INDONESIAN 2013 CURRICULUM IMPLEMENTATION: TEACHERS' TECHNIQUES, CHALLENGES, AND VOICES TOWARDS STUDENTS' AFFECTIVE COMPETENCE

Hanif Nurcholish Adiantika
Universitas Muhammadiyah Cirebon, Indonesia
E-mail: hanifadiantika@gmail.com

Dila Charisma
Universitas Muhammadiyah Cirebon, Indonesia
E-mail: deela1985@gmail.com

Fitri Aprianti
Universitas Muhammadiyah Cirebon, Indonesia
E-mail: aprianti22.fitri@gmail.com

Eline Rozaliya Winarto
Universitas Muhammadiyah Cirebon, Indonesia
E-mail: namasayaeline@gmail.com

Abstract: One of the prominent alterations in 2013 Curriculum is that this curriculum does not only put an emphasis on cognitive competence but also affective competence. Consequently, the evaluation must be carried out to assess students' affective assessment. Nevertheless, the issue concerning the complexity of affective assessment has been circulating for years. Therefore, the present study aims to scrutinize teachers' techniques, challenges, and their voices with regard to development and the implementation of 2013 Curriculum. This study utilizes a qualitative research by using descriptive qualitative design. One teacher, who has implemented 2013 Curriculum, in a senior high school was selected as the respondent in this study. Interviews and document analysis were conducted to obtain the data. This study reveals that there are two evaluation techniques carried out by the teacher specifically observations and peer-assessment. Furthermore, two challenges are identified as teachers' shortcomings for instance inadequate acquaintance of 2013 Curriculum and time availability in assessment process. Thus, this study recommends teachers to raise their awareness regarding the challenges as well as select an effective technique to assess students' affective competence.
Keywords: *Affective assessment; 2013 curriculum; teacher; voice; techniques; challenges*

INTRODUCTION

Along with the global economic competition and the demanding need for efficient and skillful labor force, there are some attempts by highest authorities and policy-makers to initiate educational reforms to improve the teaching and learning quality. "Wherever the change goes, English should always include as a bandwagon of trend" (Hamied, 2014) as it is widely used throughout the world. Therefore, English in this process is not deemed simply as a mere school subject, but as a common language required for successful communication in many human's fields of activity including education, business, technology, and communication. Consequently, many countries initiate reform or change in their English as a foreign language (EFL) curricula to educate more competent language users. Most of these changes have emerged within the framework of communicative language teaching to make communicative competence the goal of language teaching and develop procedure for the teaching of the four language skills that refers the interdependence of language and communication (Richards & Rodgers, 2014, p. 85)

Owing to the matter of changes as aforementioned, there has been a substantial alteration from teacher-centered to learner-centered instruction particularly in the field of foreign language pedagogy (Harmer, 2001;

Nunan, 2013). Recently, it is practically impossible to seek serious assistance for language instruction depending totally in teacher. This occurrence has been deemed considerable in molding the face of language pedagogy for epochs.

This sort of substantial alteration also covers the assessment which plays an integral role in teaching and learning circumstance. In other words, assessment or evaluation is considered essential to measure students' acquaintance towards the learning objectives they have to achieve. It is also in line with Genesee as cited in Carter and Nunan (2001) that assessment plays a fundamental role in teaching and learning and also curriculum (Print, 1993; Richards, 2001). By conducting Assessment, teachers are able to obtain holistic understanding regarding the current achievement of the students (Dietal, et al., 1991 cited in Pertiwi, 2005 cited in Adawiyah, 2008; see also Print, 1993; Carter and Nunan, 2001; Richard, 2001; Nation and Macalister, 2010) and the degree of changes in behavior (Tyler, 1949 cited in Hasan, 2008). Morevoer, Carter and Nunan (2001; see also Brown, 2001; Nation and Macalister, 2010) delineate that assessment also provides appropriate motivation for students to study harder.

One of the considerable alterations in the new Indonesian curriculum namely 2013 Curriculum is on the assessment domain (Kemendikbud, 2013; and Syahmadi, 2013). The 2013 curriculum does not only emphasizes on cognitive and psychomotor competences but also affective competence. It is indicated by the occurrences of the Core Competence 1, known in Indonesia as *'Kompetensi Inti' (KI 1)* (spiritual attitude) and Core Competence 2 *(KI 2)* (social attitude) in 2013 curriculum. Owing to this, it is a must for teachers to assess or evaluate at least three competences of students; cognitive, psychomotor and affective competences. However, one thing the teachers can hardly deny is that affective assessment is not an easy task to implement. There is an issue related to the affective assessment. Some experts assert that affective competence is not easy to be assessed (Brown, 1995; Brown, 2001; Mariam et al, 2018). Brown (1995) states that affective domain seems difficult to be quantified since affective competence is related to behavior. It seems consistent with the view stated by Mariam et al. (2018) that - despite the prominence of affective assessment since it is related with human's life especially in making decision, perception, interaction, communication, and

intelligence - the implementation of affective assessment is not an easy task to conduct or measure since everyone has a view and many assumptions that should be taken into account as well. It is exact that the implementation of affective domain is vital for everyone however the implementation is far from being as expected. This is because designing the achievement of affective learning goals is not as simple as cognitive and psychomotor domains. Therefore, it is fundamental to investigate teachers' approaches or techniques as a reference for the contextual development of affective assessment

Taking the prominence of assessment, the new curriculum, and the issue mentioned above into account, finding appropriate technique for students' affective competence is therefore mandatory. Teachers, as the vital agents of curriculum implementation (Print, 1993; Richards, 2001; Nation and Macalister, 2010), may select different techniques in assessing students' affective competence even when they work toward equal goals. This study attempts to investigate the voice proposed, techniques implemented, and the challenges encountered by the teacher who has implemented 2013 curriculum in assessing students' affective competence.

There are some techniques that can be implemented by the teachers in assessing students' affective competence. The techniques can be classified into observation, self-assessment, and peer assessment (*Kemendikbud*, 2013; see also Brown, 2001; and Syahmadi, 2013). Research has proved that self assessment and peer assessment provides some benefits such as encouraging the students to be autonomous learners, increasing students' motivation, and so forth (Brown and Hudson, 1998 cited in Brown, 2001).

In line with the aforementioned problem, the theories and related research discussed above, this study intends to investigate the implementation of 2013 curriculum. This study tries to investigate teacher's voice concerning the implementation of 2013 Curriculum, some techniques carried out by the teacher in assessing students' affective competence and find out the challenges encountered by the teacher in assessing students' affective competence. Therefore, by conducting this study, it is expected to examine teacher's voices, challenges and effective techniques in assessing students' affective competence as prescribed in Indonesian national curriculum that is 2013 Curriculum. The main purposes of this study are to investigate teacher's voices towards 2013 Curriculum, the techniques utilized by

teacher in assessing the students' affective competence (KI 1 and KI 2) and to scrutinize the challenges encountered by teacher. They are conducted to answer these questions: (1) What are the techniques applied by the teacher in assessing the students' affective competences? (2) What are the challenges encountered by the teacher in assessing students' affective competences? (3) What are the teacher's voices with regard to the improvement of 2013 Curriculum?

This study is expected to contribute to the development of teaching and learning English in EFL context, especially in Indonesia. Theoretically, the result of this study is expected to enrich the literature on assessment in English teaching and learning. Moreover, this research will be a reference for those who are interested to conduct in the same area of research. Practically, the study is expected to provide alternative techniques for teachers in assessing students' affective competences and lead the policy maker to provide an appropriate help for teachers to conduct an effective assessment in teaching and learning, particularly in assessing students' affective competence.

There have been literatures focusing on the assessment and evaluation in the field of EFL and ESL classroom. Most people often use the terms evaluation and assessment interchangeably (Genesee cited in Carter and Nunan, 2001). Nevertheless, Genesee cited in Carter and Nunan (2001) articulates that they are technically not the same. Assessment is a partial part of evaluation that covers collecting and analyzing information about students' learning (Genesee cited in Carter and Nunan, 2001; Broadbent et al, 2017; Farahian & Avarzamani, 2018). While on the other hand, evaluation is more comprehensive. It "considers all aspects of teaching and learning and also to look at how educational decision can be informed by results of alternative form of assessment" (Genesee cited in Carter and Nunan, 2001). As a part of evaluation, assessment has some values in teaching and learning. It can foster learners to set the goal, extend a sense of periodic closure to various units and modules of curriculum, spur students self-evaluation of their progress and help in evaluating teaching effectiveness (Brown, 2001).

There are several types of assessment. First is placement assessment (Nation and Macalister, 2010; see also Harmer, 2007a; Shute & Kim, 2014). It is aimed at ensuring the course is going to be too easy or difficult for students. Second is

observation for learning (Nation and Macalister, 2010; To & Charles 2015). It is aimed at examining if the activities in the classroom are likely to achieve its learning goal. Third is short-term achievement assessment to see what students are learning from the course (Nation and Macalister, 2010). Fourth is diagnostic assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It is to investigate the students' strength and weaknesses in knowledge. Fifth is achievement assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It is examining the effectiveness of the course. The last, sixth is proficiency assessment (Nation and Macalister, 2010; see also Harmer, 2007a). It measures students' language knowledge.

In Indonesian Curriculum, prominently called 2013 curriculum, teaching and learning focus on developing three competences of students; affective (KI 1/spiritual attitude and KI 2 /social attitude), cognitive (KI 3/ knowledge), and psychomotor (KI 4/ skill). As a result, assessment aspects also cover those three competences (*Kemendikbud*, 2013). To assess the effectiveness of teaching and learning and also students' achievement, teachers must assess those three competences. Moreover, *Kemendikbud* (2013) says that the assessment must be conducted authentically. It should comprehensively assess the input, process, and also the output/ product.

Regarding to assessment of affective competence (spiritual and social attitudes), there are some techniques are suggested by *Kemendikbud* (2013; see also Syahmadi, 2013) to assess students' affective competence. Those are observation, self-assessment, and peer assessment.

Observation
Observation is an assessment technique which is conducted continuously by using senses. It can be conducted directly by the teachers or indirectly by other teachers, parents, students, and staff's help. As stated by Motallebzadeh et al., (2017), teacher observation is accepted as a legitimate source of information for recording and reporting student demonstrations of learning outcomes. In other words, observation deemed as a legitimate source of information, employed mostly by teachers as a common norm in some schools or private institutions. In most institutions, all classes are normally observed by the supervisors. Therefore, instead of being observed by supervisors, teachers feel more contented when they are observed by their colleagues However, teachers consider if

their classes being observed by their colleagues than supervisors, they feel better.

Santos and Miguel (2016) assert their point of view with regard to the prominence of peer-observation *by underlining* that peer-observation can be a good instrument for continuous professional development for teachers in order to develop their teaching strategies. At the same sense, Jonas and Gallen (2016) delineate the significance of online peer-observation in which online peer-observation plays an essential role in improving development through subsequent reflection and dialogue. Furthermore, Tenenberg (2016) states that the implementation of teaching and learning process through observing peers in practice will be such a cherished proof as peer-observation for learning and development for the observer.

There are some instruments that can be used to make the observation is easier to be conducted. *Kemendikbud* (2013) mentions observation checklist, rating scale, and also journal can be used as instruments for observation.

Self-assessment
Self-assessment has been deemed as one of the clearest exemplifications of formative assessment because it is related with students' understanding about their own learning process through their performance not merely based on the completion of tasks (Brown, 2001. Self-assessment is done by asking the students to tell their strengths and weaknesses about themselves in terms of their achievement on affective competence. In addition, "self assessment can be either a process assessment or more formal product assessment coupled with performance assessment" (Shambaugh & Magliaro, 2006).

As pointed out by Jamrus and Razali (2019) that self-assessment is very beneficial for teachers especially in large classrooms where teachers do not have adequate time to assess every students' progress. In other words, instead of neglecting what the students have been through so far, the students' progress should also be considered as a crucial element of teaching and learning process inside the circumstance of self-assessment. In addition, it is in line with Mican and Medina (2015) that the implementation of self-assessment plays an important role in fostering students' affective domain of ownership for their own learning. Owing to this, self-assessment is deemed to be effective in fostering commitment in learning English among many others and students' self regulation by guiding them through the stages of

goal setting, planning, self-monitoring, and self-reflection (Wang, 2016). Instruments that can be applied in this technique are observation checklist and rating scale which consist of certain rubric (*Kemendikbud*, 2013).

Peer-assessment
Different from self assessment which asks students to assess themselves, peer assessment allows students' peer or classmate assess their friends' achievement on affective competence. This kind of assessment provides teachers wider information related to the students' achievement. As stated by O'Farrel (2004) that peer assessment provides possibly feedback than a teacher can normally provide". With regard to this, Li and Gao (2015) emphasize that peer assessment, despite its numerous types, usually encompasses students to provide feedback on other students' work through either formative feedback or summative grading, or the integration of both. It appears to be consistent with Li (2016) that formative peer assessment often employs students in both circumstances as assessor and assesse. Furthermore, Li (2016) enlarges that students considering themselves as assessors, students will review and identify the strengths and weaknesses of peers' work based on marking criteria or rating scale; while on the other hand, when the students deeming themselves as assesse, they will assess and reflect upon peer feedback and improve their own work. Observation checklist and rating scale which consist of certain rubric can be employed in this technique (*Kemendikbud*, 2013).

METHOD
The present study employed a qualitative research by using a descriptive qualitative approach. This approach was expected to allow the present study to, examine, define, analyze, and explain the topic of the study. In addition, the present study attempted to describe and analyze the data of particular participant. Particularly, this study was aimed at examining teacher's voice towards 2013 Curriculum, the techniques applied by the teacher to assess students' affective competence and the challenges encountered by the teacher in assessing students' affective competence.

The present study involved one EFL teacher employed in a state senior high school in Kuningan, West Java Province. The participant was purposively chosen based on certain considerations; (1) accessibility in terms of permission and location; (2) the participant has been teaching English for more than three years

and (3) the participant is one of the teachers who implements 2013 curriculum.

In collecting the data needed for the research, two instruments were employed; they were interviews and documents. This research used semi-structured interview in order to get the information needed. This kind of interview allows the researcher to control the interview (Creswell, 2013). The interviews consisted of some questions related to the implementation of 2013 curriculum, particularly, teacher's voices towards 2013 Curriculum in EFL setting in particular the context of the study (Davari & Aghagolzadeh, 2015; Ketabi & Talebinejad, 2009; Rahimi & Nabilou, 2010) and the framework of EFL curriculum development and change (Nation & Macalister, 2010), assessment techniques applied by the teacher in assessing students' affective competence (KI 1 and KI 2), and the challenges encountered by teacher.

The documents, as the secondary instrument, were used since they were considered as valuable resources to record the values systems of an institution (Patton in Hatch, 2002 cited in Fitria, 2013). In the present study, the documents were employed to investigate information related to teacher's strategies in assessing students' affective achievement. The documents used were teacher' lesson plans. There were some procedures in conducting the study. First, collecting some theories and previous studies related to the assessment techniques in assessing affective competence and also 2013 curriculum. Second was selecting the site and participant of the study. Third, after being permitted, interviews, observation and collecting teacher's lesson plans are conducted in order to find out related information regarding to the problems of the study.

RESULTS AND DISCUSSION
This following section describes the finding and discussion of the study. It shows and explains the data obtained from interviews and document analysis.

Finding and discussion of interview and document analysis: Teacher's techniques in assessing students' affective competence
In responses to the first major question related to the techniques applied by the teacher in assessing students' affective competence, the data analysis reveals that the teacher applied two techniques in assessing students' affective competence. Those are observation and peer assessment. The

following part will discuss the techniques applied by teacher in assessing students' affective competence:

Observation
Based on the interview, it can be inferred that the teacher conducts observation in assessing students' affective competence. Observations are conducted inside (in teaching and learning process) and outside classroom (on the break time, pray time, in the canteen, and so forth). The teacher states that by conducting observation, the students' progress can be observed. The excerpt below is in accordance with Gebhard's (2006) statement that journal offers some benefits to be possible to get to know students better. There are some instruments used by the teacher in conducting observation. First is students' journal. By observing students' journal, the teacher intends to be able to see how the students' act in their daily life and how they encounter their problems. It is stated by the teacher in the excerpt below:

> "Students have a journal, it allows me to measure how far their responses toward my subject… since most of them write about their daily life or experiences, journal also allows me to measure their attitude in their daily life include their attitude in encountering their problem."

Based on the aforementioned excerpt, it is relevant with Santos and Miguel (2016) who says that teacher observation provides students' demonstration of learning outcome. In other words, they state their perspective concerning the importance of peer-observation by underlining that peer-observation can be a good instrument for continuous professional development for teachers in order to develop their teaching strategies. Besides, the teacher also believes that through observation the assessment can be done holistically. In this sense, what the teacher believes is in line with Jonas and Gallen (2016) and Tenenberg (2016) that teacher observation is essential for the teacher to do assessment holistically as a cherished instrument for learning and development for the observer.

The second instrument is teacher's journal. It is stated that teacher's journal is only used to record interesting and/or special things about the students. The third instrument is scoring rubric. Based on the interview and document analysis, the teacher utilizes some indicators in the scoring rubric. As stated by *Kemendikbud* (2013) scoring

rubric can be used as an instrument to assess students' competence. It enables the teacher to be easier in conducting the assessment.

Peer-assessment

In the interview, the teacher delineates that peer-assessment is going to be used to assess students' affective competence. The teacher believes that it serves balance information about the students; so that the teacher does not always use the teacher's point of view but also students' to measure the progress of students' affective competence. It is in accordance with Li (2016) that formative peer-assessment often employs students in both circumstances as assessor and assesse. Li (2016) also adds that when students considering themselves as assessors, students will review and identify the strengths and weaknesses of peers' work based on marking criteria or rating scale while on the other hand, when students deeming themselves as assesse, they will assess and reflect upon peer feedback and improve their own work. Therefore, the assessment distribution will be as equal and balance as expected from both perspectives, teacher' and students 'perspective. It can be seen from the excerpt below:

> "Peer-assessment gives balance information about learners; we can't always use our sight but also students' and their peers'… we need complete information from different side."

This finding is relevant by the theory stated by O'Farrel (2004) that peer assessment provides possibly feedback than a teacher can normally provide as it serves adequate and balance information about the students. Furthermore, Li and Gao (2016) also put an emphasis that peer-assessment, regardless of its various types, usually includes students to provide feedback on the other students' work through either formative feedback or summative grading, or integration of both thus the result will be equal for both sides. In other words, the result of the assessment is considered to be equal and considerably objective since it relies on not only teacher's point of view but also students'.

Finding and discussion of interview analysis: Teacher's challenges in assessing students' affective competence

The teacher's interview was also intended to answer the second research question regarding the teacher's challenges in assessing students'

affective competence. The challenges are described as follow.

Lack of knowledge of 2013 curriculum

The 2013 curriculum is newly established so the teacher still has limitation of knowledge of 2013 curriculum. The teacher states that the lack of knowledge of 2013 curriculum leads to the difficulty of interpretation whether the affective assessment conducted in the process of or after teaching and learning. The data can be seen in the following assertion:

> "The other challenge is when we see or assess students' attitude, how we define affective assessment? Is it related to students' attitude toward the subject or their attitude after learning the subject?"

The aforementioned excerpt is in accordance with Ornstein and Hunkins (2013) and Darsih (2014) that, in English subject, teachers are deemed to fail to implement 2013 Curriculum due to the complexity of assessment process, delivery skill and time allotment for the English practice. Owing to this, many teachers prefer to use both the approach and teaching strategy that have been familiar with them before in the previous curriculum rather than exploring the objectives and advantages of the new curriculum. To encounter this problem, teacher does observation inside and outside classroom in order to be able to assess them holistically, not only the process but also the product. It was appropriate with *Kemendikbud* (2013) statement that the assessment must be done holistically.

Time constraints for conducting the assessment

The teacher argues that the assessment is time consuming enough especially when dealing with administration staff. It seems consistent with Darsih (2014) that new curriculum obliges a comprehensive assessment for every integrated theme and teachers require a lot of time to prepare for writing lesson plans, creating teaching aids, or making students' narrative assessment. However, the teacher reveals that it does not disturb teacher's activities besides teaching. As mentioned by OECD (2005), one of the major barriers of assessment is the time consuming to be practical. This challenge requires the teacher to find an effective technique. From the interview, it can be seen that the teacher tries to overcome the challenge by applying observation technique. As described in the previous section, the observation

is conducted inside and outside classroom. In addition, the teacher employs observation technique by using some instruments such as students' journal, teacher's journal, and scoring rubric.

Findings and discussion of interview analysis: Teacher's voices with regard to 2013 curriculum improvement

Teacher's demand on English additional time allot in 2013 curriculum

Regardless of the challenges occurrence in the aforementioned discussion, the teacher also shares his point of view due to the implementation of 2013 Curriculum. It can be evidenced from the excerpt below:

> "The government strongly suggests us to implement the teaching and learning process where the students become the center of learning. It is not an easy task to do though since students have different ability levels and the time is very limited. If my voice is taken into consideration, time allot for English in 2013 should be added as it takes a lot of time especially for carrying out affective assessment."

The teacher highlights the issues related to time allot for English in 2013 curriculum which is regrettably reduced, from 4 hours in a week, to 2 hours in a week only. It seems consistent with the aforementioned finding with regard to teacher's time constraints in conducting affective assessment. Time constraints will somehow lead to any shortcomings for teacher especially when they are conducting assessment or any other procedures under newly established 2013 Curriculum. The teacher also underlines the prominence of considering students' different proficiency level as the basis of curriculum development in a students-centered learning.

The significance of need analysis to be taken into account as the basis of 2013 curriculum

In addition, the teacher is also concerned with the absence of Need Analysis (NA) in the implementation of 2013 Curriculum as the basis of the initial curriculum development as stated by Brown (1995), Richard (2001), and Nation & Macalister (2010). It can be seen from the excerpt below.

> "The curriculum developer from the top, I think, should deem what students' need really are. It is important to seek what the students really need

in the curriculum. In other words, need analysis is a mandatory to be implemented as the ministry should reveal students' need before actually developing the curriculum. This, if implemented, will play a vital role with regard to outcome of the learning."

The teacher said that government should really deem need analysis as an integral basis of the curriculum. By including need analysis, it would be very effective for teachers to implement the curriculum as prescribed by the policy-makers particularly Minister of Education. It is in line with Poedjiastutie & Oliver (2017) that a Need Analysis plays a salient role in the development of curriculum as it can identify students target situation. However, regardless its importance, the implementation of Need Analysis in Indonesian curriculum development is not deemed essential as an initial phase in curriculum development. It is because, according to Panggabean (2015), Indonesian learners tend to take very long time to acquire English since they do not make English conversation as habit and have a little English exposure. Consequently, considering the significance of Need Analysis (NA) in an initial curriculum development process will lead to more independent or decentralized policy-making process instead of promoting learning objectives ordered by those who are far from classroom.

The prominence of teachers' involvement in every single decision-making process of curriculum development in particular

In the final section of the interview, the teacher puts an emphasis on the lack of teacher's involvement in curriculum development. In other words, the teacher strongly believes that the teachers' involvement plays an essential role to diminish misconception in 2013 Curriculum. It is proven by the excerpt below:

> "I think the most important aspect in curriculum development are the teachers themselves. It is because they are the one who knows the condition at the school and classroom level. In other words, any kind of curriculum development must equally involve many teachers with various background of teaching experience thus the information will be holistic and objective."

He views that the 2013 curriculum is single-handedly developed by the policy-makers without considering teachers' voices and suggestions. The teacher also believes that 2013 curriculum is developed in a top-down approach where teachers

are considered to be mere implementers rather than the agents of educational reform. It is relevant with the study conducted by Poedjiastutie (2018) that one of the most problematic issues in Indonesian curriculum development is that it is still implemented in in tow-down approach which is full of political nuances. At the worse sense, top-down policy curriculum development will lead to the marginalization of teachers' role in the process of decision-making in general and curriculum development in particular. It appears relevant with the study conducted by Alnefaie (2016) in Saudi context and Rahimi and Alavi (2017) in Iranian context where teachers are greatly marginalized and neglected from their true role as the integral parts of any educational reform in curriculum development. This truth seems to be conflicting to the theoretical framework as pointed out by Nation & Macalister (2010), Banegas (2011), and Zohrabi (2014) that the core community and main agents of change are teachers who are responsible for enforcing the reform at the class level and generating curriculum based on their students' needs not based on policy makers' single perspective. Therefore, teachers' involvement should be taken into an account as a critical consideration for the curriculum development.

CONCLUSION

This study indicated that there were some techniques used by the teacher in assessing the students' affective competence. The data gained from interview and document analysis showed that the teacher used observation and peer assessments. Furthermore, there were some instruments applied by the teacher. Those were students' journal, teacher's journal, and scoring rubric. The techniques and instruments are used to help the teacher to assess the students in terms of affective assessment authentically.

In addition, the data gained from interview indicated that teacher encountered several challenges in assessing students' affective competence. The challenges found are (1) lack of knowledge of 2013 curriculum that leads to the difficulty of interpretation about affective assessment and (2) Time consumption for doing assessment that requires the teacher to find effective technique for assessing the students' competence.

Furthermore, the present study showed that there were three teacher's voices with regard to the improvement of the 2013 Curriculum exposed from the interview. The teacher's voices exposed are (1) teacher's demand on English additional

time allot in 2013 Curriculum since it is reduced to only two ours per week; (2) the significance of Need Analysis to be taken into account as the basis of 2013 Curriculum; (3) and the prominence of teachers' involvement in every single decision-making process of curriculum development in particular

Based on the results of the study, there are some recommendations that hopefully can be useful. The recommendations are proposed for further researchers who investigate research in the same topic. It is recommended to conduct the research in a long period of time to give clearer description and better result about affective assessment techniques in the teaching and learning. Subsequently, further researchers are suggested to conduct the study by involving more than one participant to get more comprehensive and reliable data from different point of view related to techniques and challenges in assessing students' affective competence. It is also suggested to conduct the study that not only investigates it qualitatively but also quantitatively. The last but not least, it is strongly recommended for the policy-makers, in this case Ministry of Education, to provide teachers more significant role in curriculum development. Thus, Ministry of Education should ponder the importance of including the entire educational stakeholders mainly teachers in this case as agents of curriculum reform instead of mere curriculum implementers.

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