Nuraini
(Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Your contact details are kept separately from your interview data.

The information sheet and consent below contains an example of the form that I will use for students.

Curriculum change: Implementing the 2013 English curriculum in senior high schools in West Java Province, Indonesia.

I, Dewi Nuraini, a Ph.D. student at School of Education, University of Exeter, United Kingdom under the supervision of Dr Salah Troudi, am inviting you to participate in the study entitled **Curriculum change: Implementing the 2013 English curriculum in senior high schools in West Java Province, Indonesia**". The purpose of my study is to find out how the new curriculum, known as the 2013 Curriculum or its Indonesian equivalent, *Kurikulum 2013*, actually works in practice at the school level- I also want to find out what these changes, if any look like inside the school and in the classrooms by investigating principals' view, teachers' views and students' views of the curriculum change. This study will take place in senior high schools in West Java Province.

I will conduct an interview with you which may last 45-60 minutes in Bahasa Indonesia. The interviews will be arranged at time and a location that is convenient and acceptable to you. The interview will be audio taped with your permission, and the taped interview will be transcribed verbatim afterwards. I will send the transcriptions to you for verification later and then the tape will be erased after the thesis is completed. I will also conduct two classroom observations, each lasting 45-60 minutes depending on the lesson period teachers are teaching. With your permission, I will video-record you in the classroom during the English lesson and may take field notes when necessary to document what and how you learn English in the classroom and the video-recording will be erased after the thesis is completed.

Your participation is entirely voluntary. You may withdraw from the study without reasons at any point, and you may request removal of all or part of your data. You are not obliged to answer any question that you find objectionable or that makes you feel uncomfortable. A pseudonym will replace your name on all data that you provide to protect your identity. No identifying information will be included in the document and confidentiality is absolutely guaranteed. Access to the data is strictly restricted to the researcher. I will report the results of the study in my Ph.D. thesis and may also report in publications of various types of conferences and journals. However, under no circumstance, will your name be released to anyone or appear in any publication created as a result of the study.

If you have questions about this study, please feel free to contact me, Dewi Nuraini at email: dn257@exeter.ac.uk. For questions, concerns, or complaints about the research ethics of this study, you can contact my supervisor: *Dr. Salah Troudi*

S.Troudi@exeter.ac.uk

Graduate School of Education

University of Exeter

Heavitree Road

Exeter EX1 2LU

United Kingdom

Consent Form (Students)

Curriculum change: Implementing the 2013 English curriculum in senior high schools in West Java Province, Indonesia”.

I have read, understood and retained a copy of the Letter of Information concerning the study
Curriculum change: Implementing the 2013 English curriculum in senior high

12

schools in West Java Province, Indonesia”. The purpose of the study is to find out how the new curriculum, known as the 2013 English Curriculum or its Indonesian equivalent, *Kurikulum 2013*, actually works in practice at the school level. The study try to find out what these changes, if any look like inside the school and in the classrooms by investigating principals, teachers’ views and students’ views of the curriculum change. This study will take place in senior high schools in West Java Province.

All the questions regarding the study have been sufficiently answered. I am aware that I will participate in a case study. I will have my classroom observed and will participate in interviews that will take about 45-60 minutes. I understand the purpose and data collection procedures of this study. I have been notified that my participation in this study is entirely voluntary. I may withdraw at any point during the study without any consequences to myself. I understand that I can choose to be or not to be audio and video taped. I understand that I can choose not to answer any questions that I find objectionable or uncomfortable.

I have been told the steps that will be taken to ensure confidentiality of all information. If I have questions about this study, I know that I am free to contact Dewi Nuraini at email: dn257@exeter.ac.uk.

For questions, concerns, or complaints about the research ethics of this study, I can also Contact *Dr. Salah Troudi* at S.Troudi@exeter.ac.uk

Participant’s Name :

Signature :

Date :

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.

Appendix 3: English teacher questionnaire

English Teacher Questionnaire

Part One: Demographic information

1. I teach: *please choose that is relevant to you*

- Tenth grade Eleventh grade Twelfth grade

2. I taught the 2006 English Curriculum Yes No

3. Gender: Male Female

4. Last degree obtained:

- Bachelor Master Doctorate Other: ...

5. I have been teaching for:

- 2-5 years 6-10 years 11-15 years 16-20 years Over 20 years

1. Your views about the <u>objectives</u> of the 2013 English Curriculum	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1.1. The objectives of the 2013 English Curriculum support learning in other subjects in the 2013 curriculum					
1.2. The objectives of the 2013 English Curriculum raise awareness the importance of English as a foreign language to become a major tool of learning					
1.3. The objectives of the 2013 English Curriculum emphasize on improving the ability of learners to use English in various types of text					
1.4. The objectives of the 2013 English Curriculum aim to develop students' potential to have communicative competence in interpersonal, transactional and functional texts.					
1.5. The objectives of the 2013 English Curriculum develop an understanding of the link between language and culture					
1.6. The objectives of the 2013 English Curriculum expand cultural horizon for students					
1.7. The objectives of the 2013 English Curriculum are clearly stated and easy to understand					
1.8.	Use the space below to add other points				

2. Your views about the <u>content</u> of the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
2.1. The content of the 2013 English Curriculum encourages students to contribute to society					
2.2. The content of the 2013 English Curriculum encourages students to develop their communicative competence in English					
2.3. The content of the 2013 English Curriculum helps students to use English in their daily life					
2.4. The content of the 2013 English Curriculum takes into account individual differences among students					
2.5. The content of the 2013 English Curriculum provides learning experience in using English texts to apply knowledge of factual, conceptual, procedural and related phenomena and events					
2.6. The content of the 2013 English Curriculum is flexible and contextual					
2.7. The content of the 2013 English Curriculum provides the opportunity for teachers to develop learning					
2.8. The content of the 2013 English Curriculum is easily taught by teachers					
2.9. The content of the 2013 English Curriculum is easily learned by students					
2.10. The content of the 2013 English Curriculum encourages students to gain insight into cross-cultural diversity					
2.11. Use the space below to add other points					

3. Your views about the new student assessment system.		Strongly agree	Agree	Neutral	disagree	Strongly disagree
3.1.	The new student assessment system takes into consideration student abilities					
3.2.	The new student assessment system gives the opportunity for teachers to use different assessment methods					
3.3.	I would consider the assessment tasks to be valid and accurate indicators of student achievement, skill, and proficiency in this course					
3.4.	I believe that the data from the new student assessment system mirrors the student achievement levels that I'm observing in my classrooms					
3.5.	Based on the new student assessment data provided, I know the exact areas in which my students excelled					
3.6.	Based on the new student assessment data provided, I know the exact areas in which my students struggled					
3.7.	I use the data from this new student assessment to inform and guide my instructional practices moving forward					
3.8.	Teachers are lack of adequate training related to measurement and evaluation techniques					
3.9.	The new student assessment tool is difficult to administer.					
3.10.	The new student assessment tool is difficult to grade.					
3.11.	Use the space below to add other points					

4. Your views about the learning materials and resources of the 2013 English curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
4.1. The textbooks provided by the MOEC are user-friendly					
4.2. The textbooks provided by the MOEC are sufficient for teaching and learning					
4.3. The textbooks include strong thematic linkage within each units					
4.4. The textbooks include representative examples of real language use					
4.5. The textbooks are appropriate for students' levels					
4.6. Textbooks are the most important learning resource					
4.7. Textbooks help students improve their English					
4.8. Textbooks match with the curriculum objectives					
4.9. I do not rely on textbooks from MOEC so I prefer to develop my own learning materials and resources					
4.10. The textbooks are not compatible with the requirements of the student-centred approach in English class					
4.11. The facilities of the language lab are inadequate.					
4.12.	Use the space below to add other points				

5. Your views about the support you are receiving from the Ministry of Education and Culture (MOEC) related to the 2013 English Curriculum.		Strongly agree	Agree	Neutral	disagree	Strongly disagree
5.1.	Before officially launched, MOEC consulted the teachers					
5.2.	MOEC gives adequate explanation and information about the process of curriculum change for teachers					
5.3.	MOEC provides clear curriculum teaching plan for new curriculum					
5.4.	I am involved in preparing this teaching plan of English curriculum					
5.5.	MOEC provides training courses related to new curriculum					
5.6.	MOEC helps me to solve problems related to the new curriculum					
5.7.	Use the space below to add other points					

6. Your views about the supports you obtain from school related to the 2013 English Curriculum.		Strongly agree	Agree	Neutral	disagree	Strongly disagree
6.1.	The school provides training courses related to new curriculum					
6.2.	The school provides the teaching tools which I need					
6.3.	The school supports multimedia-based learning					
6.4.	The school provides suitable Language laboratory					
6.5.	The school helps me to solve problems related to the new curriculum					
6.6.	6.7. Use the space below to add other points					

7. Challenges in implementing the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
7.1. I like the 2013 English curriculum					
7.2. I have to follow the ministry teaching plan					
7.3. The large number of students in the class is an obstacle to teaching					
7.4. The workload hinders me to achieve curriculum objectives					
7.5. The administrative paperwork hinders me to teach appropriately					
7.6. I cannot perform well in the level of implementation due to limited time allocation for English subject					
7.7. The school assigns me with extra work that is not related to my teaching					
7.8. The scoring criteria of the new student assessment are complicated and very time consuming.					
7.9. Due to inadequate training, it is hard for me to design the lesson plan before teaching					
7.10. Textbooks and supplementary materials are not provided by the Government due to yearly curriculum changes					
7.11. The content of the new curriculum is difficult to teach					
7.12. Students have few opportunities to practice English in English class					
7.13. The process of change from previous curriculum to the 2013 curriculum are easily accepted by teachers					
7.14. Use the space below to add other points					

8. Which method of teaching do you use?	Always	Frequently	Sometimes	Rarely	Never
Lecture					
Discussion					

Scientific approach					
Genre-based approach					
Problem-based learning					
Project-based learning					
Discovery learning					
Communicative Language Teaching					

Appendix 4 : Teacher questionnaire Indonesian version

SURVEY KUESIONER

Yth Para Partisipan,

Perkenalkan nama saya Dewi Nuraini, mahasiswi Program Doctorate of Philosophy in Education (PhD) di University of Exeter, Inggris. Survei ini adalah sebagian dari rangkaian penelitian saya. Saya mencari guru bahasa Inggris yang telah berpengalaman dalam mengajar Kurikulum 2013 mata pelajaran Bahasa Inggris. Saya tertarik untuk memahami implementasinya hingga saat ini dan pengalaman para guru bahasa Inggris tentang proses perubahan kurikulum di Indonesia khususnya di Provinsi Jawa Barat serta pandangan mereka tentang pelaksanaan kurikulum baru ini. Diharapkan bahwa informasi yang diperoleh akan membantu untuk menginformasikan masalah pelaksanaan kurikulum baru di Indonesia.

Partisipasi Anda dalam survei ini akan membantu saya memahami topik penting ini lebih baik. Mohon kiranya Bapak/Ibu bisa meluangkan beberapa menit dari waktunya untuk mengisi kuesioner ini. Jawaban dan tanggapan anda terhadap kuesioner adalah rahasia dan anda memiliki hak setiap saat untuk menarik diri dari survei ini.

Silahkan centang tanggapan Anda di kolom pada akhir setiap pernyataan, berdasarkan penilaian Anda. 1 = Sangat Setuju, 2 = Setuju, 3 = Netral, 4 = Tidak Setuju, 5 = Sangat Tidak Setuju.

Terima kasih banyak atas kerja sama Anda.

Dengan hormat,
Dewi Nuraini

KUESIONER GURU BAHASA INGGRIS

Bagian pertama : Informasi demografis

5. Saya mengajar : (Silakan pilih yang relevan dengan anda)

Kelas 10 Kelas 11 Kelas 12

6. Saya sempat mengajar Kurikulum Tingkat Satuan Pendidikan (KTSP) Ya Tidak

7. Jenis kelamin: Laki-laki Perempuan

8. Pendidikan terakhir:

Sarjana Magister Doktor Lainnya: ...

5. Pengalaman mengajar:

2-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun Lebih dari 20 tahun

6. Pandangan anda tentang <u>tujuan</u> dari Kurikulum 2013 mata pelajaran Bahasa Inggris		Sangat setuju	Setuju	Netral	Tidak Setuju	Sangat tidak setuju
6.1.	Tujuan dari Kurikulum 2013 Bahasa Inggris adalah untuk mendukung pembelajaran mata pelajaran lain					
6.2.	Tujuan dari Kurikulum 2013 Bahasa Inggris adalah untuk meningkatkan kesadaran pentingnya Bahasa Inggris sebagai Bahasa asing untuk menjadi alat utama dalam pembelajaran					
6.3.	Tujuan dari Kurikulum 2013 Bahasa Inggris menekankan pada peningkatan kemampuan siswa untuk menggunakan bahasa Inggris dalam beragam jenis teks.					
6.4.	Tujuan dari Kurikulum 2013 Bahasa Inggris adalah untuk mengembangkan potensi siswa agar memiliki kompetensi komunikatif dalam teks interpersonal, transaksional dan fungsional.					
6.5.	Tujuan dari Kurikulum 2013 Bahasa Inggris adalah mengembangkan pemahaman antara hubungan Bahasa dan budaya					
6.6.	Tujuan dari Kurikulum 2013 Bahasa Inggris adalah memperluas cakrawala budaya siswa					
6.7.	Tujuan dari Kurikulum 2013 Bahasa Inggris jelas dan mudah dipahami					
6.8.	Gunakan kolom ini jika ingin menambahkan					

7. Pandangan anda tentang <u>konten</u> Kurikulum 2013 mata pelajaran Bahasa Inggris	Sangat setuju	setuju	Netral	Tidak setuju	Sangat tidak setuju
7.1. Konten Kurikulum 2013 Bahasa Inggris mendorong siswa untuk memberikan kontribusi bagi masyarakat					
7.2. Konten Kurikulum 2013 Bahasa Inggris mendorong siswa untuk mengembangkan kompetensi komunikatif mereka dalam berbahasa Inggris					
7.3. Konten Kurikulum 2013 Bahasa Inggris membantu siswa menggunakan Bahasa Inggris dalam kehidupan sehari-hari					
7.4. Konten Kurikulum 2013 Bahasa Inggris mempertimbangkan perbedaan individual antar siswa					
7.5. Konten Kurikulum 2013 Bahasa Inggris memberikan pengalaman belajar pada siswa dalam menggunakan teks berbahasa Inggris untuk mengaplikasikan pengetahuan faktual, konseptual, prosedural dan fenomena atau kejadian lainnya					
7.6. Konten Kurikulum 2013 Bahasa Inggris bersifat fleksibel dan kontekstual					
7.7. Konten Kurikulum 2013 memberikan kesempatan bagi guru untuk mengembangkan proses pembelajaran					
7.8. Guru mudah untuk mengajarkan konten Kurikulum 2013 Bahasa Inggris					
7.9. Siswa mudah mempelajari konten Kurikulum 2013 Bahasa Inggris					
7.10. Konten Kurikulum 2013 bahasa Inggris mendorong siswa untuk mendapatkan keragaman wawasan lintas budaya					
7.11.	Gunakan kolom dibawah ini untuk menambahkan				

8. Pandangan anda tentang <u>sistem penilaian pembelajaran</u> Kurikulum 2013	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
8.1. Sistem penilaian pembelajaran siswa mempertimbangkan kemampuan siswa					
8.2. Sistem penilaian pembelajaran siswa memberikan kesempatan bagi guru untuk menggunakan metode penilaian yang berbeda					
8.3. Menurut saya, tugas-tugas yang diberikan pada siswa menjadi indikator yang valid dan akurat untuk mengukur prestasi, keterampilan dan kecakapan siswa dalam berbahasa Inggris					
8.4. Saya percaya bahwa data yang saya dapatkan dari hasil penilaian pembelajaran merefleksikan tingkat pencapaian siswa berdasarkan pengamatan di kelas					
8.5. Berdasarkan data dari penilaian hasil pembelajaran siswa, saya bisa mengetahui kelebihan siswa					
8.6. Berdasarkan data dari penilaian hasil pembelajaran siswa, saya bisa mengetahui kekurangan siswa					
8.7. Saya menggunakan data dari penilaian hasil pembelajaran ini untuk dijadikan pedoman dalam praktek pembelajaran selanjutnya					
8.8. Guru kurang mendapatkan pelatihan yang memadai terkait teknik penilaian dan evaluasi					
8.9. Kriteria penilaian sulit untuk dikelola					
8.10. Kriteria penilaian sulit untuk dinilai					
8.11.	Gunakan kolom dibawah ini untuk menambahkan				

9. Pandangan anda tentang materi dan sumber pembelajaran Kurikulum 2013 Bahasa Inggris	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
9.1. Buku yang disediakan Kemendikbud mudah untuk digunakan					
9.2. Buku yang disediakan Kemendikbud memadai untuk proses belajar mengajar					
9.3. Buku yang disediakan Kemendikbud memiliki kesatuan tematik yang kuat di setiap unitnya					
9.4. Buku yang disediakan Kemendikbud memuat banyak contoh penggunaan Bahasa Inggris sehari-hari					
9.5. Buku yang disediakan Kemendikbud sesuai dengan tingkatan siswa					
9.6. Buku yang disediakan Kemendikbud adalah sumber pembelajaran yang paling penting.					
9.7. Buku yang disediakan Kemendikbud membantu siswa meningkatkan kemampuan berbahasa Inggris					
9.8. Buku yang disediakan Kemendikbud sesuai dengan tujuan kurikulum 2013					
9.9. Saya tidak bergantung pada buku yang disediakan Kemendikbud sehingga saya lebih suka mengembangkan sendiri materi dan sumber pembelajaran					
9.10. Buku yang disediakan Kemendikbud tidak kompatibel dengan pendekatan <i>student-centred</i> dalam pembelajaran Bahasa Inggris					
9.11. Fasilitas laboratorium Bahasa di sekolah kurang layak.					
9.12.	Gunakan kolom ini untuk menambahkan				

10. Pandangan anda tentang bantuan atau dukungan yang anda dapatkan dari Kemendikbud terkait Kurikulum 2013 Bahasa Inggris	Sangat setuju	setuju	Netral	Tidak setuju	Sangat tidak setuju
10.1. Sebelum kurikulum 2013 diresmikan, Kemendikbud mengkonsultasikan terlebih dahulu pada para guru					
10.2. Kemendikbud memberikan penjelasan dan informasi yang memadai tentang proses penggantian kurikulum kepada para guru					
10.3. Kemendikbud menyediakan rencana pengajaran yang jelas terkait kurikulum baru					
10.4. Saya terlibat dalam menyiapkan rencana pengajaran kurikulum 2013 Bahasa Inggris					
10.5. Kemendikbud memberikan modul terkait kurikulum 2013 bahasa Inggris					
10.6. Kemendikbud membantu saya memecahkan masalah terkait kurikulum baru ini					
10.7. Gunakan kolom ini untuk menambahkan					

11. Pandangan anda tentang bantuan atau dukungan yang anda dapatkan dari Sekolah terkait Kurikulum 2013 Bahasa Inggris	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
11.1. Sekolah memberikan pelatihan terkait kurikulum 2013					
11.2. Sekolah menyediakan media pembelajaran yang saya butuhkan					
11.3. Sekolah mendukung pembelajaran berbasis multimedia					
11.4. Sekolah menyediakan laboratorium Bahasa yang memadai					
11.5. Sekolah membantu saya memecahkan masalah terkait kurikulum baru ini					
11.6.	Gunakan kolom ini untuk menambahkan				

12. Tantangan dalam mengimplementasikan Kurikulum 2013 Bahasa Inggris .	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
12.1. Saya menyukai kurikulum 2013 Bahasa Inggris ini					
12.2. Saya harus mengikuti rencana pengajaran dari Kemendikbud					
12.3. Jumlah siswa yang banyak dalam satu kelas menjadi tantangan tersendiri					
12.4. Beban mengajar yang terlalu banyak membuat saya tidak bisa mencapai tujuan kurikulum 2013					
12.5. Beban pembuatan administrasi mengajar membuat saya tidak bisa fokus mengajar dengan baik					
12.6. Saya tidak bisa mengimplementasikan kurikulum 2013 ini dengan baik karena alokasi waktu untuk mata pelajaran Bahasa Inggris yang sangat terbatas					
12.7. Sekolah menugaskan saya dengan tugas lain yang tidak terkait dengan mengajar					
12.8. Kriteria penilaian Kurikulum 2013 bahasa Inggris sangat rumit dan sangat memakan waktu.					
7.9 Karena pelatihan yang tidak memadai, saya kesulitan untuk membuat RPP sebelum mengajar					
7.10 Buku dan suplemen terbaru dari Kemendikbud tidak tersedia karena revisi kurikulum setiap tahunnya					
7.11. Konten kurikulum 2013 Bahasa Inggris sulit untuk diajarkan kepada siswa					
7.12. Siswa memiliki sedikit kesempatan untuk berlatih Bahasa Inggris di kelas					
7.13. Perubahan kurikulum dari KTSP ke Kurikulum 2013 mudah untuk diterima oleh guru					
7.14. Gunakan kolom ini untuk menambahkan					

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13. Metode pembelajaran apa yang anda gunakan?	Selalu	Sering	Kadang-kadang	Jarang	Tidak pernah
Ceramah					
Diskusi					
Pendekatan saintifik					
Pendekatan genre					
<i>Problem-based learning</i>					
<i>Project-based learning</i>					
<i>Discovery learning</i>					
Pendekatan komunikatif					
Gunakan kolom ini untuk menambahkan					

Tahap selanjutnya dari penelitian ini adalah observasi kelas dan wawancara. Jika Anda ingin berpartisipasi dalam wawancara dan observasi kelas, silakan isi rincian kontak di bawah ini.

No Handphone :
 Email:
 Nama (Jika memungkinkan):.....

Terima kasih

Appendix 5 : Teacher questionnaire result

1. Your views about the <u>objectives</u> of the 2013 English Curriculum		Strongly agree	Agree	Neutral	disagree	Strongly disagree
1.1.	The objectives of the 2013 English Curriculum support learning in other subjects in the 2013 curriculum	24.0%	66.0%	10.0%	0.0%	0.0%
1.2.	The objectives of the 2013 English Curriculum raise awareness the importance of English as a foreign language to become a major tool of learning	32.0%	54.0%	8.0%	6.0%	0.0%
1.3.	The objectives of the 2013 English Curriculum emphasize on improving the ability of learners to use English in various types of text	28.0%	62.0%	10.0%	0.0%	0.0%
1.4.	The objectives of the 2013 English Curriculum aim to develop students' potential to have communicative competence in interpersonal, transactional and functional texts.	40.0%	58.0%	2.0%	0.0%	0.0%
1.5.	The objectives of the 2013 English Curriculum develop an understanding of the link between language and culture	16.0%	76.0%	8.0%	0.0%	0.0%
1.6.	The objectives of the 2013 English Curriculum expand cultural horizon for students	22.0%	74.0%	4.0%	0.0%	0.0%
1.7.	The objectives of the 2013 English Curriculum are clearly stated and easy to understand	12.0%	58.0%	22.0%	8.0%	0.0%
1.8.	Use the space below to add other points					

2. Your views about the <u>content</u> of the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
2.1. The content of the 2013 English Curriculum encourages students to contribute to society	10.0%	58.0%	26.0%	6.0%	0.0%
2.2. The content of the 2013 English Curriculum encourages students to develop their communicative competence in English	28.0%	70.0%	2.0%	0.0%	0.0%
2.3. The content of the 2013 English Curriculum helps students to use English in their daily life	16.0%	78.0%	6.0%	0.0%	0.0%
2.4. The content of the 2013 English Curriculum takes into account individual differences among students	8.0%	50.0%	32.0%	10.0%	0.0%
2.5. The content of the 2013 English Curriculum provides learning experience in using English texts to apply knowledge of factual, conceptual, procedural and related phenomena and events	20.0%	78.0%	0.0%	2.0%	0.0%
2.6. The content of the 2013 English Curriculum is flexible and contextual	14.0%	76.0%	10.0%	0.0%	0.0%
2.7. The content of the 2013 English Curriculum provides the opportunity for teachers to develop learning	20.0%	68.0%	10.0%	2.0%	0.0%
2.8. The content of the 2013 English Curriculum is easily taught by teachers	12.0%	52.0%	30.0%	6.0%	0.0%
2.9. The content of the 2013 English Curriculum is easily learned by students	8.0%	46.0%	34.0%	12.0%	0.0%
2.10. The content of the 2013 English Curriculum encourages students to gain insight into cross-cultural diversity	8.0%	76.0%	14.0%	2.0%	0.0%
2.11. Use the space below to add other points					

3. Your views about the new student assessment system.		Strongly agree	Agree	Neutral	disagree	Strongly disagree
3.1.	The new student assessment system takes into consideration student abilities	12.0%	78.0%	10.0%	0.0%	0.0%
3.2.	The new student assessment system gives the opportunity for teachers to use different assessment methods	12.0%	74.0%	14.0%	0.0%	0.0%
3.3.	I would consider the assessment tasks to be valid and accurate indicators of student achievement, skill, and proficiency in this course	8.0%	76.0%	14.0%	2.0%	0.0%
3.4.	I believe that the data from the new student assessment system mirrors the student achievement levels that I'm observing in my classrooms	14.0%	72.0%	12.0%	2.0%	0.0%
3.5.	Based on the new student assessment data provided, I know the exact areas in which my students excelled	24.0%	68.0%	4.0%	4.0%	0.0%
3.6.	Based on the new student assessment data provided, I know the exact areas in which my students struggled	26.0%	66.0%	4.0%	4.0%	0.0%
3.7.	I use the data from this new student assessment to inform and guide my instructional practices moving forward	22.0%	70.0%	6.0%	2.0%	0.0%
3.8.	Teachers are lack of adequate training related to measurement and evaluation techniques	26.0%	44.0%	24.0%	6.0%	0.0%
3.9.	The new student assessment tool is difficult to administer.	12.0%	38.0%	28.0%	22.0%	0.0%
3.10.	The new student assessment tool is difficult to grade.	6.0%	30.0%	42.0%	22.0%	0.0%
3.11.	Use the space below to add other points					

4. Your views about the learning materials and resources of the 2013 English curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
4.1. The textbooks provided by the MOEC are user-friendly	2.0%	34.0%	32.0%	32.0%	0.0%
4.2. The textbooks provided by the MOEC are sufficient for teaching and learning	0.0%	26.0%	26.0%	44.0%	4.0%
4.3. The textbooks include strong thematic linkage within each units	0.0%	36.0%	36.0%	26.0%	2.0%
4.4. The textbooks include representative examples of real language use	2.0%	32.0%	32.0%	32.0%	2.0%
4.5. The textbooks are appropriate for students' levels	0.0%	40.0%	40.0%	18.0%	2.0%
4.6. Textbooks are the most important learning resource	0.0%	14.0%	36.0%	46.0%	4.0%
4.7. Textbooks help students improve their English	2.0%	52.0%	32.0%	12.0%	2.0%
4.8. Textbooks match with the curriculum objectives	2.0%	44.0%	44.0%	8.0%	2.0%
4.9. I do not rely on textbooks from MOEC so I prefer to develop my own learning materials and resources	34.0%	50.0%	16.0%	0.0%	0.0%
4.10. The textbooks are not compatible with the requirements of the student-centred approach in English class	4.0%	22.0%	50.0%	24.0%	0.0%
4.11. The facilities of the language lab are inadequate.	26.0%	42.0%	24.0%	8.0%	0.0%
4.12.	Use the space below to add other points				

5. Your views about the support you are receiving from the Ministry of Education and Culture (MOEC) related to the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
5.1. Before officially launched, MOEC consulted the teachers	8.0%	24.0%	32.0%	34.0%	2.0%
6.2. MOEC gives adequate explanation and information about the process of curriculum change for teachers	4.0%	28.0%	34.0%	32.0%	2.0%
6.3. MOEC provides clear curriculum teaching plan for new curriculum	6.0%	36.0%	32.0%	24.0%	2.0%
6.4. I am involved in preparing this teaching plan of English curriculum	4.0%	26.0%	28.0%	34.0%	8.0%
6.5. MOEC provides training courses related to new curriculum	8.0%	40.0%	28.0%	18.0%	6.0%
6.6. MOEC helps me to solve problems related to the new curriculum	2.0%	22.0%	40.0%	30.0%	6.0%
6.7. Use the space below to add other points					

7. Your views about the supports you obtain from school related to the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
8.1. The school provides training courses related to new curriculum	16.0%	82.0%	2.0%	0.0%	0.0%
8.2. The school provides the teaching tools which I need	10.0%	62.0%	24.0%	4.0%	0.0%
8.3. The school supports multimedia-based learning	16.0%	64.0%	16.0%	4.0%	0.0%
8.4. The school provides suitable Language laboratory	6.0%	30.0%	32.0%	26.0%	6.0%
8.5. The school helps me to solve problems related to the new curriculum	8.0%	56.0%	32.0%	2.0%	2.0%
8.6. Use the space below to add other points					

9. Challenges in implementing the 2013 English Curriculum.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
9.1. I like the 2013 English curriculum	2.0%	48.0%	34.0%	16.0%	0.0%
9.2. I have to follow the ministry teaching plan	6.0%	64.0%	28.0%	2.0%	0.0%
9.3. The large number of students in the class is an obstacle to teaching	28.0%	62.0%	4.0%	6.0%	0.0%
9.4. The workload hinders me to achieve curriculum objectives	16.0%	56.0%	16.0%	12.0%	0.0%
9.5. The administrative paperwork hinders me to teach appropriately	38.0%	44.0%	10.0%	8.0%	0.0%
9.6. I cannot perform well in the level of implementation due to limited time allocation for English subject	44.0%	42.0%	12.0%	2.0%	0.0%
9.7. The school assigns me with extra work that is not related to my teaching	14.0%	24.0%	38.0%	22.0%	2.0%
9.8. The scoring criteria of the new student assessment are complicated and very time consuming.	16.0%	34.0%	30.0%	20.0%	0.0%
9.9. Due to inadequate training, it is hard for me to design the lesson plan before teaching	12.0%	38.0%	18.0%	32.0%	0.0%
9.10. Textbooks and supplementary materials are not provided by the Government due to yearly curriculum changes	16.0%	40.0%	22.0%	22.0%	0.0%
9.11. The content of the new curriculum is difficult to teach	2.0%	16.0%	42.0%	40.0%	0.0%
9.12. Students have few opportunities to practice English in English class	24.0%	50.0%	14.0%	12.0%	0.0%
9.13. The process of change from previous curriculum to the 2013 curriculum are easily accepted by teachers	0.0%	18.0%	34.0%	44.0%	4.0%
9.14. Use the space below to add other points					

10. Which method of teaching do you use?	Always	Frequently	Sometimes	Rarely	Never
Lecture	0.0%	34.0%	44.0%	20.0%	2.0%
Discussion	2.0%	62.0%	30.0%	6.0%	0.0%
Scientific approach	12.0%	60.0%	24.0%	4.0%	0.0%

Genre-based approach	18.0%	56.0%	24.0%	2.0%	0.0%
Problem-based learning	6.0%	40.0%	46.0%	6.0%	2.0%
Project-based learning	2.0%	34.0%	48.0%	16.0%	0.0%
Discovery learning	8.0%	36.0%	44.0%	12.0%	0.0%
Communicative Language Teaching	34.0%	52.0%	14.0%	0.0%	0.0%

Appendix 6: Student questionnaire English version

Student Questionnaire

Dear students,

These questions are about you and your experiences, views and interests related to learning English in your school.

This is not a test and not part of your assignment. This questionnaire is part of my research project for my study.

Your answers are confidential, so please do not write your name on the questionnaire.

Your teacher or I will tell how to fill in the questionnaire. Please do not start before you are told to do so.

If you could complete the attached questionnaire and return it to your teacher or to me, I would be very grateful.

Please tick the response in the bracket at the end of each statement, based on your judgement. 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

Note: No.3: Neutral, by 'neutral', it means you feel that you somewhat agree and somewhat disagree with the statement.

THANK YOU

Section One: About you

1. I am a Boy Girl

2. I am in grade 10 11 12

STUDENT QUESTIONNAIRE

1. ENGLISH TEACHING AND LEARNING	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.1. I use English textbooks in most of the lessons.					
1.2. My focus in class is communication but the teacher would explain grammar when necessary					
1.3. My English teacher often designs activities to have us communicate in English with our classmates					
1.4. My English teachers usually use Bahasa Indonesia while teaching English					
1.5. I seldom need to speak during my English lessons in the classroom					
1.6. My English teacher often creates an atmosphere for us to use English					
1.7. My English teacher allows us to choose what we study in class and the type of exercises we want to do.					
1.8. My English teacher encourage us to discuss current issues in English					
1.9. My English teacher uses audiovisual and technological aids (illustrations, photos, recordings, etc.)					
1.10. I think my English class should have an "English Only Policy." (This means only English is allowed in the English classroom.)					

2. ENGLISH TEXTBOOK & LEARNING RESOURCES	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
2.1. English textbooks are the most convenient resources in learning					
2.2. English textbooks are modified by teachers in teaching					
2.3. My English textbooks help me to improve my language skills					
2.4. Using English textbooks can develop my competence to use English in social situations					
2.5. My English Textbooks can appeal to learners' real interests					
2.6. My English textbooks cover most of the everyday expressions					
2.7. My English textbooks provide enough practice for school examination					
2.8. It is good to use more materials designed by teachers than just use the English textbooks					
2.9. My English teacher use updated materials on the internet for teaching.					
2.10. The Internet can replace the English textbooks.					

3. ENGLISH ASSESSMENT	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
3.1. The assignments given are related to what I learnt in the classroom					
3.2. Teachers help me to apply what I learnt in class to my daily life					
3.3. I am given assessment tasks that suit my ability.					
3.4. Teachers give us a chance to say on the assessment tasks					
3.5. Teachers use different methods of assessment					
3.6. When I am confused about an assessment task, I am given another way to answer it.					
3.7. I am given a choice of assessment tasks					
3.8. I know how a particular assessment tasks will be marked.					
3.9. Teachers return assessment results timely					

4. STUDENTS' CHALLENGES IN LEARNING ENGLISH	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1. The Use of Bahasa Indonesia by English teachers made it difficult for the students to practice their English speaking skills					
4.2. I am not motivated to study at English lessons					
4.3. The time allocation for English lesson is very limited					
4.4. I believe Bahasa Indonesia should frequently be used in my English class to translate sentences so that I can better understand the lessons.					
4.5. Having to speak English in classroom makes me feel nervous					
4.6. I do not participate in class, but listen passively to what the teacher and my classmates do and say					
4.7. Teachers place too much stress on the structure, grammar and reading comprehension in English class.					

Appendix 7: Student questionnaire Indonesian version

KUESIONER SISWA

Yth Para siswa,

Pernyataan berikut ini adalah tentang pengalaman dan pendapat anda terkait dengan pembelajaran bahasa Inggris di sekolah.

Ini bukan tes dan bukan bagian dari tugas mata pelajaran Bahasa Inggris. Kuesioner ini merupakan bagian dari proyek penelitian untuk studi saya.

Jawaban Anda bersifat rahasia. Oleh karena itu, mohon untuk tidak menulis nama Anda pada kuesioner.

Guru Anda atau saya akan memberitahu bagaimana cara mengisi kuesioner. Jangan mulai sebelum Anda diminta untuk melakukannya.

Jika Anda bisa menyelesaikan kuesioner terlampir dan mengembalikannya kepada guru Anda atau saya, saya akan sangat berterima kasih.

Silakan centang respon dalam kotak pada akhir setiap pernyataan, berdasarkan penilaian Anda.

1 = Sangat Setuju 2 = Setuju 3 = Netral 4 = Tidak Setuju 5 = Sangat Tidak Setuju

Terima kasih

Bagian pertama:

3. Jenis kelamin Laki-laki Perempuan

4. Kelas 10 11 12

5. KEGIATAN BELAJAR MENGAJAR MATA PELAJARAN BAHASA INGGRIS	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
5.1. Saya belajar menggunakan buku teks Bahasa Inggris hampir setiap saat dalam pelajaran					
5.2. Fokus di kelas saya adalah komunikasi tapi guru akan menerangkan <i>grammar</i> jika dibutuhkan					
5.3. Guru seringkali merancang kegiatan supaya siswa bisa berkomunikasi dalam Bahasa Inggris di kelas					
5.4. Guru Bahasa Inggris saya selalu menggunakan Bahasa Indonesia ketika mengajar					
5.5. Saya jarang berbicara Bahasa Inggris di kelas					
5.6. Guru selalu menciptakan suasana untuk memotivasi siswa menggunakan Bahasa Inggris					
5.7. Guru memberikan kebebasan pada siswa untuk memilih apa yang ingin kami pelajari dan jenis latihan yang ingin kami kerjakan					
5.8. Guru memotivasi siswa untuk mendiskusikan isu-isu terhangat dalam Bahasa Inggris					
5.9. Guru menggunakan media audiovisual dan teknologi untuk mengajar (ilustrasi, foto, rekaman dll)					
5.10. Saya rasa di kelas Bahasa Inggris perlu diberlakukan " <i>English Only Policy.</i> " (Hal ini berarti Bahasa Inggris harus selalu digunakan sepanjang mata pelajaran Bahasa Inggris berlangsung)					

6. BUKU PELAJARAN BAHASA INGGRIS DAN SUMBER BELAJAR	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
6.1. Buku teks Bahasa Inggris adalah sumber belajar yang paling sesuai					
6.2. Buku teks bahasa Inggris dimodifikasi oleh guru dalam proses pembelajaran					
6.3. Buku teks Bahasa Inggris membantu saya meningkatkan keterampilan berbahasa Inggris					
6.4. Penggunaan buku teks Bahasa Inggris dapat meningkatkan kompetensi berbahasa Inggris saya di situasi sosial.					
6.5. Buku teks Bahasa Inggris dapat menarik minat para siswa					
6.6. Buku teks Bahasa Inggris mencakup semua ekspresi yang digunakan sehari-hari					
6.7. Buku teks Bahasa Inggris menyediakan latihan yang cukup untuk ujian sekolah (UTS & UAS)					
6.8. Sebaiknya guru lebih banyak menggunakan materi yang dirancang sendiri daripada hanya menggunakan buku teks Bahasa Inggris saja.					
6.9. Guru menggunakan bahan-bahan dari internet untuk mengajar di kelas					
6.10. Internet bisa menggantikan buku teks Bahasa Inggris					

7. PENILAIAN DALAM MATA PELAJARAN BAHASA INGGRIS	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
7.1. Rangkaian tugas yang diberikan kepada siswa terkait dengan apa yang saya pelajari di kelas					
7.2. Guru membantu saya mengaplikasikan apa yang saya pelajari di kelas dalam kehidupan sehari-hari					
7.3. Saya diberikan tugas Bahasa Inggris yang sesuai dengan kemampuan saya					

7.4. Guru memberikan kesempatan kepada siswa untuk berpendapat mengenai tugas-tugas yang diberikan					
7.5. Guru menggunakan metode penilaian yang berbeda					
7.6. Ketika saya bingung tentang sebuah tugas yang harus dikerjakan, saya diberikan solusi lain untuk mengerjakannya					
7.7. Saya diberikan pilihan untuk mengerjakan tugas					
7.8. Guru memberikan hasil penilaian setiap tugas tepat pada waktunya					
7.9. Saya mengetahui bagaimana tugas-tugas tertentu akan dinilai					

8. TANTANGAN SISWA DALAM BELAJAR BAHASA INGGRIS	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
8.1. Penggunaan Bahasa Indonesia oleh guru Bahasa Inggris membuat siswa kesulitan mempraktekkan keterampilan berbahasa Inggris.					
8.2. Saya tidak termotivasi untuk belajar di pelajaran Bahasa Inggris					
8.3. Alokasi waktu untuk pelajaran Bahasa Inggris sangat terbatas.					
8.4. Saya rasa Bahasa Indonesia harus sering digunakan dalam pelajaran Bahasa Inggris untuk menerjemahkan kalimat sehingga saya lebih paham di kelas.					
8.5. Berbicara Bahasa Inggris di kelas membuat saya gelisah					
8.6. Saya tidak berpartisipasi dalam pelajaran Bahasa Inggris tapi saya mendengarkan secara pasif apa yang guru dan teman saya lakukan dan katakan					
8.7. Guru terlalu menekankan pada struktur, grammar dan pemahaman membaca di kelas.					

Terima kasih

Appendix 8: Student questionnaire result

9. ENGLISH TEACHING AND LEARNING	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
9.1. I use English textbooks in most of the lessons.	9 %	30 %	38 %	19 %	3 %
9.2. My focus in class is communication but the teacher would explain grammar when necessary	14 %	52 %	30 %	2 %	1%
9.3. My English teacher often designs activities to have us communicate in English with our classmates	26 %	55 %	16 %	2 %	0 %
9.4. My English teachers usually use Bahasa Indonesia while teaching English	2 %	10 %	46 %	37 %	4 %
9.5. I seldom need to speak during my English lessons in the classroom	8 %	28 %	47 %	14 %	2 %
9.6. My English teacher often creates an atmosphere for us to use English	26 %	43 %	25 %	5 %	0 %
9.7. My English teacher allows us to choose what we study in class and the type of exercises we want to do.	8 %	18 %	41 %	29 %	3 %
9.8. My English teacher encourage us to discuss current issues in English	9 %	32 %	38 %	20 %	1 %
9.9. My English teacher uses audiovisual and technological aids (illustrations, photos, recordings, etc.)	28 %	49 %	18 %	3 %	1 %
9.10. I think my English class should have an "English Only Policy." (This means only English is allowed in the English classroom.)	20 %	27 %	33 %	14 %	4 %

10. ENGLISH TEXTBOOK & LEARNING RESOURCES	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
10.1. English textbooks are the most convenient resources in learning	8 %	31 %	42 %	16 %	1 %
10.2. English textbooks are modified by teachers in teaching	5 %	38 %	47 %	9%	0 %
10.3. My English textbooks help me to improve my language skills	12 %	45 %	34 %	8 %	1 %
10.4. Using English textbooks can develop my competence to use English in social situations	10 %	42 %	36 %	10 %	1 %
10.5. My English Textbooks can appeal to learners' real interests	3 %	24 %	56%	14 %	2 %
10.6. My English textbooks cover most of the everyday expressions	5 %	31 %	47 %	14 %	1 %
10.7. My English textbooks provide enough practice for school examination	10 %	41 %	30 %	15 %	3 %
10.8. It is good to use more materials designed by teachers than just use the English textbooks	28 %	42 %	22 %	7 %	0 %
10.9. My English teacher use updated materials on the internet for teaching.	5 %	34 %	45 %	11 %	3 %
10.10. The Internet can replace the English textbooks.	18 %	39 %	32 %	8 %	2 %

11. ENGLISH ASSESSMENT	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
11.1. The assignments given are related to what I learnt in the classroom	26 %	58%	13 %	2 %	0 %
11.2. Teachers help me to apply what I learnt in class to my daily life	13 %	53 %	30 %	4 %	0 %
11.3. I am given assessment tasks that suit my ability.	11 %	47 %	37 %	4 %	1 %
11.4. Teachers give us a chance to say on the assessment tasks	23 %	42 %	27 %	7%	0 %
11.5. Teachers use different methods of assessment	8 %	32 %	51 %	7 %	1 %
11.6. When I am confused about an assessment task, I am given another way to answer it.	17 %	41 %	32 %	9 %	0 %

11.7. I am given a choice of assessment tasks	7 %	23 %	43 %	22 %	3 %
11.8. I know how a particular assessment tasks will be marked.	14 %	41 %	36 %	9 %	0 %
11.9. Teachers return assessment results timely	7 %	31 %	45 %	13 %	2 %

12. STUDENTS' CHALLENGES IN LEARNING ENGLISH	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12.1. The Use of Bahasa Indonesia by English teachers made it difficult for the students to practice their English speaking skills	8 %	20 %	43 %	25 %	3 %
12.2. I am not motivated to study at English lessons	2 %	7 %	26 %	42 %	22 %
12.3. The time allocation for English lesson is very limited	5 %	31 %	43 %	15 %	4 %
12.4. I believe Bahasa Indonesia should frequently be used in my English class to translate sentences so that I can better understand the lessons.	17 %	33 %	34 %	12 %	3 %
12.5. Having to speak English in classroom makes me feel nervous	4 %	13 %	32 %	37 %	13 %
12.6. I do not participate in class, but listen passively to what the teacher and my classmates do and say	4 %	22 %	40 %	26 %	7 %
12.7. Teachers place too much stress on the structure, grammar and reading comprehension in English class.	7 %	14 %	50 %	24 %	4 %

Appendix 9 : Interview guide for English teacher

Hello (introduce myself). I am doing research for my PhD which aims to investigate the implementation of the 2013 English curriculum at the school level. What we know about the curriculum today is mostly in terms of the annual publications of examination results or anecdotal accounts from teachers and heads which do not paint a complete picture of what is happening in individual schools. I want to find out how the curriculum actually works in Practice at the school level- I also want to find out what these changes, if any look like inside the school and in the classrooms. I am also interested in your understanding of the curriculum and how you actually implement it in practice and the kinds of problems that you face. It is hoped that by understanding what is happening at the school level, this study will be useful in improving change strategies and helping other schools change for the better. I have quite a lot of questions to ask you and would like to talk to you for about an hour and a half today. I would also like to sit in on at least one of your lessons, as a non- Participant observer and to talk to you again about the lesson that I have observed in your class.

What you tell me is confidential. I will not repeat it to other people. And at the end of the interview, I will go through with you what we have discussed and you are free to make any changes that you like to the content of the interview. The interview will be written up as part of my PhD thesis, but it will not identify you or the name of your school.

Do you have any questions before we begin the interview?

(Before interview begins, note teacher's name, age and gender)

Part A: experience, qualification and training.

1. How long have you been teaching here? (year started)
2. What grade levels do you teach?
3. Are you trained for ELT?
4. What are your academic qualifications and teaching experience?
5. What other schools have you taught in and do you find any differences?

Part B: Teacher's perspectives on the 2013 Curriculum and the ELT curriculum

6. How do you feel about the 2013 English curriculum? How does it compare to the old curriculum?

(if teacher has experience of both) (probe for negative/positive/indifference, attitudes)

7. What do you think about the reduction of teaching hour in English subject? Does it affect you and the students? (teacher is probed to elaborate on their answers)
8. How well does the ELT programme fit in with the rest of the 2013 Curriculum? (values of national education philosophy reflected in the ELT curriculum)
9. How well does the ELT programme fit in with the realities of classroom situations?

Part C: Understanding and interpretation of the curriculum

10. What do you understand by the term 'integration' of skills, content and values which is being advocated in the curriculum?
11. How do you translate this objective into practice? Please give examples.
12. The curriculum specifies that students should be given activities that are meaningful and challenging; how do you interpret it?
13. Do you find it relevant and enjoyable for the students and is it effective as a teaching tool?

Part D: Problems of implementation

14. Do you face any problems in implementing the ELT curriculum?
(teacher is allowed to talk freely on this topic with some probes eg. timetabling, resources managements, support, student intake, evaluation, other pressures etc.)
15. How do you cope?
16. Are there any solutions to these problems?
17. Do you faithfully implement the curriculum to the letter?
18. What do you actually do in practice?
(probes on which parts of the curriculum are implemented and which are left out and reasons for it)

Part E: Pedagogical issues

19. Have you changed your teaching style since the implementation of the 2013 Curriculum?
20. If yes, how has it changed?
21. Is the change for the better, that is, has it led to more effective teaching and learning?
22. How do you go about planning and organising what to teach?
(eg. grammar, functions, pronunciations, reading, writing, vocabulary)
23. Do you give equal emphasis to the different components in the curriculum?
24. What kind of activities do you normally plan for the students?
25. What kind of evaluations do you normally do and how often?
26. Do you follow the text book closely?
27. Do you make use of other teaching aids and materials?
28. Are there any activities outside the classroom to support the learning of English?
29. How are the students normally organised for classroom activities?

Part F: Materials and resources

- 30. Do the materials and resources that are provided usually arrive on time?
- 31. Are these materials relevant to the needs of the students and appropriate for their levels?
- 32. Do you find the text book user-friendly and adequate?
- 33. What other resources and materials are available besides the text books?
- 34. Do you develop your own materials or with the help of other teachers?
- 35. Is the library adequate for your needs and the needs of the students?
- 36. Does the school provide reference books for teachers and students?
- 37. Would you like to have more resources if so, what kind?

Part G: Training, support and assistance

- 38. Do you feel you received adequate training and support to implement the curriculum, prior to and after implementation?

(probes on how training was conducted, support and supervision at the school level and from outside sources)

- 39. Do you have any recommendations to make the training more effective?
- 40. If help is available, what kind of assistance would you require?
- 41. Do you and the other teachers get together often to plan and discuss about the curriculum and any other problems that arise?

Part H: Teacher impact

- 42. As a teacher do you feel that this curriculum has changed you in any way, both professionally and personally?

(probes on teacher mastery, increased understanding, better relationships with peers, increased self-confidence and motivation, job-fulfilment, etc)

- 43. Has it led to better opportunities for training and for further studies?

Part 1: Perspectives on students

- 44. Do you think the students enjoy learning English?
- 45. Do you find them motivated, committed and have positive attitudes regarding English?
- 46. What are the main problems you face where the students are concerned?
- 47. Do you think the ELT programme has made any significant impact on the students? For better or for worse?

48. Do you think the ELT curriculum is relevant to the needs and aspirations of the students?

Part J: Prospects for the future

49. Do you see any changes to the curriculum in the next two to three years?

50. Would you like to see any changes made to the curriculum? If yes, what kind of changes?

51. Would you like to be consulted in any future developments of the ELT curriculum?

52. Would you like to see any major shifts in educational policy where ELT is concerned?

53. What is the future of ELT in Indonesia and the direction in which you think it will go?

54. What is your main worry or concern as an English teacher when you think about the immediate future?

Follow-up interview after lesson observation

Thank you for talking to me again and for letting me observe your class. I have a few questions to ask you regarding the lesson.

1. Was the lesson which I observed typical of the lessons that occur in your class?

2. Are you satisfied with the way in which the lesson went? If no, why not?

3. How do you feel the students reacted/behaved in the lesson? Were you satisfied with their contribution and the sort of work they were doing?

4. Will the topic/work be developed in future lessons? If so, how?

5. Are you comfortable with the teaching style which you adopted? Has it changed since the introduction of 2013 Curriculum?

6. Are there any components in the curriculum which you feel you have not fully mastered, you are not comfortable with or not getting the results that you want? If yes, which parts?

7. Would you feel comfortable about letting another teacher learn from you by watching you teach? Can you elaborate on how you would feel?

8. Anything else you would like to discuss about the lesson?

End of interview

I have enjoyed talking to you. Thank you very much for sharing your thoughts and your views with me. Also many thanks for your time and your co-operation in helping me to understand what the situation is like in your school and in your classroom. Before we end this interview, is there anything else that you would like to discuss or bring up which we did not touch on

APPENDIX 10 : School Principal interview schedule

Hello (introduce myself). I am doing research for my PhD which aims to investigate the implementation of the 2013 English curriculum at the school level.

As an English teacher and also a researcher, I'm interested in looking at the implementation aspect from your perspective; the problems faced and how they were resolved. I would also like your views on whether the ELT curriculum made any impact on the teachers and students and what other factors impinge on the implementation process. It is hoped that by understanding what is happening at the school level, this study will be useful in improving change strategies and contribute to a better understanding of the change process especially within the West Java Province context.

This will be a loosely structured interview and please feel free to elaborate on the issues that we will be discussing. This interview will be taped in order to ensure accuracy. At the end of the interview, I will go through with you what we have discussed and you are free to make any changes that you like to the content of the interview. The interview will be written up as part of my PhD thesis and I will quote you where necessary and relevant, but the thesis will not identify you by your real name or the name of the school.

Is there any questions that you would like to ask before we start?

(Before interview starts, note head's name, age and gender)

Perspectives on 2013 Curriculum and the implementation process

1. When did you first learn about the 2013 Curriculum?
2. Can you remember your reactions to it?
3. Do you think you were adequately informed and prepared as a head to implement The 2013 Curriculum?
4. Do you think your teachers were adequately prepared and trained to implement The 2013 Curriculum?
5. Do you think the school as a whole in terms of infrastructure, resources and staffing was adequately prepared to implement the 2013 Curriculum?
6. What kind of assistance and support were available to you and your school prior to and after implementation?
7. What were the problems faced during implementation?
8. In your opinion, do you think the 2013 Curriculum has been implemented successfully?
9. Do you have any recommendations for better implementation?

The impact of 2013 Curriculum

10. Do you see any significant changes after 2013 Curriculum among the teachers and students?
11. Can you describe some of the changes?

On the ELT curriculum

12. What kind of problems did you have with the implementation of the ELT curriculum?
13. Did you deal with these problems personally or did you let your chair of English teacher handle them?
14. How is the ELT curriculum managed in your school?
15. Do you take a personal interest in the ELT programme in your school?
16. Have you ever observed any English teacher in class? If yes, what do you think of it?
17. Do you have adequate resources for ELT?
18. Would you like to see any changes made to the ELT curriculum? Please elaborate.
19. What do you think about the reduction of the time in English subject?

Role and challenges facing ELT

20. How important is English to your students?
21. What do you think are the most challenging issues facing ELT in Indonesia today?
21. What is the place of ELT in Indonesia ?

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At the end of the interview

Thank you very much for sharing your thoughts with me. I have enjoyed talking to you and found it most informative. Before we end this interview, is there anything else that you would like to discuss or bring up which we did not touch on?

APPENDIX 11 : Focus Group Interview with Students

1. Can you please explain how you learn English in class with your English teacher?
2. Do you think student -centered approach has been implemented in your classroom?
3. What method helps you the most in improving your English skill?
4. Do you feel like you have English communicative skills?
5. Do you used the textbooks given from the library in your classroom?
6. In the 2013 curriculum, mandatory English is studied for two hours a week. Do you think that's enough, learning English for two hours a week?
7. Can you mention your daily assessment for English subject?are you happy with the assessment?
8. Do you feel like you are motivated to study English with the 2013 Curriculum?
9. Do you like the 2013 curriculum? From the approach that teachers use in class, to the assessment, and maybe from the textbooks. What do you think?
10. Do you think a curriculum change is needed from students' perspective?
11. if you could give an advice to the government, what would you change?

Appendix 12: Sample of interview transcript

Interview Transcript with Teacher

Interviewer : Hello, I'm Dewi. Let's start the interview, Ok? How long have been teaching here?

Interviewee: I've been teaching here for four years. Previously I taught in vocational school in a remote area.

Interviewer : What year are you teaching now?

Interviewee: This year I teach year 11 and 12

Interviewer : What do you know about the reason of curriculum change from KTSP(School-based Curriculum) to 2013 Curriculum?

Interviewee: In every change, the goal would be the same that is to produce a better product. That's all I can get from the Curriculum 2013. Maybe the government's intention is to produce better educational outcome. (reason of curriculum change)

Interviewer: In your opinion, is it really necessary to have this curriculum change? Especially in English subject?

Interviewee: If you look at the dynamics right now, it is necessary too, because the challenges of the times have also changed. Just like the saying that the one which is eternal is the change itself, so we must be ready to face all kinds of changes. Perhaps that is also why curriculum is always changing: to overcome the challenges of each change. (reason of curriculum change)

Interviewer: What do you think about the 2013 Curriculum compare to the previous curriculum?

Interviewee: In general, based on my understanding, there are two huge differences. The first, from the learning process, the 2013 curriculum is more focused to the students, (student-centered approach) which I think is good. Since the core of the language is communication, the message is conveyed. And that's exactly what students have to learn; how students can deliver messages in English.(student's communicative competence)

Then second, the scoring system is also somewhat different. Tends to be a bit complicated. (assessment: negative view) But I just try to keep positive in mind that it means good, so that student assessment is really valid and objective.(assessment: positive view) Because the instruments are too many. The assessment is overwhelming and the problem is in the number of students. It's impossible to assess many students with that kind of instruments. (assessment: negative view)

Interviewer: What do you think of this reduction in English subject? From 4 hours, now to 2 hours. Does it influence the teachers and students?

Interviewee: Well it depends on the point of view, from a teacher's point of view, it might be a bit of a burden. Why? Because the teacher mostly needs a decent teaching hour; because it is also the requirement for certification programme. (time reduction for English subject : negative view) But from the students point of view, it is "profitable". (time reduction for English subject) In a sense like this. Actually teaching hours can be tricked through English elective subject. So it depends on students' own interests. Students themselves are more likely to increase their potential. So they are not forced to study English. In the KTSP system used to be jammed per package. But now it tends to be two obligatory hours, the rest is elective subject. Student can choose English as elective subject if they want to, if they don't want it then they can choose other subject what interest them. (English as elective subject)

Interviewer: Have the 2013 Curriculum changed your view as educator? That is, in terms of teaching, from the approaches that you do to the students, whether ..

Interviewee : From the method, obviously yes. Since the 2013 curriculum has its own guidance, yes, the so-called 5M. Clearly different. But the point, which I caught it, yes is more to the student centered, more to the students. (student centered approach applied) What I see is a very significant change. And it's good. As I said before, the core language is yes communication. During this time students are crammed with a textual nature. Concepts, concepts, and concepts. Many students who can score good but when communicating in English, horrible. That is probably the purpose of the 2013 curriculum, fixing such a thing.(reason of curriculum change)

Interviewer: Now, how about teacher's role in the 2013 Curriculum? Is it fully as facilitator of still 50:50?

Interviewee: I think it depends on each teacher. For me personally still a little less, the training provided by the government. That is, sometimes the government package the training for the Curriculum 2013, made one pack a week or 4-5 days. All instruments, all contents of 2013 Curriculum must be mastered. While in my opinion, it should be divided per session only. For the assessment session, there should be given special training. If only bundled into one, it is rather difficult to digest everything in a short time. Moreover, the difference of 2013 Curriculum is quite huge with KTSP.

Interviewer: As a teacher who is involved in implementing the 2013 English Curriculum, do you need to have a lot of adjustment in teaching?

Interviewee: Yes, obviously.

Interviewer: You have to learn so much more?

Interviewee: Of course, especially in teaching method. From learning material I think it is still quite similar with the previous curriculum.(teaching material) However from teaching method as I previously said that it is more focused on student-centred learning so we are "forced". We are "forced" to avoid the lecture method. That is what I feel. (student centred approach/teaching method)

Interviewer: What kind of support do you receive during the implementation of 2013 English Curriculum until now

Interviewee: Which support? The government or the school support? Interviewer: Both of them.

Interviewee: From the government, they provided us with training which I think it is not enough. Because it seems to impose a large bundle within a few days. Every teacher has different ability to absorb the knowledge of the training so the result is satisfying. (government support) Meanwhile support from school, maybe because the school is also part of the government, for me it's the same anyway. (school support)

Interviewer: Well, in general how do you feel about teaching this new curriculum? Is it more enjoyable than .. or do you feel more burden?

Interviewee: well it depends on the point of view. Personally still, because I ...the teacher is communicative, I prefer to enjoy the 2013 curriculum method, because it emphasized on the student centered it. Automatically I like the Curriculum 2013 because it is more communicative. (teacher's view on the the 2013 curriculum: positive view)

Interviewer: Do you have any problem in implementing the 2013 Curriculum

Interviewee: Problems? Lots of them? When something new arrives, there must always be clashes first. And one of them is the number of students. With considerable appraisal instruments in the Curriculum 2013, with an incredibly large number of students- incidentally in my class above 40, some are up to 50-it's hard for me to judge an assessment. (large class size) Later can be seen tomorrow, at IPS. *51 students! Amazing! That's the main obstacle that I face in a year: the amount of students, since ... impossible for me to do the examination, to do the scoring objectively; from the whole of students. For that amounts of students, that's hard. That's the first thing. (teacher challenges/large class size)*

The second one is school facilities. Not all schools can provide facilities as mandated by the 2013 Curriculum, where students are asked to explore on their own, while the internet signal sometimes in each school was not good, maybe even none. Or the student is given a presentation, the projector does not exist. (lack of school facility) But for human resources, it can be handled by training given and also their own effort to learn about the 2013 Curriculum. (teacher challenges)

Interviewer: Earlier you mentioned about student assessment.. how to overcome assessment for so many students, how to solve it? Maybe there is a solution? Or is there an advice or suggestion from another English teacher?

Interviewee: Yes. for me, I just divide the students into three levels only. Top, middle, low. And I identify at the beginning. So, the low group, I give special treatment; the assessment is similar. Because if we rely on individuals according to the instrument, it's hard. So that

is why I categorize the top three in each class. (student assessment method)

Interviewer: Well, what kind of evaluation do you usually or often do?

Interviewee: As usual, assignments, daily tests, practices. So now I'm doing it from daily assessment where students will get extra points when they answer or explain something, and will be added points for them. That's it. And for the assignment, all the same anyway. Assignments, evaluations, daily tests, practices, everything. Then, what I want to focus is the daily performance in the assessment, where I promise students a different score if they are active in the class. Answering a question or explaining something. And that is enough to make students interested as well. So many students who .. (student assessment)

Interviewer: are feeling motivated?

Interviewee: Yes. Because I promised them score and let them all know every score they get. Here's an additional score for you. You just got two extra points. So they next week they try and learn again. Then, to share equally among students, I told them, "You already have many points. You should share with friends, sharing ". He was silent. Then he would tell her friend later. It's also part of the transfer of knowledge to those who do not know. Hence, those who do not know the answer can participate by raising hands as well because their friend told them. It's also quite effective. So student can get the transfer of knowledge and also everything. (student assessment/student motivation)

Interviewer: Well, does the teaching always use the textbook from the MOEC or not?

Interviewee: The textbook from the MOEC is the main reference. As I believe with what the government made for us. But for the development of teaching materials, sometimes I use other supplements to use another book. But because in Purwakarta it is not allowed to sell books, ... and others, so yes most I give only in the form of student worksheet or module. (teaching material: government textbook)

Interviewer: the student worksheet, is it like a book or you give the one page per meeting?

Interviewee: The student worksheet is bonded like book. It should be the product of the local working teacher unit, but while we wait, until now it's not done. [laughs] So I'm forced to use this, because I need training materials too, supplements. (teaching material: supplement) Whereas in the government book it's just a little exercise. Too many concepts. (government textbook)

Interviewer: Is the textbook from MOEC relevant to the needs of the students? Is the content appropriate for their level?

Interviewee: OK so we have two questions here, first is whether the textbook is relevant to their needs and second is whether the content appropriate for their level. I will answer the first question, yes it is relevant of course because the MOEC made it, the syllabus and everything must be adjusted to the new curriculum. Although there were mistakes like learning material organization, but I think it's likely. That is because the curriculum is still new, which is in development stage. It can still develop next time. (government textbook: relevant for student)

The second one regarding whether it is appropriate for the student's level, I would say that is the problem. The government tends to equate students competencies at the same level. While in reality they have different capabilities. Some of them are advanced learner some in intermediate and others are still beginner. However I think that is based on government consideration that students in year 10,11 and 12 should have that competencies. Just trying to be positive (government textbook)

Interviewer: is the book user friendly?

Interviewee: There are two books. The teacher handbook and the student book. In my opinion, the content is easily to understand for student. Simple instruction. However, for teacher, I noticed that the instructions given there are less likely to develop student potential for the exercises-a little from the teacher's point of view. But if in terms of language use, is user friendly anyway Not bad, (teaching material: teacher book) for students. Easy to understand. (teaching material: student book)

Interviewer : So that is why you said you also used student worksheet as well as supplement?

Interviewee: Yes. Because we need to explore students competencies. If it is only limited doing exercise, I am afraid we can not explore all students' skill. For example in Year 12 chapter 1, it is about the exposition regarding if clause, they are just learning the concept in the book. What is if clause? What is the form? Whereas if we do the exercise .. the questions are varied, and they also can learn from many texts.(teaching material:supplement)

Interviewer: So does the library can fulfill student' needs in terms of textbook?

Interviewee: I would have to say NO due to number of students, there are too many of them. Well ideally maximum students in a classroom is 32, I think. Preferably it's 24. But here it's 50! 41, 51! (large class size) So it is obvious that the library cannot afford to provide such a large book volume for students. Sometimes there are always students who cannot have books as they have to share with others. Moreover, the distribution from the government in the first year they can have each of them. But in the second year sometimes they have it, sometimes it's not. The total of the textbook that we get from the government cannot match the desired amount of large students. (student's book: not enough book for all students)

Interviewer: Does the school provide reference book for teachers or students?

Interviewee: As I told you previously, schools are not allowed to sell books nor student worksheet here in Purwakarta regency. So as far as I'm concerned, automatically school cannot suggest students to buy books from certain publishers or certain brands. (teaching material)

Interviewer: But the library provide some reference book?

Interviewee: Yes, the library provides some reference books, but we can't force them to buy it as we have city regulation and also provincial regulation. (reference book)

Interviewer: Now, if you, for example, given the opportunity by the school to choose the

source of learning, what kind of English language learning support would you ask?

Interviewee: I have a lot of requests such as facilities, learning media and also books. I believe that we gain knowledge by practice.(teacher ask for better school facility) So I will not suggest certain reference book to students. I would like to request teachers to be given certain space to develop student worksheet that match students' needs. Because I think the key to learning is the teacher. Teacher as facilitator who provide facilities so students just enjoy the facilities. If teacher gives good service, I believe the students will also have good outcome and vice versa. I just need a better training facility. Probably in the form of student worksheet reproduced, for practice. But it should be given to the teacher to make it adjusted to their students needs. (school facilities support better teaching and learning process)

Interviewer: OK now let's talk about training from the government. The 2013 Curriculum has been revised every year and the training also hold each year. What do you think about the training, has it been adequate from the beginning until now?

Interviewee: No, I'm afraid not. Due to the fact that there is always change and revision every year. There's gossip that the name of the curriculum will be change into Kurikulum Nasional, even though the content is the same but there's some change in assessment. However, in my opinion the training which is given by the government is not adequate, well maybe not all teachers are invited as too many of them. So I agree with the decision of the government that they only invited the core teachers. Although in practice somehow they can't explain very well or transfer the knowledge appropriately. (training support from government)

Interviewer : Ok, how about English teacher association here, is there something like that here?

Interviewee: Actually we do have the schedule for meeting once a month. However due to our tight schedule...do you mean English teacher association in school level or regency? **(teacher support from English teacher association)**

Interviewer: at school level. But you also have in level of regency?

Interviewee : oh I see. Yes we do have a meeting once a month at school and at level of regency, we meet every week and we also produce outcome. Last week we produced a paper how to write action research. **(teacher support from English teacher association)**

Interviewer: So these supports really help you in this curriculum change process?

Interviewee: I would like to say that it depends how we interpret it. With the training held by the government, it was really helpful especially explaining the concept. For me, everything has concept, what is desired, what is the difference. Although it's still a bit lack of something here and there, I think it's normal. Especially for the material that was jam-packed into four days training. Too complicated. (training support from the government)

Interviewer: Well, now let's talk about the impact on teacher. As a teacher, do you

feel the 2013 curriculum changed you professionally yet?

Interviewee : No, I don't think so that's a bit too far. A curriculum can't change teacher character leave alone teacher professionalism. Because it depends on their own personality. (curriculum change impact on teacher) But at least for me personally it has changed the way I teach, the teaching method. (curriculum change impact on teacher) The method that we should use is student-centred so I avoid lecturing in the classroom. (teaching method: student centered approach) Moreover, the assessment is also more objective. As it trains teacher with so

instruments to assess students objectively. Because I can see that one of teacher obstacle is that they assess student based on their feelings subjectively. But with so many instruments in the 2013 Curriculum, teachers are trained to be objective as there are preliminary and final assessment, daily assessment and also character assessment. But again, the number of large students become obstacle. (student assessment)

Interviewer : Ok, let's go on with student perspective on the 2013 English Curriculum, do you think they enjoy or looking more motivated in learning English?

Interviewee: well, personally I think students tend to enjoy the 2013 English Curriculum because they are given a chance to express themselves. They sometimes even seek their own concepts about learning material. I always give them freedom to explore one concept then we share in a class discussion. Student prefer to be given the opportunity to express themselves. But that depends on the teacher as well. And I always avoid the lecture method in this new curriculum. I give lecture to explain something that is really difficult to understand. When they said " I have read everything but I still don't understand, sir" Then I don't have a choice other than giving lecture. But for the rest I tend to interact two ways with the students. (student tend to enjoy the 2013 Curriculum)

Interviewer : Ok, what problems do the students have to face in learning English in the 2013 English Curriculum?

Interviewee: well, first, student do not understand the content of the new curriculum so they rely on the teachers. But they actually can tell whether the learning has adopted the 2013 Curriculum or not, because they know that the 2013 Curriculum focus more on students. They tend to enjoy the learning with this new curriculum because they can express themselves, they have the provide to share knowledge. (student challenges) However, it depends on the teacher. If teacher-sometimes-can not apply well, students also tend not to enjoy it. I mean if teacher keep the lecture method all the time, students might not enjoy the learning. But if the teacher can adapt well, the students obviously enjoy it. Because the content of English is communication. (teaching method determine student challenges) Most of them have the freedom to communicate using English. even expressing ... [26:42] also have some kind of brilliant to share their knowledge, even if they have different point of view, they can share it in my class, actually ya.. That's in my class, different point of view, all sharing.. "Sir, I think we should do this," "Oke, please." So students tend to enjoy the English learning especially for Social students. (students feel motivated to speak using the 2013 Curriculum)

Interviewer : So the impact is very significant on students?

Interviewee : Yes

Interviewer : Well, is the English curriculum actually already relevant to the needs and aspirations of students?

Interviewee : It's hard to say, because students have different needs and aspirations. But as I stated before that the core of languages is message. Messages are delivered by way of communication through language, in different languages. So more relevant, if from the content. But yes back to the teacher respectively, sometimes they have different view and way in teaching. (2013 Curriculum content relevant to the needs and aspiration of students)

Interviewer : it seems that this new curriculum will continue to be revised every year. Well, if there is another change or revision, what would you like to revise?

Interviewee : I will not revise anything for curriculum content, because I believe that the curriculum is made by experts. But maybe it can be adjusted to the conditions in reality. (teachers view on curriculum content) With this large size of students, I don't think we should revise the curriculum but the school policy itself. Unfortunately, I do not think that the government is doing a thorough or comprehensive research. So policy analysis is less comprehensive. The 2013 curriculum may be interpreted as schools that already have good facilities, good learning media, small class size. While most schools in Indonesia are like: lack of facilities, too many students in one class.(challenges in implementing 2013 Curriculum)

Interviewer : how about the time allotted for English, you want the four hours back?

Interviewee : Obviously I want that back. Actually for the teacher, that's clear. Because it is related to teaching hours of teachers, obviously it should be added. Moreover, There's a lot of curriculum materials that must be coped. With two hours, it's almost impossible if I have to cope all the materials. (teacher view on time reduction) But from student's view, it may be more fun because they can choose the interest they want by choosing elective subject. I always look from two points of view. Never a single point of view. (student perception on time reduction)

Interviewer : Last question, what is the concern of English teachers today?

Interviewee : Well the first time it was launched, all teachers concerned with the assessment. Too many instruments of assessment they said. But in the second year, the assessment was revised in 2015. The score is back to 1-100 scale. No longer using the GPA scale. Then the instruments also reduced, we used to assess characters but it's reduced. (teacher challenges on assessment) One more concern is the school policy, too many students in one class. Amazing. (large class size)

Interviewer : I think all school has the same problem of large class size this year, is it as one way to cope with the 24 teaching hours for teacher certification program?

Interviewee : well, first, yes so teachers can have 24 hours teaching inside school, so they don't have to go to another school to complete the 24 teaching hours for certification programme. (large class size related to teacher certification) Second reason is that we accommodate the saying "students' have rights" so the rumour said that students have the right to enroll in any school they want. (large class size as an impact on school zone policy) Actually I'm not sure what rule it is but the students number is automatically rising

in this school. **(large class size is rising)**

Interviewer : Ok that was the last question, thank your for time.

Interviewee : You're welcome

Appendix 13: Classroom Observation

Observation data

Participants	Field notes	Primary coding
Vina	Gentle spirit with her class, maintained an atmosphere conducive to English learning. Participated with students in activities. Encouraging students to be active in asking questions and giving opinion during classroom activities.	Student- centered Task-based activity Motivating student
Susi	Started and ended her class with prayer. She applied the 5 M stages. The teacher was very communicative in explaining the material to students. She even encouraged the students to practice expression using reliabilia which is very amysing. The students were also very active in getting involved in teaching and learning activities.	Student- centered Task-based activities Motivating student Religious value
Rosi	The class was too crowded over 40 students. Teacher gave individual assessment to those active students. It was a very interactive session as teacher put an effort to stimulate the students involvement during the lesson. The session used song as listening media and then studied the grammar. Teacher applied the 5 M stages.	Student- centered Task-based activity Motivating student Large class size
Toni	Teacher applied the 5 M stages in teaching and he was trying so hard to motivate students to be active in the classroom. Teacher asked the students to create a draft of announcement in	Student- centered Task based activity

	pair. Time was very limited so students need to finish it in the following week.	
Anton	Large class size size with 51 students. Teacher applied 5 M stages. Teacher often praised the students a lot. He also gave reward of daily assessment to add some points. He explained a lot. Teacher also stimulated students to interact with him and he knew them by name.	Student- centered Task-based activity Motivating student Large class size
Edy	Teacher stimulated the students by TPR method to explain tenses : simple past tense and present perfect tense. Teacher explained too much so it was a bit boring. Mixture of communicative and teacher centred teaching,	Motivating student
Desy	She's quite strict to the students. Students were very passive in contrast to teacher trying hard to motivate them. I think she should have put the students in groups to have communicative learning. Mainly teacher centred with some communicative pair work	Large class size Teacher centered

Appendix 14:

A SAMPLE OF INTERVIEW WITH CODING (FOCUS GROUP INTERVIEW FOR STUDENTS)

Note: In this sample, the underline refers to the quoting item and the bold in brackets refers to the code, category then theme.

Interviewer: Can you please explain how you learn English in class with your English teacher?

(MEISYA): Sometimes in class I try to have the courage to speak and train my listening skill. Sometimes the teacher would give one topic or news in English, then the teacher would ask us about the conclusions. So, we also practice our listening skills, instead of just writing tenses practices. **(Teaching method in the classroom)**

INTERVIEWER: okay. How about you, Dafa?

(DAFA): At school, I like when the teacher focus more on the grammar, **(teaching method in the classroom)**. I learned (English) from movies, music, and news from English-based medias,**(student's method of learning English)** I lack skills in grammar. Personally, I like soccer and pop culture, so I read news from foreign medias. Like, for example from England, I like to read *Daily Mail* or *Telegraph*. At school, I focus myself more on grammar and its implementations. **(student's method of learning English)**

INTERVIEWER: Oh, okay. Tio?

(TIO): For me, school is like a p(lace where I can implement my English skill. I try to make a habit of speaking English to my friends.**(student's method of learning English)** Why? Because in class, you already know everyone. So, even though my English is still a bit messy or something, at least I'm sure that I'll be able to do better in the future. At home, I read news from foreign medias like the *New York Times*, that's how I study. **(student's method of learning English)**

INTERVIEWER: Regarding your classroom learning process... the 2013 curriculum is more student-centered than the previous curriculums, right? So, students are expected to be more active and to research materials on the interviewer own terms. Do you think this has been implemented in your

classroom, Tio?

(TIO): So far... in Year 12 , I think the curriculum has been implemented very well, (student's perspective on the 2013 Curriculum) because I feel like students are given a lot of assignments and activities; so it's really student-centered. (Student centred activities) Students are often asked to come forward, to presentate, and to interact with the classmates. Then, the system is more about having fun while learning. (student centered activities) So, when we learn English, we learn it with fun. So, I think "student-centered" is really implemented in our learning process. (perception on student-centered approach)

INTERVIEWER: Dafa, anything to add?

(DAFA): I think on one hand the 2013 curriculum is really different than the previous curriculums. Back then, we learn English from text, and then we have to read it, and answer some questions. (perception on previous curriculum) Now, 2013 curriculum's English forces us to speak. It forces us to speak, like when the time I was told to make a short movie. When you make a short movie, no matter how bad you are at it, you must, at the very least, speak English. (student's perception on the 2013 Curriculum)

INTERVIEWER: Okay, Meisya?

(MEISYA): Pretty much the same the thing. So, we need to be able to... like, when we're given a chapter, then... for example, when the chapter is about news reading, about news. We're not only... I mean, we were given an example, "This is what a news looks like." And then, on the next meeting, the teacher would ask us students to make a news from the simplest elements, like 5W1H. So, the steps to make the news are still told by the teacher, but we need to make the news ourselves, in order to have more understanding like, "Oh, so *this* is how you make a news." Like that. (teaching method in the classroom)

INTERVIEWER: Oh, okay. in your opinion, from the methods that your English teachers used in class from tenth to twelfth grade, which method helps you the most in improving your English skill?

(MEISYA): I like when we use games. (games) Because... especially when the

games involve movement. Moving, perceiveng, and listening help make the lesson more understandable. So, it's better than just being explained stuff, because sometimes it just doesn't help us understand. I think it's better (to study) with movements and learning. (teaching method)

INTERVIEWER: Oh, so you like games. Tio?

(DAFA): Same with me, actually, I also prefer games. (teaching method: games) But, in addition to that, I also like doing presentations. (teaching method : presentation) Why? Because, when we do presentations, we are forced to speak. So even though we might not be able to speak well in the flnterviewerst place, as time goes, we'll get more used and we'll get better at it. The way we do presentations in class is pretty much like presentations in general, so we have games to engage the participants—to engage the students, I mean—and to make them watch our presentation. So, for me, doing presentations is also a fun way (to learn). (teaching method)

INTERVIEWER: Okay, you've mentioned various methods in learning English. Do you feel like you have English communicative skills?

(TIO): Well... I can't exactly say I'm good at it. But, I think for communicative purposes, *InshaAllah* I have the skills. Because I speak a lot at school or while chatting with friends and in my course, at least I can communicate with others. *Insha Allah* I can, (communicate) in English. (student's perception on their communicative competence)

INTERVIEWER: So you can. Dafa?

(DAFA): I think the communicative skills taught by school is still not enough, because in order to be able to communicate, we need to be used to speaking with someone who also uses English, (student perception on communicative competence) while at school, even though we're learning English, we still communicate with Bahasa Indonesia. (bilingual used in the classroom)

INTERVIEWER: Do you used the textbooks given from the library in your classroom?

(MEISYA): In tenth grade we have two (English subject)... every tenth graders

study two English subjects, elective English and the mandatory one. But the elective one doesn't use the book given from the library, while the mandatory one does. (students use textbook from the government)

INTERVIEWER: Do you still use the textbook now, in Year 12?

(MEISYA): No, we were given (the textbook) but we don't use it. (textbook from government is not used for teaching) So, we focus more on the materials which will come up in UN (National Examination).

INTERVIEWER: Oh, right. So it's not used for the learning process. Dafa and Tio...

(DAFA): I do have two English subjects... but because Meisya took Japanese as her elective course in eleventh grade, she only has the elective English course in tenth grade, as for me, I took the elective English course too in eleventh grade, that's why I still study both (elective and mandatory English). At school, they only provide one textbook, which is for mandatory English. (use government textbook for teaching mandatory English) But sometimes our elective English teacher—well, not forces us, but more to encourage us to look for certain textbooks for references. But most of the students in my class buy the textbook. (use publisher textbook for elective English subject)

INTERVIEWER: Tio, do you have the same experience?

(TIO): Same, actually. So... I'm also a science major, so in science major there are two elective course options: English and economy. I chose English. English is divided into two courses, the mandatory one and elective. For mandatory English, the school provides our textbook, from tenth grade until twelfth grade. (use government textbook for teaching mandatory English) As for the elective one, we use another book publisher. (use publisher textbook for elective English subject) In twelfth grade, the book is seldom used. So, we just try to improve our overall skill. We also try to lean more to the preparation for our future, like UN, SBM. So we buy more textbooks for our preparations.

INTERVIEWER: Oh, okay. So, in the 2013 curriculum, mandatory English is studied for two hours a week. Do you think that's enough, learning English for

two hours a week?

(TIO): I don't think that's enough. Why? Because in the future, we need to be able to compete with foreigners. So communication skills are needed; like how we communicate with people, especially in English. When we study for two hours in class, we're just given materials or something like that. If we don't have extra courses outside class, I think two hours is just not enough. So, they should add the hours. **(Alloted Time for English subject is not enough)** But, if you also study elective English, then it's probably enough because we study elective English for four hours a week, so we have a total of six hours of learning per week.

INTERVIEWER: Dafa?

(DAFA): In my opinion... personally, for me, it's not enough, two hours is not enough. **(Alloted Time for English subject is not enough)** Because my target is not just for school purposes; English can be used for my future, for when I have a job or something. But it really depends on the person. (personal motivation) If the person's aim in English is just to pass the National Examination, then maybe two hours is enough to practice. It's enough, if that's your goal. (alloted time for English is enough if your target is national examination)

INTERVIEWER: Okay. Meisya?

(MEISYA): It's definitely not enough, especially for twelfth grade. SMAN 2 is going to hold a TOEFL test. But the materials we learn for UN and TOEFL is really different, so two hours is not enough. **(Alloted Time for English subject is not enough)**

INTERVIEWER: Okay, so now let's talk about your assessment in class; English assesment. What do you usually assessed with? Is it with paper test, exams, or maybe projet-based assignment like the news project that you mentioned, or anything else? For English.

(MEISYA): I think it balances each other. So sometimes we come forward and then we might do a test, so we have balanced English skills. **(english assessment)**

INTERVIEWER: Oh, okay. Do you have any daily assessments here? Like, when you're active in class you get points from the teachers.

(DAFA): In English, no. We used to have it then... but in other subjects.

INTERVIEWER: Oh, other subjects. But not in English?

(DAFA): No, never.

INTERVIEWER: No daily assessments what-so-ever.

(TIO): I have (daily assessment). We had a project to presentate about the identification [12:21] of living creature. Whoever asks a question gets bonus score, like a plus for our grades. So, we do have the daily thing. (daily assessment)

INTERVIEWER: Oh, so you have daily assessment. But you usually use it... usually for exams, or project base, or...

(DAFA): It's balanced.

(TIO): Well, yes.

(DAFA): So, say the chapter is about anything, there will probably be...

INTERVIEWER: Paper test?

(DAFA): Yes, we'll have a speaking assignment; be it presentation or short movie or just speaking in front of the class. We'll have those, and it balances. In the end, of course, there will be paper test. (daily assessment)

(TIO): Yeah, same.

INTERVIEWER: Are you happy with those kind of assessments? Is it enough to assess your English skills? With paper test, and then... or maybe you prefer other kind of assessments? To rate your English skills.

IE 3 (TIO): In my opinion, I'd prefer the assessment not to be paper-based, because English's purpose is communicative. So, we can rate someone based on the communication. (student voice on assessment) In paper-based tests, our grades are usually determinded by our physical condition, like maybe we were sick or something, then our grades may drop. So even though our skills should be assessed, paper-based tests can be influenced by many factors. (paper-based test do not reflect student's skill) So, we should have assessed it from our daily progress. Not... English is about communication, it's not like math that has to be graded through paper-based test

INTERVIEWER: Meisya?

(MEISYA): I prefer it to be balanced. Why? Because everyone has different skills, not everyone who's good in English can communicate nicely, and not everyone who communicates nicely can do well in tests. So, it's better if it's balanced. So, not heavy on one end, so the teacher won't be, "Oh, he/she seems good" in terms of speaking skills, but then when doing a paper-based test, perhaps the student may not understand anything. So, it has to be balanced. (Balanced assessment)

INTERVIEWER: What are your challenges in learning English?

(MEISYA): Well... not everyone in high school comes from the same background, so not everyone who comes here is a master in English; there has to be someone who is lacking. The challenge is when we speak, say a master speaks, they may speak a bit faster than most. Or if they are already very fluent, they may think they're doing what they usually do, but other people who hear it will be like, "Huh? What are they saying?", like that. Then sometimes we have students who are not confident or won't even speak at all. Then we also have those who can't actually speak but they do anyway so they became a laughing stock. (student challenge in learning English : being bullied for not speaking English fluently)

INTERVIEWER: Dafa? Your personal challenges?

(DAFA): How do you put it... Well maybe when... maybe it's from my friends' attitudes, like when... I'm the type of person that when I speak wrong people usually laugh at me. Sometimes, it gets me down. Because of that, sometimes we learn English. Or maybe when we're told to make a text or something, or to do presentations, sometimes people call us as a show-off, like we're showing off our skills. So yeah, it's usually the attitudes from my friends. ((student challenge in learning English : being bullied for speaking English fluently)

INTERVIEWER: How do you overcome it? Maybe you have tips and tricks.

(DAFA): Well, in order to... so, I do make (texts/presentations) longer than my friends... compared to my friends, my work is longer. But I also help my friends along the process so they don't mock me (how to overcome the challenges for student)

INTERVIEWER: So, they don't bully you... [laughs]

(DAFA): Yes, so I don't get called a show-off.

(TIO): Yes, in class, every students has different skills. Sometimes, that's the problem. So, when we're about to perform or even if we do want to put our best, sometimes we don't feel like it's inappropriate to do so in front of our friends. Sometimes people don't understand, then sometimes many judges us for doing so. Like that. So, we need to kind of have the same level of skill. And then... sometimes there are students who are too shy to speak up in the learning process, so those who do speak up are usually the kids with great set of English skills. So it feels like they just don't improve or... they can't improve if they keep being shy. (student challenges)

INTERVIEWER: Okay. Now, with the 2013 curriculum, do you feel like you are motivated to study English? Tio.

(TIO): For me, this 2013 curriculum which is student-centered is really motivating. Why? Because it forces me to have English skills, to... no matter what, not only in school. So, at home, I read a lot of news on paper or online in English. So at least it motivates me that by slowly learning English, *InshaAllah* I'll be more fluent or better. (student motivation in the 2013 Curriculum)

INTERVIEWER: Dafa?

(DAFA): Yeah, maybe it's kind of the same with Tio. Ever since the 2013 curriculum, we are expected to be able to speak or learn English, and because it's student-centered, not everything depends on the teacher. So we need to be able to speak English by ourselves. Personally, I think eversince I started high school I have... what was the question? (student motivation in the 2013 Curriculum)

INTERVIEWER: Have been motivated.

(DAFA): Yes, I feel motivated. Ever since high school, my motivation to learn English is higher. Because ever since I started high school, I have always wanted to be a diplomat. So I need to be motivated. In high school, since the first year, we use the 2013 curriculum. (student motivation in the 2013 Curriculum)

INTERVIEWER: Now, overall, do you like the 2013 curriculum? From the

approach that teachers use in class, to the assessment, and maybe from the textbooks. What do you think? Meisya?

(MEISYA): Well... it's 50:50, there's stuff I like and stuff I don't. Because sometimes when we are expected to do everything by ourselves... say there's a day where every subjects meet, and there's similar assignments, sometimes it's like, "Oh, what a burden it is". Moreover when it's all about doing presentations, or we need to present a project, not to mention when there's multiple groups and the groups are random; it's just confusing. Like, "Which one should I do flnterviewerst?" So there's the good stuff, but there's also the bad.

INTERVIEWER: Oh, okay. Dafa, anything to add?

(DAFA): For me, personally, it's pretty much the same. There's a happy part, but there's also a less-happy one. For the happy part, 2013 curriculum does a lot of presentations and students are expected to speak more, so overall, it improves my speaking ability. It's really different than when I was in middle school, when there was no 2013 curriculum. Back then, even speaking in front of the class gets me nervous, let alone speaking in public. I sometimes ot nervous, like I was about to forgot what to speak. But ever since the 2013 curriculum came into place, with a lot of presentations, I get to improve my speaking skill. (the 2013 Curriculum improves speaking skill) But sometimes, the bad part, sometimes there are teachers who don't quite understand yet... like... they had just arrived—they haven't explained anything or what—then, all of a sudden, they tell us to fill a worksheet. They suddenly give assignments. So, it's just not great. It's difficult when you haven't studied anything but the teachers asked you to solve some problems. (teacher's lack of explaining and assisting students)

INTERVIEWER: Oh, okay. Tio?

(TIO): Yes, well, I think with the 2013 curriculum, in the language study aspect, I prefer 2013 curriculum. Why? Because the implementation is towards your surrounding to your friends, so it's more fun. (student like the 2013 Curriculum) English assignments are not like other exact subject (science, math). So, at least I'm having fun, when I study, I'm having fun. And then, the communication... well, personally I prefer studying through communicating when learning language. So, it

helps.

INTERVIEWER: Do you think a curriculum change is needed? From students' perspective.

(TIO): Maybe if it's already thought thoroughly by the authorities, then, it should have... maybe it's needed, because... for me as a student, so... at first I don't know what these changes are for, but then after I went through it, the skills I gained from KTSP where I often did problems/questions... the point is, it's more paper-based, right. Now, we learn more about the implementation, so they complete each other. So, maybe the change is needed. **(student perspective : the curriculum change is needed)**

INTERVIEWER: Okay. Dafa?

(TIO): Yes, personally, I think the change is needed, because the proof is I have improved a lot since the 2013 curriculum. For example, as I've said before, in terms of speaking skill. Now, maybe they just need to socialize it more, the implementation itself. Because in other school, in my friend's, they used the 2013 curriculum but now they're back to KTSP. **(student perspective : the curriculum change is needed)**

(MEISYA): I think... from what I see, right now, neither the students nor the teacher are ready for this curriculum. So, in my opinion we shouldn't have used it yet, **(student perspective : curriculum change is not needed)** especially when we know that not all students are the same. Maybe it's because we're in High School, then we have more curiosity, and ego and stuff like that. I think KTSP is better for elementary school students, because it teaches them to speak. So, as they grow up, they learn to express the Interviewer opinion. Elementary school students sometimes get down or sad just because they were made fun of. Maybe the 2013 curriculum is better suited for them, so they learn to be brave in speaking even though someone made fun of them...

INTERVIEWER: Okay, last question. If you could give an advice to the government, because the curriculum is revised annually... if you could give an advice to the government, what would you change? To be revised in the following year. Meisya?

(MEISYA): I think for English it's good enough. But for UN, don't make it all about reading. It's as if our previous materials that we have studied are waste of time. We've studied them, but then it turns out what actually comes up in the exam is just definition or synonyms of words. So, don't make UN all about reading. It's better if it's actually the materials we've studied for the past three years. (student recommendation for the government)

INTERVIEWER: Dafa?

(DAFA): Same, maybe the UN problem, too. Our UN grade for English doesn't represent our skill at all. Because it's all text and reading. Reading is about how thorough we are, and maybe the time or our physical condition when we do the exams. Maybe we should reduce the texts, because half of UN's questions are texts and reading. Maybe when we ask native speakers to do the reading questions, they may not get high scores. (student recommendation for the government)

INTERVIEWER: Tio, if you could, what would you like to change from the 2013 curriculum?

(TIO): For English itself... I think the 2013 curriculum and UN is different, why? In the 2013 curriculum, we often do speaking practices, while UN is a written test, right? And then, in the three years I've learnt in high school, I feel like the materials are the same. So, it's like we're repeating the same materials over and over. But in UN, like said before, what comes up is different than what we've been learning. It's like the UN for middle school when we did the simulation. So, the subjects in the 2013 curriculum is not well implemented in UN. (student recommendation for the government)

INTERVIEWER: Okay, thank you for your time.

* * *

Appendix 15: The list of themes and sub-themes

Research questions	Themes	Sub-themes
1	Objective of 2013 Curriculum	
	Content of the 2013 Curriculum	
	Learning material	Internet Multimedia Reference book Student module Syllabus Textbook provided by MOEC

	New assessment system	Assessment is complicated Coping with assessment How students are assessed Limited time New assessment is objective in evaluating students
	Teaching and learning process	Communicative competence Students response on ELT Teaching method
2	Reasons of change	Better education output Contextual learning Effectiveness in learning Student-centered Student characteristics
	Necessity of change	No need for change just revise Curriculum change is needed
	Perspective on the early years of implementation	
	Teacher role in curriculum	Teacher as facilitator Teacher who doesn't want to change Teacher who are willing to change but having misperception
	Impact on teachers	Positive and negative impact
	Impact on students	Improving communicative competence Improving English skill Feeling motivated Reflective teaching
	Mixed feeling toward the change	Affective issue
3	Challenges in implementation	Large class size
		Time reduction Class management Teaching method Detailed assessment Students' Bullying Peer teaching Students' motivation Different student capabilities English as medium of instruction Lack of school facilities
	Coping strategies	Principals' view Teachers's view Students' view

	Perceived support	Government support School support
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Appendix 16

Sample of Nvivo Coding

List of interview topics

The screenshot displays the Nvivo 12 Plus interface. The main window shows a list of interview topics under the heading "Interview Topics". The list includes columns for Name, Files, References, Created On, Created By, Modified On, and Modified By. The topics listed are:

Name	Files	References	Created On	Created By	Modified On	Modified By
Affective issue		3	09/05/2017 21:08	DN	12/05/2017 17:32	DN
Assessment		4	09/05/2017 19:16	DN	12/05/2017 17:28	DN
Challenges of implementation (2)		5	08/05/2017 21:17	DN	12/05/2017 17:33	DN
Coping strategy		3	09/05/2017 17:49	DN	10/05/2017 20:46	DN
Hasil Ujian Nasional		2	08/05/2017 21:45	DN	08/05/2017 21:46	DN
Impact of NEC		1	10/05/2017 21:00	DN	08/06/2017 16:57	DN
Materials		4	10/05/2017 16:34	DN	12/05/2017 17:29	DN
Necessity of the change		3	08/05/2017 19:07	DN	08/05/2017 21:00	DN
Pedagogical implication of the NEC		3	08/05/2017 19:43	DN	08/05/2017 21:52	DN
Perceived support		2	08/05/2017 19:43	DN	08/05/2017 21:36	DN
Perspective on the early years of implementation		2	09/05/2017 21:03	DN	09/05/2017 21:04	DN
Reasons of change		1	12/05/2017 22:21	DN	12/05/2017 22:21	DN
Self development activities		1	09/05/2017 21:50	DN	09/05/2017 21:50	DN
Student recommendation on NEC		1	09/05/2017 21:57	DN	09/05/2017 21:57	DN
Teacher and students' role in NEC		2	09/05/2017 19:01	DN	09/05/2017 19:02	DN
Teacher concern on NEC		1	09/05/2017 21:58	DN	09/05/2017 21:58	DN
Teacher recommendation		1	09/05/2017 21:58	DN	09/05/2017 21:58	DN
Teaching and Learning Process		2	10/05/2017 20:37	DN	10/05/2017 20:38	DN
Teaching method		3	09/05/2017 21:55	DN	12/05/2017 17:31	DN
Time reduction in English subject		4	08/05/2017 19:42	DN	12/05/2017 17:16	DN

List of themes and sub-themes

cur change-16 juni (NVivo 12).nvp - NVivo 12 Plus

File Home Import Create Explore Share

Paste Copy Merge Clipboard Properties Open Memo Link Item Add To Set Create As Code Create As Cases Query Visualize Code Auto Code Range Code Uncode Case Classification File Classification Detail View Sort By Undock Navigation View List View Find Workspace

Quick Access

- Data
 - Files
 - Interviews
 - English Teachers
 - Focus group-stu
 - School Principals
 - Lesson Observation
 - Survey
 - File Classifications
 - Externals
 - Codes
 - Nodes
 - Interview Topics
 - Literature codes
 - Thematic codes
 - Sentiment
 - Relationships
 - Relationship Types
 - Cases
 - Notes

Thematic codes

Name	Files	References	Created On	Created By	Modified On	Modified By
Affective issue	0	0	06/06/2017 17:27	DN	06/06/2017 17:27	DN
Assessment	0	0	22/05/2017 21:25	DN	22/05/2017 21:25	DN
Challenges in implementation	0	0	06/06/2017 17:52	DN	06/06/2017 17:52	DN
content of the NEC	1	1	15/06/2017 18:22	DN	15/06/2017 18:22	DN
coping strategy	0	0	08/06/2017 15:04	DN	08/06/2017 15:04	DN
Impact of NEC on students	3	13	08/06/2017 15:48	DN	08/06/2017 15:48	DN
Material	1	1	23/05/2017 17:09	DN	23/05/2017 17:09	DN
National examination result	1	1	19/05/2017 18:28	DN	19/05/2017 18:28	DN
NEC impact on teacher professional development	1	8	08/06/2017 18:12	DN	08/06/2017 20:37	DN
Necessity of change	0	0	19/05/2017 17:35	DN	19/05/2017 17:35	DN
objective of NEC	1	1	15/06/2017 18:20	DN	15/06/2017 18:21	DN
Perceived support	0	0	05/06/2017 17:05	DN	05/06/2017 17:05	DN
Perspective on early years of implementation	1	1	06/06/2017 17:25	DN	06/06/2017 17:25	DN
Reasons of change	1	14	19/05/2017 17:22	DN	19/05/2017 17:22	DN
Student recommendation on NEC	2	14	13/06/2017 17:29	DN	13/06/2017 17:29	DN
Teacher recommendation	1	15	13/06/2017 17:14	DN	13/06/2017 17:14	DN
Teacher roles in implementing curriculum	0	0	08/06/2017 21:08	DN	08/06/2017 21:08	DN
Teaching and learning process	4	7	25/05/2017 19:18	DN	25/05/2017 19:18	DN
Too many subjects for students	1	1	19/05/2017 18:03	DN	19/05/2017 18:04	DN

DN 122 Items

ENG 22:07 INTL 15/07/2019

cur change-16 juni (NVivo 12).nvp - NVivo 12 Plus

File Home Import Create Explore Share

Paste Copy Merge Clipboard Properties Open Memo Link Item Add To Set Create As Code Create As Cases Query Visualize Code Auto Code Range Code Uncode Case Classification File Classification Detail View Sort By Undock Navigation View List View Find Workspace

Quick Access

- Data
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 - Codes
 - Nodes
 - Interview Topics
 - Literature codes
 - Thematic codes
 - Sentiment
 - Relationships
 - Relationship Types
 - Cases
 - Notes

Thematic codes

Name	Files	References	Created On	Created By	Modified On	Modified By
Time reduction for English subject	5	33	19/05/2017 15:31	DN	07/06/2017 18:47	DN
too detail teacher administration (lesson plan)	3	6	06/06/2017 18:12	DN	07/06/2017 18:46	DN
too many assignment for student so they come home late	2	2	07/06/2017 16:04	DN	08/06/2017 17:55	DN
vocabularies and grammar	3	11	07/06/2017 16:03	DN	07/06/2017 18:45	DN
content of the NEC	1	1	15/06/2017 18:22	DN	15/06/2017 18:22	DN
coping strategy	0	0	08/06/2017 15:04	DN	08/06/2017 15:04	DN
principal view	0	0	08/06/2017 15:21	DN	08/06/2017 15:21	DN
8 SNP	1	3	08/06/2017 15:46	DN	08/06/2017 15:47	DN
IHT	1	2	08/06/2017 15:45	DN	08/06/2017 15:47	DN
student view	1	1	08/06/2017 15:21	DN	08/06/2017 15:45	DN
teacher view	1	9	08/06/2017 15:20	DN	08/06/2017 15:20	DN
Impact of NEC on students	3	13	08/06/2017 15:48	DN	08/06/2017 15:48	DN
Building students character	1	1	08/06/2017 16:20	DN	08/06/2017 16:46	DN
improving communicative competence	2	5	08/06/2017 16:47	DN	08/06/2017 17:39	DN
improving english skill	2	3	08/06/2017 16:48	DN	08/06/2017 17:38	DN
motivated students	1	3	08/06/2017 17:09	DN	08/06/2017 17:10	DN
Reflective teaching	1	1	08/06/2017 16:43	DN	08/06/2017 16:46	DN
Material	1	1	23/05/2017 17:09	DN	23/05/2017 17:09	DN
Internet	2	7	23/05/2017 17:11	DN	23/05/2017 17:48	DN

DN 122 Items

ENG 22:37 INTL 15/07/2019

