What benefits that students can take? Portraying the implementation of EFL curriculum in Indonesia through phenomenological lens

Urip Sulistiyo, *Universitas Jambi,* Indonesia*, urip.sulistiyo@unja.ac.id* ORCID: 0000-0002-3270-1261
Mariza Juwita, *Universitas Jambi*, Indonesia*, juwitamariza@gmail.com* ORCID: 0000-0002-4323-3301
Hadiyanto, *Universitas Jambi,* Indonesia*, hadiyanto@unja.ac.id* ORCID: 0000-0003-4697-9544
Prastiwi Sri Agustina, *LIA Jambi,* Indonesia*, prastiwis.agustina@gmail.com* ORCID: 0000-0002-3304-1533
Syofranita Astini, *Universitas Jambi,* Indonesia*,syofranitaa@gmail.com* ORCID: 0000-0002-3996-6676
Kaspul Anwar, *STAI Ahsanta Jambi/Center for Publication, Universitas Jambi,* Indonesia*, kaspulanwar.as@gmail.com*
ORCID: 0000-0002-5870-4647
Mujiono Wiryotinoyo, *Universitas Jambi,* Indonesia*, wiryotinoyomujiyono@gmail.com* ORCID :0000-0001-6700-1882

Abstract. In response to the latest curriculum implementation in Indonesia, this research examines the implementation of EFL (English as a Foreign Language) 2013 curriculum through a phenomenological lens. It draws the data from interviews with two experienced English teachers teaching in two pioneer schools that have implemented the 2013 curriculum since 2014 in Jambi city, Sumatera, Indonesia. The findings of this research show that there are two major benefits that students can take from the implementation of the 2013 curriculum. First, it is promoting independent learning. Through the implementation of the 2013 curriculum, students become active constructors for new knowledge in which the learning activities are planned and facilitated by the teachers. Second, the implementation of the 2013 curriculum stimulates students to be creative learners. Students may be able to do their works or projects better than the teachers expect. The findings suggest that EFL teachers need to improve their ability to design classroom activities that allow students to be active and creative learners. The teachers need to be able to create a good atmosphere and think a step ahead from the students to make a good classroom engagement and to trigger students' independent learning and creativity for the lesson facilitated by the teachers.

Keywords: Active learners, creative learners, integrated language skills, phenomenological lens

INTRODUCTION

Since 2014, the Indonesian government has mandated the implementation of the 2013 curriculum in schools from elementary schools to senior high schools level. According to the Ministry of National Education (MoNE) (2013), there were some weaknesses found in the previous curriculum. Students learned a number of subjects and learning materials that were beyond the level of students' cognitive development. In terms of outcome competencies, the curriculum was not fully based on competencies that fit with national education purposes. Some competencies needed by students were not accommodated in the previous curriculum (say, e.g. students' character building).

Moreover, the standard of the learning process in the competency-based curriculum (previous curriculum) is still teacher-oriented. Thus, the government took a step to develop the new curriculum, namely the 2013 curriculum. A number of views also trigger this changing. The first view is related to future world challenges. The previous curriculum is no longer appropriate with nowadays circumstances. The change is hoped to create potential benefits for all students in Indonesia to get a better education. Another view is related to a negative phenomenon occurring among students. The previous curriculum is considered failed to educate the Indonesian students' character. Thus, the 2013 curriculum also emphasizes to character aspect.

During two years of the implementation, the 2013 curriculum become the emergent issue in Indonesia. Many researchers and practitioners conducted studies on the issue focusing on different areas of the curriculum. It aims at giving some recommendations to the government for the betterment of the curriculum. Related to the concept of the 2013 curriculum, Shafa (2014) explains that the philosophy of the 2013 curriculum is linear to the principal of constructivism theory in which the knowledge is constructed meaningfully by learners (Jadallah as cited in Sulfasyah, 2013). Tantra (2014) examines the shifting paradigm in the 2013 curriculum, which has changed from 'students know because they are taught by a teacher' to 'students have the curiosity to get knowledge by themselves.' In term of implementation, Ahmad (2014) reveals the obstacles faced by the schools and teachers since the implementation of the 2013 curriculum. He found that teachers, as the implementer of the 2013 curriculum, are not maximally ready to implement it. Class size, learning, and teaching facilities, ill-timed of in-service training, become the other problems of the 2013 curriculum implementation. Another obstacle is related to material resources. The book that is specially developed for 2013 curriculum implementation was not available for both teachers and students (Sarosa, 2014; Rumahlatu et al., 2016). In teaching and learning process, Zaim (2016) found that teachers have difficulties in applying a scientific approach. The scientific approach is the standard of the learning process in the 2013 curriculum that allows teachers to apply each of the steps consisting of observing, questioning, experimenting, associating, and communicating. The problem is found mostly in the observing and questioning stage. It is difficult for a teacher to ask students to think critically, analytically, and comprehensively (observing). Besides, students are also hard to create questions in English due to lack of vocabulary mastery (questioning). In term of evaluation, Bentri, Hidayati, and Rahmi (2015) conclude that the teachers still have problems with self-assessment and peer-assessment. In implementing authentic assessment, the teachers have done a good level of performance in terms of assessing students' cognitive aspects.

Meanwhile, there is a problem when the teachers have to assess psychomotor aspect. Rukmini and Saputri (2017) found that the process of implementing authentic assessment in a state junior high school in Indonesia did not run effectively. It is complex and consumes much time to do it. They become much more focusing on assessing instead of teaching. A number of the results from the previous research share similar results in several cases of this preliminary research. Based on the interviews conducted to several teachers in the school chosen for the research, most of the teachers conveyed that they have difficulties in applying steps in the scientific approach and authentic assessment, which are mandated in the 2013 curriculum.

A number of studies have been conducted to reveal the problems found during the implementation of the 2013 curriculum (see, e.g. Ahmad, 2014; Sundayana, 2015; Kusumastuti, Sudiyanto, & Octoria, 2016; Rumahlatu, Huliselan, & Takaria, 2016; Atmarizon, 2016). However, little empirical research has been undertaken to see the benefits of the implementation of the 2013 curriculum. This phenomenological study was conducted to find out what benefits that students can take from the implementation of the EFL 2013 curriculum in Indonesian schools. To achieve the purpose of this study, the main guiding research question for this study was: what are the benefits that students can take from the implementation of the EFL 2013 curriculum in Indonesian schools based on the teachers' experiences and perspectives?

LITERATURE REVIEW

EFL teaching in Indonesia

English has an important status as the first foreign language learned in Indonesia from elementary school to university level (Jazadi, 2000; Dardjowidjojo, 2000; MoNE, 2013). The previous curriculum, known as School-Based Curriculum (SBC) emphasized on competency. The approach used in EFL teaching using SBC, known as the genre-based approach, meet several problems. Tantra (2014) argues that teachers do not have sufficient understanding of the approach that causes the implementation does not run effectively. Ideally, the teachers need to be informed about the recent approaches and methods of instruction so they can make use of

the curriculum more effectively (Orhan & Bülent, 2015). The approach is suitable to be applied to students who use English as a first or second language.

On the other hand, in Indonesia, English is taught as a foreign language. So, the approach might not be suitable for the Indonesia context. Also, the approach is appropriate to improve writing skills than other skills (Tantra, 2014). It contrasts with the purpose of EFL teaching that demands students to master both spoken and written expression in a social context.

Now, English subject has been the first formal experience for Junior High School students in Indonesia since English has been omitted from elementary school level (.Sulistiyo, Haryanto, Widodo and Elyas, 2019). At least there are eight aspects of change in EFL teaching since the implementation of the 2013 curriculum. Besides the changes in the standard content, the Ministry of Education and Culture (MoEC) made some other several changes in teaching English using the 2013 curriculum. They include: (1) deleting English subject from elementary school level, (2) reduction of teaching hours at senior high school, (3) reduction of contents of teaching materials (types of texts and speech acts), (5) limitation of topics of discussion, (6) explicit addition of grammar points, (7) integration of language skills, and (8) reduction of teachers' duties in material and curriculum development (Putra, 2014).

In the 2013 curriculum, the learning process is done by a scientific standard that is known as a scientific approach. The scientific approach, or In Indonesia, it is called as 5M includes (1) *Mengamati* (observing), (2) *Menanyakan* (questioning), (3) *Mengumpulkan Informasi* (exploring and experimenting), (4) *Menalar* (associating and analyzing), and (5) *Mengkomunikasikan* (communicating). Even there is no successful supporting research found which focuses on teaching English by using scientific approach (Sarosa, 2014; Nur and Madkur, 2014; Wahyudin, 2015), it is claimed that the approach will allow the teacher to design meaningful classroom activity that actively engages students in the process. Tantra (2014) stated that through these steps, it is expected that students will have the ability to discover, cultivate, construct, and utilize knowledge actively. In line with this view, learning should respect the opportunity given to students to construct knowledge in cognitive processes. Furthermore, in order to truly understand and apply the knowledge, learners should be encouraged to work individually or team to solve problems, to discover things by themselves, and to work in order to realize their ideas. This is in line with Sundaya (2015), who stated that an integrated and active learning process becomes the concern of the 2013 curriculum implementation to help learners in enhancing skills, including thinking skills, knowledge, attitudes, and also behavior.

The implementation of the 2013 curriculum for EFL teaching

There are several changes in English language teaching in Indonesia using the 2013 curriculum, which compares to the previous curriculum, namely KTSP (Content-based curriculum). One of the key aspects of EFL teaching using the 2013 curriculum is the integration of four English skills in the teaching and learning process. Integrating language skills is one of the key standards in the learning process in which allows teachers to provide activity by integrating the skills of English (listening, speaking, reading, and writing) to enhance students' proficiency in English. Putra (2014) states that English Language Teaching (ELT) in the 2013 curriculum allowing the demand of competencies that enable teachers to cover four integrated skills in the EFL classroom.

Furthermore, he conveys that the focus of the 2013 curriculum is primarily on enabling students to produce both oral and written discourse. Language (oral and written) has a function to serve authentic purposes by facilitating meaningful communication (Su, 2007). It is in line with the philosophy of the integrated-skills approach. The philosophy of integrated-skills instruction is based on the concept of natural communication that oral and written languages are not kept separate and isolated from one another (Su, 2007). Instead, they often occur together, integrated into an event (Akar & Baturay, 2007).

Harmer in Oxford (2001) states that students use integrated-skills when they learn a language. Indeed, the four English skills are integrated and inseparable elements of language. Su (2007) conveyed that if we want our language learning classes to come as close as possible to

real-life communicative situations, then we have to organize activities that allow students to use all the language skills. This argument could be said that in the sense of communicative competence cannot be achieved through a focus on only one language skill, but it can be attained via integrating the four language skills of listening, speaking, reading, and writing. This is the concept of the 2013 curriculum implementation.

In the case of the 2013 curriculum, very limited literature explicitly explains how language skills are integrated during the teaching and learning process. In the decree of Minister of Education and Culture No. 65 the Year 2013, it is stated that "skill is acquired through activities involving observing, questioning, trying, reasoning, presenting, and creating" (Estuarso, 2015). Zaim (2017) stated that every student had the opportunity to speak, listen, read, and write in English related to the learning materials discussed by using steps in the scientific approach. Thus, it is quite fair to say that teaching English skills in an integrated way should follow the steps of the scientific approach as a standard of the learning process in the 2013 curriculum (Wahyudin, 2015; Zaim, 2017).

It is claimed that the scientific approach facilitated students to use the four language skills in an integrated way (Zaim, 2017). Furthermore, the students can actively communicate with other students in each stage, such as observing, questioning, experimenting, associating, and communicating. However, it is still questioning whether SA can replace all, i.e. strategies, methods, techniques, and approaches in ELT especially to integrate language skills in the teaching and learning process. Wahyudin (2015) defined the scientific method is a concept consisted of several steps that intended to examine current phenomena in the field of science by acquiring new knowledge or correcting and integrating previous knowledge. It has never been used in the teaching of the second or foreign language. Thus, it is relatively new, and Indonesia seems to be the only one to implement a scientific approach to ELT (Estuarso, 2015).

Especially in teaching language, Sarosa (2014) states that there is no successful supporting research that focuses on teaching English by using a scientific approach. In line with Richard in Nur and Madkur (2014), who conveys that there has not been yet a method called scientific approach in language learning. Many practitioners critiqued the use of a scientific approach to ELT in language teaching. "It is questioned the practicality and the effectiveness of the scientific method to serve the nature and the purpose of language learning and teaching" (Wahyudin, 2015).

It is true, in some cases such as comprehending the given information, expressing and deliberating some questions, collecting and noting piece of information and presenting their ideas to the peers, scientific approach shared several similar characteristics with other language learning method (say, e.g. problem-based learning, project-based learning, and inquiry learning, and integrated language learning) (Wahyudin, 2015). Besides, the goal of implementing SA is believed to promote students' self-discovery (Estuarso, 2015). The idea of self-discovery is not odd in ELT. Estuarso clearly explained that Self-discovery require students to master the skill or knowledge that they discover. He added that the doubt is on whether SA helps students to self-discover knowledge and skills.

To conclude, the integration of language skills is done by using steps in the scientific approach that consists of observing, questioning, experimenting, associating, and communicating. It is proposed to English teachers to fully adapt, accommodate, and adapt the steps to make sure that the language learning classroom runs well. The teacher may have their evaluation of their English class. If a teacher is sure about SA that can help accomplish language learning, a teacher can adopt every single stage in the scientific approach. However, if a teacher thinks that SA serves as a greater umbrella for other available ELT methods, let teacher compromise and accommodate. On the other hand, if a teacher concludes from teacher's reflection that SA alone contribute very little to the completion of language learning, if a teacher believes that SA as just one of strategies that the principles are applicable in language learning, he will find ways to innovate out of other approaches in language teaching (Estuarso, 2015). For Instance, EFL teachers may free to decide what they will do in language learning classrooms (to fully adopt SA or adapted SA), in this case, is to integrate language skills during the teaching and learning process.

Roles of teachers and students in EFL context

In teaching language skills integration, the approach used by teachers is student-centered since students have to be active learners in constructing knowledge. The role of teachers in the conventional or traditional approaches is teacher-centered since she/he is the only active subject in the classroom while students are the passive receiver of information (Oxford, 2001). Thus, in implementing the 2013 curriculum, the role of the teacher is facilitating, guiding, and designing opportunities cooperation among the students (Tajzad & Namagi, 2014). Ellis (2009) conveys that teachers could be able to create learning atmosphere that allows learners to be involved in a meaningful situation.

According to Nagash (2008), English language teachers should play their crucial roles in helping students deal with the skills integration process. They should be able to organize learners into different groups and pairs, monitor students' involvement in learning process, participate in student group/pair discussion, if it is necessary, and so forth. English language teachers are also responsible for planning, implementing, and evaluating appropriate lesson(s), which reflect(s) integrated-skills teaching. They are also responsible for developing teaching material(s) for integrated-skills teaching purposes if it is necessary (Oxford, 2001). Teachers also have to be able to design the appropriate teaching strategies that promote language skills integration that allow students to perform in multiple skills (Nagash, 2008).

Teachers' and students' roles in integrated skills teaching complete each other. Nagash (2008) states that in integrated-skills teaching, students should actively negotiate and communicate in group/pair work. They should contribute their thought, experiences, and feelings in pair/group discussions. Students are also expected to: (a) ask questions and answer questions, (b) show interest and effort, and (c) use different learning strategies and learning styles. Besides, students should take responsibility to do self-learning, and they also should be motivated (Nagash, 2008).

Therefore, the 2013 curriculum allows English teachers to integrate four English language skills in language teaching and learning compared to the previous curriculum that only concern one receptive skill. Both teachers and students have a crucial role to make language learning classroom successful.

METHOD

Research Design

The study is based on the qualitative research design and the phenomenological approach. In the study, semi-structured interviews with two female English teachers were conducted. Each of the interviews took about one hour and was audio-recorded and transcribed. The main idea of phenomenological research is the study of lived experiences of individuals on a concept or phenomenon (Creswell, 2007; Englander, 2012; Hatch, 2012). It allowed to provide a holistic understanding of participants' experiences in teaching English with the recent curriculum.

Setting and Participants

To obtain the interview data, researchers firstly sought access to the research site. It was first obtained from the local Ministry of Education of Jambi city, Indonesia which has the authority to allow the researchers to collect the data officially. Then, the researchers came to the principals of the schools chosen to gain permission. There were two English teachers from two pioneer schools that have implemented the 2013 curriculum selected to be participants in the study. Then semi-structured interviews were conducted from May to June 2016 with two female English teachers whose names were pseudonyms. To identify them, the participants are coded as T1 (Teacher 1) and T2 (Teacher 2).

Data Collection Procedure and Analysis

The researchers used the interview protocol to guide the interview process. The questions in the protocol were developed to answer the issues being researched regarding the

implementation of the EFL 2013 curriculum. In the interview process, researchers conducted two stages of interviewing, namely preparation of the interview and real interview. In the preparation stage, the researchers explained the purpose of the research and a brief overview of the ideas and design of the study. They were also told that the investigation and the result, later on, will not be used to judge their performance. The interviews were conducted twice to triangulate the data as Cohen, Manion, & Morrison (2002) point out that to get the trustworthiness of the data in qualitative research, the researcher needs to do triangulation. In the study, the researchers employed time triangulation, where the interviews were conducted at different points in the time sequence. The Indonesian language was used in the interview session. The participants conveyed that they would feel free to express their experience through Indonesian rather than in English. Thus, it would avoid misunderstanding and discussion would become deeper.

After interviewing, the interview data were transcribed manually by the researchers. The transcription was initially done by listening to the interview recording. Then, it was transferred to texts. After transcribing the interviews, the Indonesian texts of the transcription were translated into English by the researchers. To analyze the data, steps proposed by Creswell (2009) were utilized. The interview transcripts are read repeatedly to understand the texts comprehensively. Some emerging themes were obtained, then organized into a smaller number of sub-themes. This step is also known as data reduction. The interpretation of the data was concluded from the comparison of the findings with the literature or theories related to the phenomenon being studied.

Ethical Principles

The participation was voluntary, and the participants were entitled to withdraw at any stage of the study. The participants had signed the consent forms before they were interviewed. The data from the participants were kept confidential, and the research site and place were also pseudonyms.

FINDINGS AND DISCUSSION

The findings from the interviews with the teacher participants are presented into two emergent themes. The first theme was relating to the implementation of the 2013 curriculum for promoting independent learners. The second theme discussed the implementation of the 2013 curriculum that is encouraging students to be creative learners.

Promoting independent learners

The teacher participants who participated in the study perceived that the EFL 2013 curriculum allows students to be independent learners who actively construct the knowledge. Their comments describing this theme "becoming independent learners" are shown as follows.

> "2013 curriculum allows the students to be independent. They try to be independent learners. When students are working in a group, for example, they seek (for the knowledge) on their own". **[Teacher 1 – Interview 1]**

It is in line with T2's statement that:

> "In the competency-based curriculum, students are provided with the knowledge given by the teachers. Teachers explain (learning materials), and then students just received it. The 2013 curriculum, therefore, requires students to seek (for knowledge). The teacher facilitates students to gain knowledge by giving them general instructions of what they are going to learn". **[Teacher 2 – Interview 1]**

Also, T1 in her second interview revealed:

"Indeed, the 2013 curriculum requires students to be independent learners. They learn English autonomously in which the teachers as a facilitator of the learning" **[Teacher 1 – Interview 2]**

Different from the previous curriculum, the 2013 curriculum is not merely feeding the students with what teachers know. Allowing them to be independent learners leads to their readiness to think critically on problems, which is as an essential skill gained by the students. Independent learning is designed for instructing students to discover knowledge for themselves and implement it on the various possible contexts (Broad, 2006). Independent learning leads the students, as individuals, to be responsible for their decision making after analyzing the problem, which then reflects their work, defines a decision, and acts purposefully (Kopzhassarova, Akbayeva, Eskazinova, Belgibayeva, and Tazkiheyeva, 2016). Further, due to the rapid social change, being responsible for their lives requires the students to grasp on a life-long basis, which enables them to face the dynamic demands on work, family, as well as on society (Kopzhassarova et al, 2016).

Encouraging students to be independent learners demands the teachers to provide the students with sufficient space, services, and resources; hence, they have enough chance to construct the knowledge. The teachers need to be more creative to ensure students' learning takes place. Jackson and Shenton (2010) discovered that independent learners choose the most appropriate place and time for them to access the materials since the sources tend to be accessible with modern features, e.g. Google, on their smartphone, laptop, or computer. Therefore, allowing students to be independent learners does not mean giving teachers a chance to being apathetic. Guidance from the teachers is needed since they call for teacher's confirmation on their constructive result of knowledge. T2 conveyed:

"even so, the explanation from the teacher is also needed. Without the teacher's explanation, they cannot do it. It is impossible…" **[Teacher 2 – Interview 2]**

In this case, teachers' roles as the guides and motivators who encourage students to be engaged in learning English and being independent. Cukurova and Bennett (2017) reveal that providing various instructional strategies is beneficial to build up independent learning for the students. Participants' views on students who actively construct their knowledge are consistent with the essence of the EFL 2013 curriculum. As explained in the literature review, the 2013 curriculum possesses the philosophy that the nature of knowledge is constructed meaningfully by learners (Jadallah, cited in Sulfasyah, 2013). It is in line with the principle of constructivism theory (Shafa, 2014). The concept of constructive is utilized student-centered that promotes active learning and full participation in meaningful activities. Hariana (2015) explained that learners constructed knowledge through actively engage in the process of teaching and learning that is facilitated by the teacher (Hariana, 2015). This is what T2 realized that without her explanation first, there will be no meaningful input for students. It allows the teacher to be a facilitator in the teaching and learning process. The teacher has to be able to give a chance for learners to construct the prior knowledge first, and then, they can continue to construct meaning through reading, listening, speaking, writing, exploration, and experience themselves (Kaufman, 2004).

Additionally, EFL teachers need to have the mindset that the current curriculum has shifted from 'students know because they are taught by a teacher' to 'students have the curiosity to get knowledge by themselves' (Tantra, 2014). Without it, change may be so hard to be achieved. The teachers conveyed about the previous curriculum that students are more passive. On the other hand, the current curriculum expects students to get their role to be the seeker and feel curiosity for what they learned. This must be the concern of teachers to change their teaching paradigm. Teaching English is not being active by her/himself in front of the classroom rather than being the facilitator that allowing students to be active learners.

Encouraging students to be creative learners

Apart from independent learners, the implementation of the 2013 curriculum allows students to be creative learners by following the steps proposed in the scientific approach. This is what Sarosa (2014) pointed out that through observing, questioning, associating, analyzing, and presenting steps, learners may construct the knowledge on their own. Thus, they will be able to act and think creatively. One of the teacher participants in this research (T2) experienced the concept of the 'shift paradigm' embedded by students. She conveyed,

> Sometimes, when I guide the students, they are more creative than me. They can look for something beyond my expectations. That's why I said to them you can find whatever you can present. Importantly, it focuses on the topic for today (report text about the animal) **[Teacher 2—Interview 1].**

She also conveyed a similar response:

> I only stimulate them. I give them some important points for the projects, and they did it. They did more than I expected. That's why I said that sometimes I learn from them. Their ideas are excellent, in which I cannot think of that **[Teacher 2—Interview 2].**

T2 pointed out that students can be creative learners. She proved it when she asked her students to do the assignment or project. Students were able to create innovative ideas that she never thought about before. She guided students to do the assignment and then the students were able to do more. It is in line with Beghettoa & Kaufman (2014), who state that all students have creative potential and express their creativity, whether inside and outside of school context. Sternberg, Grigorenko, and Singer (2004) identified many factors that influence the development of creative potential. Experiences and opportunities that ones have during their lifespan play a major role that allows someone to develop their creativity. If it is bringing to the classroom context, the learning environment becomes the most important factor to support and develop students' creativity. It is in line with Jeffrey and Craft (2010), who identified that the environment plays a pivotal role for students to express and develop their creativity. In the classroom context, for instance, Beghettoa, and Kaufman (2014) recognize classroom environment has major impacts on the students' development of creativity. Thus, teachers should support and provide a creative and enjoyable classroom environment to optimize creative learning for students to learn English.

In the 2013 curriculum implementation, EFL teachers are also demanded to maximize their creativity for designing meaningful activities that stimulates students to learn English enthusiastically. The participants, who embodied this theme, stated:

> That's why to make students not bored. I think of what I should do next. Probably last year, I did not implement it (particular activity), then I try to do it this year. And it is awesome **[Teacher 1—Interview 1].**

From a piece of the interview, the teacher pointed out that the statement of "...make students not bored" is a key to engage students in meaningful activities. It is obtained from the teacher's creativity in designing the activity that is appropriate for her students. She strengthened her creativity by confidently saying:

> "I am creative, and they are also creative. I stimulate them a bit, and they have other great ideas. They can do much better than me. Sometimes I said,: wow, it is amazing" **[Teacher 1 – Interview 2].**

This finding is in line with the purpose of the 2013 curriculum, in which requires learners to be the active seeker of knowledge that is facilitated, monitored, and encouraged by creative and professional teachers. Tajzad & Namagi (2014) acknowledge that the role of the teacher facilitating, guiding, and designing opportunities for students to learn. As a facilitator, the teacher can provide various teaching activities that enhance the students' creativity. Ellis, (2009) conveys that teachers could be able to create a learning atmosphere that allows learners to be involved in a meaningful learning experience.

Related to skills-integrated approach, which is the key standard of learning English in the 2013 curriculum implementation, it is proved that using skills-integrated approach (speaking, writing, listening, and reading skills are learned together at the same time) creates a dynamic and exciting classroom environment by providing students with a meaningful of learning experiences. To maximize teachers creativity, they are recommended to organize students into different groups and pairs, monitor students' involvement in skills learning process, advises students, participate in students group/pair discussion, if it is necessary, and so on (Oxford, 2001; Nagash, 2008). Ogalo (2005) proposed some activities be applied by teachers in the classroom. For example, students can be assigned to make a project with their group. Roleplay is another interesting activity that the teachers can adopt. Here, the students were firstly stimulated by listening to the story and then they are asked to make a script to be presented in the group show. Besides, problem-based learning allows students to work, discuss and convey their ideas in the group. Teachers may choose appropriate learning activities for their students so the students can optimize their creativity. Beghettoa and Kaufman (2014) suggest teachers adapt strategies based on the students' age, context, and individual need so students can engage, involve and experience a creative learning environment.

Moreover, National Advisory Committee on Creative, Cultural Education [Henceforth as NACCCE] (1999) stated that a teacher can maximize their creativity by developing materials and approaches based on students' interests and motivate in learning. Another concern for teachers is to ensure the relevance of the curriculum and pedagogy, learning processes and the produced skills because students are involved with learning environment that is based on their needs and interest. Hong, Hartzell, and Greene (2009) recognize that teachers who supported implementing creative learning environments and practices tended to improve their focus on the learning goals, enjoy for students' creative work, and ensured that the provided learning situation went beyond imparting simplistic and factual knowledge.

CONCLUSIONS AND RECOMMENDATIONS

We have to address a limitation of our research in terms of generalizability. The study only involved two EFL teachers in two schools in Western Indonesia. It is impossible to generalize the results of the study, so a study with a larger number of participants from various schools may have different results. However, this study provides insight into the benefits of the implementation of the EFL 2013 curriculum which can be the point of departure for other researchers to conduct larger studies in the future.

Becoming independent and creative learners are two major benefits that students can take from the implementation of the recent curriculum in Indonesia. Firstly, implementing the EFL 2013 curriculum allows students to be independent learners who actively construct the knowledge which trains their critical thinking on solving the problem in various contexts of implementations. Independent learning brings the students to be responsible for their decision making by analyzing the problem, then reflects their work, defines a decision, and acts purposefully. To give students some eases and motivations in experiencing those processes, the EFL teachers are recommended to provide several and gradual instructions with sufficient space, services, and resources. Meanwhile, leading the students to be independent learners, does not mean allowing teachers to be ignorant or handoff on how they do it. It has been known that independent learners have their autonomy to choose the right time and place to access the materials, which are mostly by searching on the web. However, some of them lack concern on the reliability and accuracy of the information provided on the database and gateways.

Therefore, teachers' roles as the guide are quite essential since they call for accurate and reliable information to make students construct the knowledge well.

Secondly, the 2013 curriculum implementation gives a chance for learners to be creative. To stimulate the potential of students' creativity, the teachers as facilitators are recommended to create an enjoyable environment and meaningful classroom activities as a place for students to have opportunities and experiences. The provided activities need to be controlled by the teacher. It belongs to the role of teachers as guidance. Teachers can not merely let students do their own works without controlling or monitoring the students. The teachers need to give clear instructions to guide students so they can play with their new and innovative ideas for their tasks or projects in the classroom practices. Through this process, teachers know the students' progress, needs and interests that allow them to create, design, and develop other approaches and methods that encourage students to learn effectively to enhance their creativity.

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