THE ENGLISH TEACHERS' DIFFICULTIES IN IMPLEMENTING THE SECOND CORE COMPETENCE (KI-2) OF 2013 CURRICULUM IN THE CLASSROOM ENGLISH TEACHING AT SMPN 21 KOTA BENGKULU

THESIS

Submitted as a Partial Fulfillment Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu

By

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2020

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Assalamu'alaikum Wr. Wb

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Name : Eva Aprilia

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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is to certify the *Sarjana* thesis entitled **"The English Teachers' Difficulties in Implementing the Second Core Competence (KI-2) of 2013 Curriculum in the Classroom English Teaching at SMPN 21 Kota Bengkulu"** by Eva Aprilia has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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DEDICATION

With gratitude and all my love, this thesis is dedicated to special ones who supported me during writing the thesis:

❖ My beloved father, Tarman Kusaedi (Alm), and my beloved mother, Warsiyem. Thank you a million for supporting me through the power of your pray.

❖ My beloved sister, Tarsini, my beloved brothers: Drayono and Tasdik Permono. You are my spirit in completeing this thesis. Thanks for your spirit.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱسْتَعِينُوا۟ بِٱلصَّبْرِ وَٱلصَّلَوٰةِ إِنَّ ٱللَّهَ مَعَ ٱلصَّٰبِرِينَ

Meaning: you who have believed,

seek help through patience and prayer.

Indeed, Allah is with the patient.

(Al-Baqarah: 153)

I believe that everything I've got today is the best from God

And I belived that He'll always gives the best for me

At the time he has determined

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PRONOUNCEMENT

Name   : Eva Aprilia
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I hereby sincerely state that the thesis title "The English Teachers' Difficulties in Implementing the Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMPN 21 Kota Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2020

Stated by ,

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First of all, the researcher wants to express her gratitude to Allah SWT who has given him health during he completed the thesis entitled *The English Teachers' Difficulties in implementing the Second Core Competence (KI-2) of Curriculum 2013 in the Classroom English Teaching At SMPN 21 Kota Bengkulu.* This thesis is as one of the requirements to get bachelor degree (sarjana) and educational title (S.Pd) in English Education Program of Tarbiyah Faculty of IAIN Bengkulu.

Shalawat and *salam* is also provided to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education, technology, literacy like in this our age. In the process of writing this thesis, there were many peoplewho gave the researcher motivation, advice, and support to complete this thesis. In this great chance, the researcher aims to express gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.
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3. Dr. Kasmantoni, M.Si, the head of Tadris of Language.
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5. All of English lecturers and administration staffs of IAIN Bengkulu.
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It is hoped that this thesis will be useful for all readers. Then, the researcher needs supporting critics, correction, suggestion, and advice from the readers are very expected to make it is better. Finally, Allah May always bless us in a peace life.

Bengkulu,   August 2020

Eva Aprilia

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ABSTRACT

Eva Aprilia. (2020). *The English Teachers' Difficulties in implementing the Second Core Competence (KI-2) of 2013 Curriculum in the Classroom English Teaching*. Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

Advisor: 1. Riswanto, Ph.D, 2. Feny Martina, M.Pd

Key Words: *Difficulties, the Second Core Competence (KI-2), Curriculum 2013*
The aims of this research were: (1) to investigate the implementation of the second core competence (KI-2) of Curriculum 2013 in English class at the English Teachers of SMPN 21 Kota Bengkulu; (2) to identify English Teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class; (3) to know the solution for the teacher's problems. This study used qualitative method. The subjects of the research were three English teachers who taught English at SMPN 21 Kota Bengkulu. The result showed that: *the first*, the implementation of the second core competence (KI-2) of Curriculum 2013 in English class at SMPN 21 Kota Bengkulu where the English teachers had difficulties in integrating character values in specific English lesson that be seen from: *(1) learning environment*; (2) *the individual*; *(3) the activity in the classroom.* Then, *the second*, the English Teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class were: (1) character value integrated unrepresentatively (2) the English teachers felt confused with so many character values (3) incomplete teachers' understanding of character education concept because less of socialization and training related to K-13 curriculum concept intensively and continuity; (4) teachers' Confusion in choosing the character values in English Class; (5) limited competencies to integrate character values into English lesson; and (6) teachers could not become role models for character values because they are not the product of character education and less knowledge of clear image of K-13 curriculum concept. The solution for English teacher's problems was intensive and continuity training, open socialization, and making clear standard of character education in English class.

ABSTRAK

Eva Aprilia (2020). Kesulitan Guru Bahasa Inggris dalam Menerapkan Kompetensi Inti Kedua (KI-2) Kurikulum 2013 dikelas Bahasa Inggris . Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing I :Riswanto, Ph.D dan Pembimbing II :Feny Martina, M.Pd.

Kata Kunci : *Kesulitan, Kompetensi Inti Kedua (KI-2), Kurikulum 2013*
Tujuan Penelitian ini adalah : (1) untuk menyelidiki penerapan Kompetensi Inti Kedua (KI-2) kurikulum 2013 pada kelas bahasa Inggris oleh guru bahasa Inggris di SMPN 21 Kota Bengkulu; (2) mengidentifikasi kesulitan guru bahasa Inggris dalam melaksanakan kompetensi Inti Kedua (KI-2) Kurikulum 2013 pada kelas bahasa Inggris; (3) mengetahui solusi untuk pemecahan masalah yang dihadapi oleh guru bahasa Inggris. Penelitian ini menggunakan metode kualitatif. Subjek penelitiannya adalah tiga guru bahasa inggris yang mengajar di SMPN 21 Kota Bengkulu. Hasil penelitian menunjukkan bahwa: *Pertama*, penerapan Kompetensi Inti Kedua (KI-2) kurikulum 2013 pada kelas bahasa Inggris di SMPN 21 Kota Bengkulu, guru menemukan masalah dalam mengintegrasikan nilai-nilai karakter spesifik dalam pembelajaran bahasa Inggris ditinjau dari: (1) lingkungan belajar; (2) pemahaman siswa secara individual; (3) aktivitas dikelas. Selanjutnya, *kedua*, kesulitan guru bahasa Inggris dalam penerapan kompetensi Inti Kedua (KI-2) kurikulum 2013 pada kelas bahasa Inggris adalah: (1) nilai-nilai karakter belum tereprentasi secara representatif; (2) guru bahasa Inggris kebingungan dengan begitu banyaknya nilai-nilai; (3) pemahaman guru yang belum lengkap mengenai konsep pendidikan karakter secara intensif dan berkelanjutan; (4)guru kebingungan dalam memilih nilai-nilai karakter dikelas; (5) kompetensi guru terbatas dalam mengintegrasikan nilai-nilai karakter kedalam pelajaran bahasa Inggris; dan (6) guru tidak dapat menjadi model bagi nilai-nilai karakter karena mereka bukan produk dari pendidikan karakter dan kurang pengetahuan mengenai gambaran jelas mengenai konsep kurikulum 2013. Solusi dari pemecahan masalah ini adalah pemberian pelatihan secara intensif dan berkesinambungan, sosialisasi terbuka, dan pembuatan standar pendidikan karakter pada kelas bahasa Inggris

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The phenomenon of curriculum in Indonesia is still debatableamong the educational practitionaires, especially teachers and all people as well as stakeholdsers related to it. Curriculum in Indonesia has changed several times, especially when the government changed the educational ministry and staffs. This happened because they wanted to improve the educational system in this country to be better standard. The last change was from KTSP curriculum into K-13 in 2013. The curriculum was implemented as a response to many inputs to make curriculum corrections[1]. The Indonesian education still adopted K-13 for implementing education in this country.

Basically, K-13 curriculum has similarity in content with the previous curriculum. However, it has many significance differences. Based on Permendikbud, one of important characteristics of K-13 curriculum is developing the balance between the developing of spiritual and social elements willingness to know, creativity, collaboration of intellectual ability and psychomotoric[2]. It means that K-13 Curriculum does not only focus on developing students' intellectual but also develop students' spiritual, social, and creativity. Therefore, it is also said as character education.

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[1]Gani. A Sofyan & Mahjaty, Rina.English Teachers' Knowledge for Implementing the 2013 Curriculum, *English Education Journal (EEJ),* Vol. 8, 2017, Issued 2, P 199-212.
[2]Peraturan Mentri Pendidikan dan Kebudayaan No. 68 Tahun 2013 Menganai Kerangka Dasar dan Struktur Kurikulum Sekeolah Menengah Pertama/Madrasah Tsanawiyah, P. 3.

In conducting teaching and learning process of K-13 curriculum, the teacher should implement the core competance that is noted as the following notations[3]:

1. *Core Competency-1 (KI-1) Core Competency of spiritual ;*
2. *Core Competency-2 (KI-2) Core Competency of social ;*
3. *Core Competency -3 (KI-3)Core Competency of knowledge ; and*
4. *Core Competency of -4 (KI-4) Core Competency of skill.*

Based on the core competencies above, it is clear that K-13 curriculum proposes complete skills for students that covers spiritual, social, knowledge, and skill based on the subject that they learn.

However, in a real practice of K-13 curriculum at school, the teachers did not implement the four core competence. Most of the teachers only focus on students' knowledge and skill based on the lesson that the teacher teach. For example: English teachers only focus on teaching students' language skill and forget to give more emphasis on developing students' spiritual and social interractions.

For some teachers, they found difficulties in integrating the second core competence (KI-2) in English lesson. The English teachers faced problems in achieving process standards, namely: to compile and develop Lesson Plan, develop indicators that are suitable with the basic competencies; the teacher does not understand the application of the scientific approach in learning; and the teacher founds difficulties to implement constructive learning[4].It

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[3]Peraturan Mentri Pendidikan dan Kebudayaan No. 68 Tahun 2013 Menganai Kerangka Dasar dan Struktur Kurikulum Sekeolah Menengah Pertama/Madrasah Tsanawiyah, P. 6.

[4]Markus Palobo, et al. Analysis of Teachers' Difficulties on Developing Curriculum 2013 Lesson Plans, *Advances in Social Science, Education and Humanities Research*, vol. 226, 1st International Conference on Social Sciences (ICSS 2018), P. 1319.

happened because the English teachers must fullfil the thematic learning. As the result, the English teachers only focused on achieving the success in their subject. The short comings of K-13 implementation were the difficulty in assessing all components and lacking time allocation to carry out all components related to character values[5]. In addition, teachers needed sufficient knowledge and strong motivation to deal with these important aspects[6]. It means that the aspects of K-13 curriculum are difficult to measure and implement in the classroom.

In this research, the researcher only focuses on the developing of the second core competence (KI-2) of curriculum K-13 in English class. The implementation of (KI-2) in PPKN and Religion lessons will be easy for teachers because the competences are really related to the teaching materials. However, it is a big challenge for English teachers where they should integrate the second core competence (KI-2) in English classroom. English teaching materials are not related to the core competence. As the result, many English teachers do not integrate the second core competence (social competence) in their classroom. They only teach the students English skills. In other words, they only focus on students' intelligence but ignore the the soul of curriculum itself, character education in the second core competence (KI-2).

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[5]Azhar&Irmawati.The Implementation of the 2013 Curriculum of English at SMKN 1 Bantaeng: an Evaluative Study, *ELT Worldwide, 2016, 3(2), 156-157.*
[6]Dwi Bayu Saputra. The Implementation of Curriculum 2013: English Teachers' Perceptions on Developing Lesson Plan and Teaching Materials, *Linguists: Journal of Linguistics and Language Teaching, 2019, 5(2), 54-67.*

Based on the problems above, it is important to give more attention to the teachers' problem in implementing the second core competencies (KI-2) in Curriculum 2013 in order that they can maximize their teaching activities and giving the best lesson for students based on the current curriculum. Therefore, the researcher is very curious to conduct the research entitled *The English Teachers' Difficulties in implementing the Second Core Competence (KI-2) of Curriculum 2013 in the Classroom English Teaching.*

B. Identification of Problem

Based on the background above, problems can be identified as follows: (1) Teachers have problems in understanding and implementation of K-13 curriculum for English lesson; (2) Teachers got difficulties in implementing the second core competence of curriculum 2013in English lesson; as the result, they only focused the lesson, especially English in students' intellectual, but ignore the second core competence in form of teaching and implementing the character values; (3) The English teachers had more difficulties to implement the second core competence in English class because they think that English is not really related to the character values.

C. Limitation of the Problem

Based on the explanation above, the researcher limits the problem of the research on the area of the second core competence (KI-2) in Classroom English Teaching at SMPN 21 Kota Bengkulu.

D. Research Questions

Based on the background above, the problems of this research can be formulated as the following questions:

1. How do the English Teachers of SMPN 21 Kota Bengkulu implement the second core competence (KI-2) of Curriculum 2013 in English class?

2. What are the Teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class?
3. What is the solution for the teachers' problems?

E. Research Objectives

The objectives of the research are:

1. To investigate the implementation of the second core competence (KI-2) of Curriculum 2013 in English class at the English Teachers of SMPN 21 Kota Bengkulu.
2. To identify English Teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class.
3. To know the solution for the teacher' problems.

F. Significance of the Study

The result of this research is expected to give important information for teachers, students, school, and the next reseacher.

1. Students
   a. Give an information that learning process that does not only involve intellectual learning. The most important output of learning process is building good character.
   b. Learning English is important, but doing process of building positive character is the most important.

2. For Teachers
   a. Support the teacher to learn more about Indonesian curriculum K-13 in order to be better in applying it in the classroom.
   b. Reinforcing the English teachers that although they are teaching English, they should also educate students to be better in characters.
   c. Encouraging English teachers in order to give more portion in the second core competence (KI-2) in the process of teaching and learning in the classroom as the curriculum suggested.

3. For School
   a. This research is expected to encouarage schools in order to have good standard education and teaching-learning process.
   b. Support school to do complete realization of current curriculum, especially character education element in order to build good character of students.

4. For the Next Researchers

This research is expected to inspire the next researchers to discuss curriculum, especially the second core competence (KI-2) of K-13 curriculum in their research in deeper analysis and wider scope.

G. Operational Definition of Key Terms

The researcher defines some important terms in this part in order to help the readers to understand the research. The definitions can be:

1. *Curriculum 2013* is a current curriculum that applied by Indonesia in implementing education that consisted of a series of planning and rules of: objectives, content, and teaching materials as well as procedures use as guide to implement teaching and learning process at schools.
2. *Difficulties* are hard things to accomplish, deal with, or understandin the context of curriculum in education.
3. *The second core competence (KI-2)* is one of competences that must be taught by teachers to students related to social attitude, as one of aspect that build the students' character in education.
4. *Implementation* is a continous process that includes a set of activities designed to put a program or activity into practice.

CHAPTER II

LITERATURE REVIEW

A. Curriculum

1. The Definition of Curriculum

Curriculum is distinct from education in other ways as well[7]. Curriculum order to us to think the important of ethics and attitude in our life. Curriculum learn us about the social and moral values with the education at school. With the curriculum in education, we can discussing about the wrong and right the question in our activity.

Curriculum is always a selection from a range of human activities[8].It means that human not only understood of knowledge but also understood of the attitudes and skill in their activities.Curriculum is condidered a sociological phenomena and therfore is includes the values, beliefs and also understood about the societies[9]. The curriculum is determined as the educational period that must be taken by students to get a diploma as a runner who must get racial assistance to achieve the goal[10]. Other experts say that the curriculum is a trapped plan for guidance determined by policy makers whose curriculum consists of a "road map" or "guidance" from a given discipline.in philosophy of education which makes two principles that make up the curriculum. Both of the basic

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[7] Wesley Null. Curriculum for Theory to Practice, United State of America: Rowman and Littlefield, 2011, p.3

[8] Hipler Thomas. Critical Essays on Major Curriculum Theorist, USA and Canada : Routledge, 2008, p .9

[9] Roofe Carmel. Intercultural Studies of Curriculum, Kingston, Jamaica : Crhistopher Bezzina, 2018, p.2

[10] Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2008), p. 77.

philosophies of educational institutions work on the basis of the principles that form the basis of the curriculum[11]. It means that curriculum is something related to a period of finishing education in a ceratain program in formal education.

Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides, those are the old view and the new view. In the other, Curriculum can be defined as a guideline in an educational system that consists of contents, methods, and goals for teaching-learning a subject[12]. It means that curriculum is as an instrument that describes the content of education in various levels, suitable in teaching methods, and aim of teaching and learning all subjects taught in a certain unit of education. All of them become escort to do education in a class level of education.

Curriculum can be used to a variety of the programme teaching and instruction[13]. The instruction in curriculum insists the content, purposed and also what the objectives in teaching-learning programme. This instruction made to limited the concept of curriculum and make it simple than previous curriculum.

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[11]Craig Cridel. *Encyclopedia of Curriculum Studies*, Los Angeles: SAGE, 2016, P. 179.
[12]A Sofyan Gani & Rina Mahjaty. English Teachers' Knowledge for Implementing the 2013 Curriculum, *English Educational Journal (EEJ)* , Vol. 8, 2017, Issued 2, P, 199.
[13]Kelly V A.*The Curriculum : Theory and Practice, Fifth Edition*, London, 2004, P,2.

Based on explanation above, based on explanation above, curriculum development is a more comprehensive process than syllabus design[14]. It means that curriculum is not only the matter of syllabus desin in education, but it also more discuss about comprehensive process of education that covers the determination of planning, syllabus, methods, materials, and the process of comprehensive evaluation. Curriculum includes all aspects in conducting education in a certain period. In Indonesia, education adoptes the curriculum 2013. It is include assessment; cognitive, affective, and psychomotor.

2. *The Phenomenon of Curriculum Changing in Indonesian Education*

In Indonesian education, many changes happened. Curriculum change is intended as a form of education to make it more good than before in the quality of education[15]. It is happened because the ministry of education is changed, a new ministry lay a new foundation of curriculum for better quality and simple process. In this time, curriculum in Indonesia changed several times. Before 2013 curriculum, Indonesian education used the KTSP. The 2006 curriculum or KTSP curriculum was implemented as a feedback to many inputs to make curriculum corrections, especially KBK curriculum[16].

The changes of ideas are caused by the development of psychology, anthropology, and sociology. The change of curriculum include: *Firstly*, for improving the students' remembrance, and mental to

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[14]Rhicards, C Jack.*Curriculum Development in Language Teaching*, 2001. P, 2.

[15]Suyanta, G, Anik, Widarto, P, Widyastuti, S, Panggung, & Paidi. Implementation of Curriculum 2013 on Primary and Secondary Education Level in the Yogyakarta, Volume 1, P. 3.

[16]A Sofyan Gani & Rina Mahjaty.English Teachers' Knowledge for Implementing the 2013 Curriculum,*English Education Journal (EEJ),* Volume 8, 2017, Issued 2, P 199-212.

get the aims, meaning, and also motivation. It means that in education, it does not only focus on developing cognitive, but it also developing motivation and meaning in our activity.

The second, the change of methods and results of scienctific discovery is educational technology such as laptops and LCDs. It means that teachers not use the traditional methods but they use the modern methods in their class in the basic of ICT for eductaion.

Third, the belief that what we learn is important for us to understand by the way we study it. So, the best products or learning outcomes can be seen in the learning process in class. Fourth, changes in the pattern of curriculum development are carried out by experts based on the mind to choose and prepare material to foster a sense of discipline in teachers, students, community / community and participation to know the goals of education and how to achieve it.In conclude, the changes in education in Indonesia is a process of improvement in curriculum quality to get better curriculum design for Indonesian education.

B. The Nature of Curriculum 2013
1. 2013 Curriculum

The 2013 curriculum is a competency-based curriculum that was pioneered in 2004 with integrated competencies, knowledge and skills[17].In 2013 the teacher curriculum corrected the difficulties inherent in the teaching and learning process including standards for content, standards for processes, and standards for evaluation[18].It happens because teachers

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[17]Erippudin&Sohibun, Teachers' Perception in Implementating Curriculum Revision Challenge on Primary and Secondary Levels KTSP vs K13, *Journal of English Education* . Volume 3, 2017, P, 43.
[18]A Sofyan Gani & Rina Mahjaty.*Op Cit*. P, 200.

lack of knowledge and experience so teachers feel difficulties to apllying this curriculum in their class. In besides, teachers find it difficult to assess aspects of student attitudes no exception in English and Indonesian language lessons[19]

In 2013 curriculum has the values. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed[20].

2. *Characteristics of 2013 Curriculum*

The 2013 curriculum has special characteristics that can produce good outputs in education.2013 curriculum has superior characteristics that can produce superior outputs in education. Therefore, 2013 curriculum is designed as the following characteristics[21]:

a) Develop a balance between spiritual and social attitudes, curiosity, creativity, collaboration with intellectual and psychomotor abilities.
b) School is a place or place for the community to provide a planned learning experience where students provide what is learned in the community and use the community as a learning resource.
c) Develop attitudes, knowledge, and skills and apply to various thoughts in schools and communities.
d) Give sufficient time to develop various morals / attitudes, knowledge, and skills.
e) Competencies are determined in the form of core class competencies which are detailed in subject competencies.
f) Competency classes, where all basic competencies and learning processes are developed to achieve competencies specified in core competencies.

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[19]Friantary,Heny & Martina, Feny Evaluasi Implementasi Penilaian Hasil Belajar berdasarkan Kurikulum 2013 oleh Guru Bahasa Inggris dan Bahasa Indonesia di Mts Ja-Alhaq Kota Bengkulu, *SILAMPARI BISA: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing.* Vol. 1(2), 2018, , P, 266.

[20]Ahmad, Djuwairiah.*Ibid*. P, 7.

[21]Permendikbud No 68 Tahun 2013, tentang kerangka dasar dan struktur kurrikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah , P. 3.

g) Basic competencies are developed based on accumulative principles, revised and enriched levels of learning and education.

3. Structure of 2013 Curriculum

The 2013 curriculum consists of certain structures. The structure of the 2013 curriculum can be understood as follows[22]:

a. Core competence
Core competencies are regulated by increasing students in certain classes. With the award of core competencies, vertical conversion competencies in various classes can convert. The formulation of core competencies uses the following notation:

1) Core-1 Competencies (KI-1) Spiritual core competencies;

2) Core-2 Competencies (KI-2) Social core competencies;

3) Core-3 Competencies (KI-3) Knowledge Core Competencies;

4) Core-4 Competencies (CC-4) Core Competencies of Expertise;

b. Subject
Based on the core competencies arranged in the subject matter and time according to the characteristics of the education unit.

c. Learning Burden
Learning load is all activities that must be followed by students in one week, one semester, and one year of study.

d. Basic competencies
Basic competencies are designed to achieve core competency goals. Basic competence is developed by paying attention to student characteristics, initial abilities, and subject characteristics. Basic competencies are divided into four groups according to the following core competency groupings:

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[22]Peraturan Mentri Pendidikan dan Kebudayaan No. 68 Tahun 2013 Menganai Kerangka Dasar dan Struktur Kurikulum Sekeolah Menengah Pertama/Madrasah Tsanawiyah, P. 6-8.

1. Group 1: Group of core spiritual competencies for articulating KI-1;

2. Group 2: Core social competence group to articulate ICI-2;

3. Group 3: Group of core competency knowledge for articulating KI-3; and

4. Group 4: Group of core competencies to articulate CI-4 competencies.

e. Learning Content
Learning content in SMP / Madrasah Tsanawiyah based on the concept of integration of various sciences for educational purposes is the Natural Sciences (IPA) and Social Sciences (IPS).

C. The Nature of Character Education or Second Core Competence (KI 2)

1. *Character Education*

Education is any action or experience that has a formative effect on a person's thoughts, character, or physical abilities[23]. It means that education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. So, education is very important for the humans because with education humans can change their life to be better. Character is a way of thinking and behavior of everyone to live and work together in the family, community, nation and state[24].Character is an inner priority that can be accounted for in responding to thinking in a morally good way. Every human have the differences of physical, character and ability. But the

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[23]Yulia Anugrahwati & Agustian, I,R, Helena. The Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Classes, *Journal of English Language Teaching*. Volume 4, Issued 1, 2015, P, 3.
[24]Agung, Leo. Character Education Integration in Social Studies Learning, *International Journal of History Education*. Volume XII, Issued 2, 2011, P,393.

humans must do activities in their society or their environment with good interaction.

Character Education or Second Core Competence (KI 2) is a national movement encouraging schools to create environment that foster ethical responsible, and caring young people. Character Education is implemented on real teaching is an introduction to values, a facility to gain awareness about values and internalize some values into students' behaviour through a learning process in inside or outside the classroom for all the subject[25]. Based on this definition, character education Second Core Competence (KI 2) can be integrated in English subject or English clasess. They are directly associated with the development of noble character and moral values.

There are 18 values as a result of empirical studies conducted by the Pusat Kurikulum[26]. There are religiousity, honesty, tolerance, discipline, hard work, creative, independent, democrat, curiousity, the nation spirit, nationalism, respect for the achievements, friendly/communicative, pasifism, love to read, environmental care, social care, and responsibility.

1. Religiousity

   Attitudes and behavior which is posessed by an individual to be obedient in carrying out their religion, tolerant to other religion, and living in harmony with other believer.

2. Honesty

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[25]Anugrahwati, Yulia & Agustian, I,R, Helena.*Ibid* . P.4.
[26]Kemendiknas, Panduan Pelaksanaan Pendidikan Karakter,2011.

Attitudes which is based on an attempt to make himself as a trustworthy person in words, actions, and work.

3. Tolerance
Some attitudes and actions which show about respect to the differences in religion, race, ethnicity, opinions, attitudes, and actions of others to themselves.

4. Discipline
Some acts which is indicated orderly and obedient behaviours with various rules and regulations.

5. Hardwork
Some behaviors that indicate an earnest effort to overcome some obstacle in learning and assignments and completing the task as well as possible.

6. Creative
Thinking and doing something to produce a new way or result of something that has been owned.

7. Independent
Some attitudes and behaviors which shows an individual which are not depending on others in completing the assignments.

8. Democrat
The ways to think, behave, and act which appreciate the same rights and obligations betwen himself and others.

9. Curiosity
Some attitudes and actions which are attempted to deeply and widely find something that is learned, seen, and heard.

10. The national spirit

A way to think and act which put nation interest higher than himself or groups.

11. Nationalism

The way to think, behave, and act which shows loyalty, caring, and high appreciation of the language, physical environment, social, culture, economy, and politics.

12. Respect for the achievements

Some attitudes and actions that encourage him to produce something useful for society, and acknowledge also respect the others' success.

13. Friendly/communicative

Some actions which show a sense of love to talk, hang out, and work together with others.

14. Pacifism

Some attitudes, speech, and actions that cause others to feel happy and safe on the presence of himself.

15. Love to read

The habit to read something which is useful for himself in spare time.

16. Environmental care

Some attitudes and behaviours in making serious effort to prevent natural environment damage and develop some efforts to repair the environmental damage that has occurred.

17. Social care

Some attitudes and actions that always want to give help to other people and communities in need.

18. Responsibility

Some attitudes and behavior of a person to perform his duties, of what he should do to himself, society, the environment (natural, social and cultural), country and God Almighty.

18 character values above, have been identified in the publication of the curriculum center of the research and development body the national education ministry titled guidelines for the implementation of character education (2011) which is the result of the curriculum center sourced from religion, Pancasila, culture, and national education goals[27].

Article 3 of Law Number 20 Year 2003 concerning the National Education System states that: "National education to develop the capabilities and forms of character of a nation and civilization with dignity in order to support the life of the nation, develop the nation's resources to help the faithful community and serve God almighty powerful, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are supported and responsible[28]".In addition, the Government of education with the Minister of Education and Culture Regulation (Permendikbud) above. One of the main programs of the government, especially the Ministry of National Education, in order to improve the quality of educational processes and outcomes at the level of primary and secondary education is the development of character education. The character of original education is something new in the national education system in Indonesia. at present, there are two subjects given to foster

[27]Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa, oleh Pusat Kurikulum Departemen Pendidikan Nasional, 2010.

[28]Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2003 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah.

moral attitudes and character of students, namely Religious Education and Citizenship Education (Pkn).However, character traits through these two subjects have not yet achieved satisfactory results, so character development needs to be even more in subjects, all additional subjects. In addition, student coaching activities and school management also need to be held and implemented to support the character education process in the classroom. Character education can be implemented into learning in all subjects. Teaching materials related to the norms or values of each subject need to be made, made explicit, related to the context of daily life. Thus, learning values not only at the cognitive level, but assessments on internalization, and real practice in the daily lives of students in the community[29].

There are some weaknesses in the application of moral and character education that has sought innovation in character education. among others are:

1) Second Core Competence (KI 2)is bring about the implemented into all subjects. The implementation includes the loading of values into the substance of all subjects and the implementation of teaching and learning activities to facilitate the practice in teaching- learning activity inside or outside the classroom for all subjects.
2) Second Core Competence (KI 2) is also implemented into the learning activity of student coaching activities in classroom.
3) Second Core Competence (KI 2)is bring about in through the management of all matters in the school that participate all schooll area.

2. Character Education (KI 2) in Classroom English Teaching

Character education is implemented in all subjects, especially in the development process three aspects must be determined, namely the

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[29]Ibid.

curriculum as an idea, the curriculum as a document, and the curriculum as a process of all subjects implemented with the nation's character education[30]. Based on this definition, character education Second Core Competence (KI 2) can be implemented in English subject or English clasess.

The Implementation of Second Core Competence (KI 2) in Classroom English Teaching:

1) Planning
   The planning, include : Designing Syllabus, Designing Lesson Plans, and Designing Teaching Materials. These are to facilitate the character education in teaching-learning activities in the classroom.

2) Teaching and Learning Stage
   a) Preliminary Activity : Discipline Friendliness, Respect for Others, and Being Religious.
   b) Core Activity : Responsibility, Discipline, creativity, independence, democracy, interest in reading, respect for others, confidence, perceverance, cooperation, being communicative, honesty,and friendliness.
   c) Closing Activity : Honesty, Cooperation, respect for others, Friendliness, discipluine and being religious.
   d) Evaluation   : Applying Assessment. The teachers does not only focuse on evaluate the academic assessment but also character assessment.

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[30]Hasan, S. Hamid. 2000. Multicultural Approach for Curriculum Improvement, Bandung: Youth Rosdakarya.

Table 2.1:
Implementation of Second Core Competence in a Classroom

LESSON	GRADE
	Junior High School
E N G L I S H	- Honest - Discipline - Responsibility - Caring - Tolerance - Mutual cooperation - Polite - Confidence

Table 2. 2. The Basic and Core Competence of English lesson

LESSON	GRADE	CORE COMPETENCE	BASIC COMPETENCE
		2. Respect and appreciate the honest, discipline,responsibility, caring,tolerance, mutual cooperation, polite, confident, in interacting effectively with the social and natural	**2.1**Appreciate the polite and caring in conducting inter-personal communication with teachers and friends **2.2** Apreciate the honest, discipline, self-

Continue Table 2.2 The Basic and Core Competence of English lesson

LESSON	GRADE	CORE COMPETENCE	BASIC COMPETENCE

		environment in range of socially and existence	Confidence, implementing transactional communication with teacher and friends. **2.3**Appreciate responsible, caring, cooperation, peace, and love, in performing functional communication.
E N G L I S H	Junior High School		

The next step is to implemented the Second Core Competence in English classroom[31]:

1. The teacher is preparing the Second Core Competence(KI 2) in their syllabus.
2. The teacher included the Second Core Competence (KI 2) into the lesson plan.
3. The teacher Implementing the Lesson Plan (RPP) in English Learning. The teacher is hoped to create the materials with Second Core Competence (KI 2). One of step the techniques is the students begin with understanding the material and continue to observing values that can be generated from the materials.
4. The last step is evaluation. The evaluation implemented by teacher must include (a) evaluatuion of the English materials understanding (cognitive aspect) (b) evaluation to understand the attitude and value to be developed from the English materials (effective aspect).

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[31]Anugrahwati, Yulia & Agustian, I,R, Helena.*Ibid* . P.4.

The other steps in Implementing character education (KI 2) on English subject[32]:

1. Opening by greeting. The teacher can use greeting *" Assalamu'alaikum Warrohmatullahi Wabarokatu ",* or *" Good morning/afternoon".*
2. Beginning the class activity by praying. With praying, the teacher can apply the character education (KI 2) in the teaching-learning activity such as Religiousity value.
3. Closing the learning-teaching activity with an assignment. The teachers can implementing the character education (KI 2) with an assignment by individual or group to be honest, discipline, work hard, independence, democratic.

   Based on steps above, the teacher can implement the character education (KI 2) in English class.

Table 2.3 Implementation of Character Education in Language Skill

No	Language Skill	Classroom Activity/Strategies	Character
1	Listening-Speaking	• Storytelling • Role Play • Class discusion on certain behaviour	• Friendly • Curiousity • Tolerant • Responsible
2	Reading	• Identifying specific traits of a character in a story /text • Understanding the moral of a story	• Honest • Trustworthiness • Like to read • Religious
3	Writing	• Creating a story on a certain trait	• Creative • Respect

3. ***Teacher's Difficulties in Implementing the Second Core Competence of 2013 Curriculum***
   Teachers' problems in the curriculum 2013:

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[32]Hartati, Ningsih & Manon Andini, Thatit. The Problems Faced in Implementing Character Education on English Subject trough Problem solving at Muhammadiyah Malang District. SENASPRO 2016, Seminar Nasional dan Gelar Produk (1). 2016. P.302.

The teacher's problem in implementing the curriculum 2013 includes the teacher's problems in achieving the standards of content, process, graduation and assessment standards[33].

In education, it is known that teacher is a factor that influences the success or failure of the learning process, therefore the teacher must master the principles of learning and the teacher must create the best learning conditions for students, in this case understanding the current curriculum apply in national level.The problems faced by teachers is the fact that Indonesian school curriculum already overloaded. It would certainly require a hard work to design character-based lesson materials, not to mention preparing the assessment and evaluation rubrics.

The teacher's problem in developing the learning plan can be caused by the teachers' lack of understanding of the 2013 curriculum. Teachers found difficulties in understanding the 2013 curriculum objectives and teachers feel unaware of it. Furthermore, the results of the study revealed that the causes were due to various reasons, which are the lack of teachers' activeness in founding references related to the 2013 curriculum, lack of training or workshops that were followed, so that understanding in the implementation of the 2013 curriculum was still lacking[34]. It means that teachers' problems in the 2013 curriculum implementation occur massively throughout Indonesia. Therefore, it is important to do research

[33]Markus Palobo, et al. Analysis of Teachers' Difficulties on Developing Curriculum 2013 Lesson Plans, *Advances in Social Science, Education and Humanities Research*, vol. 226, 1st International Conference on Social Sciences (ICSS 2018), P. 1319.

[34]Markus Palobo, et al. *Loc Cit*. P. 1320.

related to the teachers' difficulties in integrating the second core competency (KI-2) of 2013 curriculum.

Teachers' problem in Classroom English Teaching :

The teacher have some problems in teaching – learning process in classroom English Teaching. The teacher feels difficulties in: *First,* the teacher feels difficulty in applying or allocating time when the learning process. Teachers feel diffulct to explore the students character education (KI 2) in English class. *Second,* teachers feel difficulty to apply the lesson plan in real activity in the classroom. It happens because the student's character is different each other. But teachers must be implementation it in learning activity like a absence treatment. *Third,* poor classroom management, teachers must have the skill to manage the classroom, so that teaching-learning process can be run successfully. *Fourth,* the poor of students' attention in the teaching-learning process in the classroom. Teachers feel difficult in teaching-learning process because the students have the different character (KI 2) each other. So teachers difficulty to culculative students' spiritual and also social attitudes in teaching activity. *The last,* the teacher problem is the poor of infrastructure. Infrastructure is very important to support the teaching-learning process. It can makes the students focuse to study and it makes the student have the good character (KI 2) than before.

C. Related Previous Study

There have been many researchers who conducted research related to variable the implementing of the second core competence (KI-2) of

2013 Curriculum and the difficulties found in conducted something related to curriculum.Syifa Khoerunnisa, Maria Ulfah, Purwoko Aji Prasetyo, and Kartika Chrysti Suryandari (2018) conducted their research entitled *Analysis of Teachers' Difficulty Based on 2013 Curriculum Implementation in Elementary School 1 Kalijoyo Alian District Kebumen Regency*. The result of the research showed that (1) The teacher is carrying out the stages of planning and implementing learning based on the 2013 curriculum is categorized as not difficult, meanwhile in conducting learning assessments based on the 2013 curriculum it is categorized as quite difficult; (2) the most difficult dimension for teachers in learning according to the 2013 curriculum is the authentic assessment dimension.

Anugrahwati and Agustien (2015) conducted their research entitled *The Integration of the Second Core Competence (KI-2) of curriculum 2013 in English Classes.* The result showed that all the three teachers who became the source of data have already integrated character education in their class. The first teacher or teacher integrated discipline and social care. Both discipline and social care are displayed twice on the transcription. The next teacher is teacher. During her class, she integrated tolerance three times, respect of the achievement three times, social care four times, each democratic, communicative and discipline one time to all her students. The last teacher is teacher. She implemented curiosity once, religious for four times and both tolerance and democratic twice. Character education has already implemented by all teacher in each class. There was no new strategy which was used by all the teachers in

implementing character education.The strategies which were mostly used by the teachers were only in the form of advice.The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day[35].

The two researches above have similarities and differences with this research. The similarities can be seen from the same focus on the reseach of They focused their research on the Syifa Khoerunnisa, Maria Ulfah, Purwoko Aji Prasetyo, and Kartika Chrysti Suryandari (2018) focused their research on teachers' difficulty based on 2013 curriculum implementation.Then, Anugrahwati and Agustien (2015) integration of the second core competence (KI-2) of curriculum 2013 in English Classes.

However, there have some differences this research with the two researches above. First, Syifa Khoerunnisa, Maria Ulfah, Purwoko Aji Prasetyo, and Kartika Chrysti Suryandari (2018) focused the research on teachers' difficulty based on 2013 curriculum implementation in general withouth correlate it in English subject. Then the two research above applied different research methods. Last but not least, different in population and sample will also cause difference in research findings.

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[35]Yulia Anugrahwati & Helena I. R. Agustien. *The Integration of the Second Core Competence (KI-2) of curriculum 2013 in English Classes, Journal of English Language Teaching, ELT Forum 4 (1), 2015, P. 1.*

Then, Anugrahwati and Agustien (2015) only focus their research on the integration of the second core competence (KI-2) of curriculum 2013 in English Classes without discussing the teachers' difficulties in implementing it in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied qualitative method. Qualitative research is a method that studying the meaning of people's life or real life condition, representing the views and perspectives of the people. contributing insights into existing or emerging concepts that may help to explain human social behavior, and striving to use multiple sources of evidence rather than relying on a single source alone[36]. It means that qualitative research focuses on analyzing a certain condition in order to know about it in deep in various kinds of perspectives by collecting data in some sources of research instruments. Hence, the conclusion can be stated in form of narrative.

In addition, Creswell explained that qualitative method uses natural setting of the research, researcher as key instrument, and participant meaning[37]. It means that in collecting data of qualitative research, the researcher as the key instrument. The success of a research depands on the researcher's ability in articulating the problem. Then, the meaning of the research is really determined by the participants or respondents' responses. Therefore, it must use natural setting.

Based on the explanation above, it can be concluded that qualitative research is a research that focuses on analyzing a certain condition in order to know about it in deep in various kinds of perspectives by collecting data in

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[36]Robert K. Yin. *Qualitative Research from Start to Finish*, London: The Guildford Press, 2011, P. 7-8.
[37]Jhon W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches Fourth Edition*, Los Angles, SAGE, P. 234

some sources of research instruments where the researcher as the key instrument and the meaning of the research is really determined by the participants or respondents' responses. Hence, the conclusion can be stated in form of narrative. In this research, qualitative method will be used to analyze the English teachers' difficulties in Implementing the second core competence (KI-2) of 2013 curriculum in SMPN 21 Kota Bengkulu.

B. Subject of the Research

The participants of this study were English teachers at SMPN 21 Kota Bengkulu. In this research, the researcher analyzed three English teachers.The teachers in this research are females. They were considered as qualified teacher because they have mastered S-1 degree. Due to the focus of this data is teachers' difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching. The teachers can be subject because they prepare the lesson plans, syllabus, do teaching activities and assessment toward students' attitudes or second core competence (KI 2) in teaching-learning process.

C. Data Collecting Technique

In collecting data in this research, the researcher collected them through classroom observation, interviews, and document collection such as photographs, and pictures which included teachers' lesson plans, materials selected and samples of assessment instruments.

Firstly, the researcher came to the classroom, and look the teachers activities. And then, the resercher did the observation when teacher is doing the teaching and learning process in the classroom. *Secondly*, the researcher

did with principals and several teachers based on the teachers' answers to the questionnaire given with the structured questions. *Thirdly*, the researcher could do the documentation. Documentation is conducted in the form of direct observation about the availability of learning tools in the form of lesson plans, student activity sheets, and assessment instruments.

D. Research Instruments

In collecting the data, the researcher used some instruments that can be explained as the following description:

1. Observation

To collect the data, the researcher did observation before till end the teachers activities in the classroom by preparing *observation sheet*. In observation activities, the researcher did not do the beginning till end because the researcher only observed and monitored the teachers in the classroom. The researcher can look for the teachers' need in teaching and learning process and how the teachers implementing and assesing the second core Competence (KI-2). By doing observation, the researcher got data about the teachers' difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum.

2. Interviews

An interview may often be useful at the preliminary stage since it helped researcher to get a sense of what topics and issues can be focused on[38]. Questions in interview will be designed based on the need of the research. The structure questions were helpful to obtain the data. The questions were integrated to information of teachers' difficulties in

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[38]Rhicards, C Jack,*Ibid*. P. 61.

Implementing Second Core Competence (KI 2) of 2013 Curriculum. Then, the researcher can raise the questions based on the progress of phenomenon in the field during the research in order to complete the information or data researcher's get by the questions in the interview.

3. *Documentation*

Documentation was conducted by collecting videos that is recorded when the class is starting. The documentation can form of photographs, and pictures. The researcher documentation was used to proving the data was obtained by the researcher. Documentation can be included the observation, interviews, photographs, and pictures. Documentation was covered the instruments above. The function of documentation in this research is to prove the authenticity of the research.

E. Data Analysis Technique

The steps of data analysis, the researcher adopted the concept proposed by Miles & Huberman[39]. The detail procedures can be seen as the following activities[40]:

1. Data Collection

Data collection is the process of analyzing of data got from observation, interviews, and documentation. It means that the researcher

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[39]Miles, M.B & Huberman, A.M. (2004). *Qualitative Data Analysis: A Sourcebook Third Edition*. USA: Sage Publishing.

[40]Ekawati Nur, Yulia. English Teachers' Problem in Applying the 2013 Curriculum. *ENGLISH REVIEW: Journal of English Education.* Volume 6, Issue 1. 2017. P. 43.

do the observation, interviews, and documentation in the field and then the researcher do the analyzing the data based on instruments above.

2. Data Reduction

   Data reduction is the process the summarizing, choosing the important point of subject matter, categorizing of the data gets, making symbol and finding the theme and pattern. This data done after the researcher gets the data collection, the researcher summarizes of the data who gets, choosing the point of data, then the data were categorized and the researcher found the theme and pattern from the researcher's data gets.

3. Data Display

   Data display is as a set of structured information, and drawing of conclusions and action. They also see that the most continous form of data display for qualitative research data of teachers' difficulties in implementing of second core competence (KI2) in 2013 curriculum. Based on data display, it helps the researcher to understand what is happening and to do something-further analysis or caution on the understanding.

4. Conclusion Drawing/ Verifying

   To conclude is an activity of formulating research result that answer the focus of research based on data analysis result. Such as how the second core competence (KI 2) implement in teaching-learning process, what is the teachers' difficulties in implementing the second core competence (KI 2), the researcher can be answer clearly all of the questions in this result. Conclusions are presented in the descriptive form of the research object based on the research study.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result of the research and its detail discussion. The Result explained the detail process of data analysis that produces research findings. On the other hand, discussion discusses about the process of all parts of the research. The detail description of result and discussion is as the following explanation:

A. Result

After completing the data collection and data analysis, the result of the research can be focused on two points, namely: the implementation of the second core competence (KI-2) of Curriculum 2013 by the English teachers of SMPN 21 Kota Bengkulu; and the English teacher's difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class. The detail explanation is as follows:

1. The Implementation of the Second Core Competence (KI-2) of Curriculum 2013 by English Teachers of SMPN 21 Kota Bengkulu

This part discussed three English teachers who taught English at SMPN 21 Kota Bengkulu, especially at seventh, eighth, and ninth grades. The Implementation covered some stages: (1) Learning Environment that covers: planning, relationship to students, classroom management; (2) the individual that covers: physical health; (3) Activity that covers: Interaction, language, teachers' questions.

Learning Environment

Learning environment in this research covered three aspects to discuss, namely: planning, relationship to students, classroom management. The detail explanation is as follows:

a. Planning

In planning a lesson, the English teachers at SMPN 21 Kota Bengkulu designed lesson plans that follow prescribed the 2013 curriculum.The teacher apply the moral values of character education in their lesson plans. The teaching materials for the class were organized and available. The teacher carefully plans student assigments and plans students groupings according to instructional needs. The teacher directions to students are clearly thought out and well stated. In short, based on the English teachers' lesson plans, it proved that the English teachers SMPN 21 Kota Bengkulu were well-prepared and well-organized in lesson planning by applying curriculum 13. For more data in planning stage, see appendix 1 about the teachers' lesson plan and appendix 3 about the result of observation checklist.

b. Relationship to Students

The teachers did not establish good eye contact with the students in their class. They do not talk communicatively to the students during the lesson. They focused on explaining the lesson and made the students focused their eyes on the whiteboard. Then, in a real practice in the classroom, the English teachers, did not make conscious

efforts at all times to pay attention to all students equally. It means that, the English teacher did not have good relationship to students. They only focused on finishing their duties to delivered information about teaching materials and giving exercise without educating students with giving students chances to develop attitudes in various situations in the classroom as communities. For the detail data, see appendix 3 about the result of observation checklists and appendix 5 about the result of field notes.

c. Classroom Management

During the lesson, the English teacher did not arrange the seating in class to suit the class activity for the day. It happened because the English teacher did not use a certain strategy that make them must set more comfortable seat for students. The teacher opening the learning-teaching activity with greeting. For the eighth grade students, the teacher did not start and closing the class activity with praying because the lesson started at the third time table. However, at seventh and ninth grade, the teacher start the class activity with praying because they learned English at the first time table. It means that the students pray at the beginning of the lesson and at the closing of the lesson before going home. It is clear that the English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence. For the detail data, see

appendix 3 about the result of observation checklists and appendix about the result of field notes.

d. Presentation

In actualization the lesson plan in the classroom, the English teachers did not use media to share the learning materials like laptop and LCDs. They only explained the lesson by using English textbook/printed materials. The English teachers spoke loudly enough; and the students could listen well. After presentation, the English teacher gave exercise to do by students and helped students to work correctly. The English teachers plan for "thinking time (time management)" time for the students so they can organize their thoughts and plan what they are going to say or do. In conclusion, the English teachers still used conventional techniques of presentation in the classroom. For the detail data, see appendix 3 about the result of observation checklists and appendix 5 about the result of field notes.

Based on the explanation above, it can be concluded that in learning environment, the English teacher of SMPN 21 Kota Bengkulu were well-prepared and well-organized in lesson planning by applying curriculum 13; however, they did not have good relationship to students. They only focused on finishing their duties to delivered information about teaching materials and giving exercise without educating students with giving students chances to develop attitudes in various situations in the classroom as communities; in classroom management, English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when

open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence; and the English teachers still used conventional techniques of presentation in the classroom without using IT as media such as laptop and LCDs.

The Individual

In this part, the researcher tried to identify how well the English teachers understand the students based on their basic knowledge and ability in English. Based on observation in the classroom, the researcher found that the English teachers did not know which students have visual or aural impairments, and have seated them as close to the teacher usualteaching position as possible. The teachers treated the students the same without encourage students' more potencies. So, the classroom activities did not look accommodates students' strength in the classroom. The teachers always continue their lesson and did not know that the students did not understand or bored. The teachers did not begin the class with a simple activity to wake the students up and get them wotking together. After praying together, the students started to have new learning materials from the teachers.

During the lesson, the English teacher did not look sensitive to individual students. Not all students in good mood in a day, the teacher could not identify the students who have bad days in the classroom, even the English teachers did not know there were some students cheating,

sleeping, and did other focus during the lesson. The English teacher tested the students who were incapable of performing at the usual level. Although the teacher challenged the students to show their best performance, there was no students offer himself/herself to do. For detail information for the data, see appendix 3 about the result of observation checklists and appendix 5 about the result of field notes.

Based on the explanation above, it can be concluded that the English teacher did not understand well about individual students. Therefore, they could not sensitive what happened to students mentally during the lesson. As the result, the students could not fulfill the teachers' challenge to perform their best of lesson understanding in every meeting.

The Activity

The researcher focused on some aspects related to activities in the classroom, namely: interaction, language, and teachers' questions. Those aspects would describe the real activities happened in the classroom during the lesson. For clearer explanation is as the following detail:

a. Interaction

During the lesson, the English teachers maximize their explanation in the classroom and gave more activities individually after the lesson. In other words, the teachers did not organize students to do suitable task that encourage students to do interaction. Therefore, the activities in the classroom became passive. The teachers tried to involve students to participate in their explanation and made interaction with the English teachers, not among the students.

During the lesson, the teachers sometimes promote spontaneity where they gave some cases to be solved by students related to learning materials. The activities in the classroom were organized to insure a high success rate, leaving enough room for error to make the activity challenging. After doing some exercise, the English teacher gave some corrective feedback to the students. The correction did not only focus on the errors made by students, but the corrections were given in detail for students' improvement. For complete data for this analysis, see appendix 3 about the result of observation checklists and appendix 4 about the result of field notes.

Based on the explanation above, it can be concluded that the English teacher's interaction in the classroom was focused on teachers' – students' interactions, not students'- students' interactions. Therefore, the interactions in the classroom were: explanation, doing exercise, giving corrective feedback, and accepting the corrective feedback. In other words, the interaction in the classroom was passive.

b. Language

Language is related to learning materials that presented by the English teachers in the classroom. For the language learning materials, the English teacher focused in certain materials or certain skill based on lesson plan that they have designed. However, the content material or skill presented was not easily transferable for students to be applied outside the classroom because the explanation only limited on how to answer questions on the textbooks. The activities and learning contents

were not really relevant and meaningful to the students' world. The students needed learning materials that have relevant context to their real life in order that they can understand and apply them in daily life activity. The detail data can be seen in appendix 3 about the result of observation checklists and appendix 5 about the result of field notes.

Based on the explanation above, it can be concluded that the English teacher certain materials or certain skill based on lesson plan that they have designed without considering the relevant and meaningful to the students' world or real daily life activity of the students.

c. Teachers' Questions.

The English teacher did not give questions based on factual answer. On the other hand, the English teacher only discussed the things based on what the textbook discuss. Therefore, the students answered questions based on the text that they read, and some students answered the questions based on their own knowledge. The teachers' technique in asking students to answer question was by asking some students as volunteer. If there were no students to be volunteers, the teachers asked the students' name after mention the questions. For more detail data, see appendix 3 about the result of observation checklists and appendix 5 about the result of field notes.

Based on the explanation above, it can be concluded that the English teachers asked students questions only based on texts or

learning materials found in the textbooks without relating it to factual answer that involve students' own knowledge.

After completing the data analysis above, it can be concluded that the implementation of the second core competence (KI-2) of Curriculum 2013 in English class at the English Teachers of SMPN 21 Kota Bengkulu, they did not conducted well. In other words, the English teachers had difficulties in integrating character values in specific English lesson, it can be seen from: *the first, learning environment*: the English teacher of SMPN 21 Kota Bengkulu were well-prepared and well-organized in lesson planning by applying curriculum 13; however, they did not have good relationship to students. They only focused on finishing their duties to delivered information about teaching materials and giving exercise without educating students with giving students chances to develop attitudes in various situations in the classroom as communities; in classroom management, English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence; and the English teachers still used conventional techniques of presentation in the classroom without using IT as media such as laptop and LCDs.

The second, the individual: the English teacher did not understand well about individual students. Therefore, they could not sensitive what happened to students mentally during the lesson. As the result, the students

could not fulfill the teachers' challenge to perform their best of lesson understanding in every meeting.

The third, the activity in the classroom: the English teacher's interaction in the classroom was focused on teachers' – students' interactions, not students'- students' interactions. Therefore, the interactions in the classroom were: explanation, doing exercise, giving corrective feedback, and accepting the corrective feedback. In other words, the interaction in the classroom was passive. English teacher certain materials or certain skill based on lesson plan that they have designed without considering the relevant and meaningful to the students' world or real daily life activity of the students. Hence, the English teachers asked students questions only based on texts or learning materials found in the textbooks without relating it to factual answer that involve students' own knowledge.

2. **The English Teacher's Difficulties in Implementing the Second Core Competence (KI-2) of 2013 Curriculum in English class**

The second core competence (KI-2) of curriculum 2013 inferred to character values in conducting education in the classroom. There are 18 values as the result of empirical study which is done by Pusat Kurikulum[41]. There are religiousity, honesty, tolerance, discipline, hard work, creative, independent, democrat, curiousity, the nation spirit, nationalism, respect for the achievements, friendly/communicative, pasifism, love to read, environmental care, social care, and responsibility.

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[41]Kemendiknas, Panduan Pelaksanaan Pendidikan Karakter,2011.

English teachers who basically teach English to student must also implement this competence in the classroom. They found difficulties because not only the time allocation for English lesson is limited, but also English lesson does not have correlation significantly with moral values application.

The English teachers' difficulties in implementing the second core competence (KI-2) of curriculum 2013 at SMPN 21 Kota Bengkulu can be as the following explanation:

a. *Character values integrated unrepresentatively*

Moral values that are developed by the curriculum have not integrated representatively. Those problems made the English teachers difficult to measure the students' achievement in application of moral values. For example, value of religiosity; the English teacher cannot measure the students' religiosity because they did not teach religious lessons. Related to religious values, he English teachers only asked student to pray before and after lesson. However, the English teacher did not check individual students whether the students pray correctly or not. Sometimes the teacher who taught English lesson is not a moslem. In fact, most of the students are moslems. They have different religion. Automatically, the English teacher cannot measure the religious values well in the classroom. For detail data, see appendix 4 about the result of interview with the English teachers.

From the explanation above, it can be concluded that the English teachers have difficulties in implementing the second core competence (KI-2) of curriculum 2013 at SMPN 21 Kota Bengkulu

because character value integrated unrepresentatively that make the English teachers cannot measure the character values in English class.

b. *Character values based on School visions were not chosen*

One of the big problems in K-13 Curriculum especially in implementation the second core competency is most schools could not choose character values that are suitable to their school visions. There are so many character values that must be implemented in K-13 curriculum both from Educational ministry and other sources. It happened because most schools have difficulties in choosing character values that relevant to their schools visions. This problems affect to the efforts of building characters at school was not really focused, and the monitoring and assessment were also not clear yet. These problems also affect the English teachers to implement the second core competency (KI-2) of K-13 curriculum in English class. For detail data, see appendix 9 about the result of interview with the English teachers.

It is clear that English teachers at SMPN 21 Kota Bengkulu have difficulties in implementation of second core competency (KI-2) of K-13 curriculum in English class. The English teachers felt confused with so many character values offered by the curriculum because character values based on school visions were not chosen.

c. *Incomplete teachers' understanding of character education concept*

The government needed to give more socialization of K-13 curriculum to English teachers. The concept of K-13 curriculum is complicated to understand. Therefore, intensive and continuity training

bust be given to English teacher in order that they can completely understand of K-13 curriculum. The English teacher of SMPN 21 who taught English at the eighth grade said that:

> *"I only got two or three times socialization of K-13 curriculum. The materials were still so basic. I think intensive and continuity of K-13 curriculum training, especially for English teachers would be very helpful for complete understanding about the concept and better application"*

Based on the statement above, it means that the English teacher still needed more understanding about a complete understanding of K-13 curriculum. The large number of teachers in Indonesia made the character education has not socialized yet to all teachers well. As the result, they have not completely understood of the K-13 Curriculum concept, especially the second core competency (KI-2) of K-13 curriculum in English class. For detail data, see appendix 4 about the result of interview with the English teachers.

In short, English teachers at SMPN 21 Kota Bengkulu have difficulties in implementation of second core competency (KI-2) of K-13 curriculum in English class. The English teachers felt that they have not completely understood of K-13 curriculum concept, especially in implementing the second core competency (KI-2) of K-13 curriculum in English class. Therefore, they needed more socialization and training related to K-13 curriculum concept intensively and continuity.

d. *Teachers' Confusion in choosing the character values in English Class*

English teachers have difficulties in choosing appropriate character values based on English class. The English teacher who taught English at seventh grade of SMPN 21 Kota Bengkulu said that:

> *"It is difficult for the English teacher to choose character values that are suitable to English lesson. Besides general character values, in a subject there are also character values that are needed to develop by the English teachers. Character values in English lessons could have not been able to explore and develop very well in the process of teaching and learning English."*

From the teacher's explanation above, it indicates that choosing character values that must be developed and explored in English lesson are still not clear for the English teachers. In other words, the English teachers only explore and develop the characters' value in general, not specifically for English lesson. Therefore, the English teachers still have problems in differentiating which kinds of character values included into general curriculum and which ones included into specific character values in English lessons. For more complete data for this explanation, see appendix 4 about the result of interview with the English teachers.

In conclusion, it is obvious that the English teachers at SMPN 21 Kota Bengkulu have difficulties in implementation of second core competency (KI-2) of K-13 curriculum in English class. The English teachers could not differentiate which kinds of character values included into general curriculum and which ones included into specific character values in English lessons. As the result, the English teachers

dominantly used general character values in teaching English in the classroom, not specific character values.

e. *Limited competencies to integrate character values into English lesson*

The English teachers have not had strong competencies to integrate character values on English lessons. As the explanation of English teacher who teaches at the ninth grade of SMPN 21 Kota Bengkulu; she said that:

> *"The government changed the curriculum rapidly and straightly implemented it to all schools in Indonesia without considering whether the English teacher have understood about the concept of the curriculum. The English teachers needed complete knowledge of curriculum K-13, especially in integrating character values. Therefore, we needed more training and socialization in order to get detail information about K-13 Curriculum."*

The programs of K-13 curriculum have been conducted all over Indonesia; however, the training and socialization of complete concept have not conducted. These situations caused the limitation of knowledge and skill to integrate character values in English lessons. As the result, the implementation of the curriculum cannot be completed. For more data, see appendix 4 about the result of interview with the English teachers.

Based on the explanation above, it can be concluded that the English teachers at SMPN 21 Kota Bengkulu have difficulties in implementation of the second core competency (KI-2) of K-13 curriculum in English class. The English teachers felt that they needed

more intensive training and socialization to complete their knowledge and skill to integrate character values in English lessons.

f. *Teachers could not become role models for character values*

The teachers could not be role models for character values. As the English teacher who taught at the eighth grade of SMAN 21 Kota Bengkulu. She said that:

> *The English teachers who taught at schools dominantly are not the product of character education. Therefore, they did not have clear image of character educations. How can English teachers implement character education without getting complete training and without real experience?*

Based on the English teacher's explanation above, it does not mean that the English teachers were not cleaver or not professional. The problem is the English teachers were not the product of character education. Therefore, they needed more knowledge through intensive training and socialization in order to know the clear image of K-13 concept. By having clear and complete knowledge of K-13 curriculum, especially the implementation of the second core competency (KI-2), the English teachers can implement the character values not only in general, but also specific in English lesson. For more complete data for this explanation, see appendix 4 about the result of interview with the English teachers.

Based on the explanation above, it can be concluded that the English teachers at SMPN 21 Kota Bengkulu have difficulties in implementation of the second core competency (KI-2) of K-13

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curriculum in English class. The English teachers felt that the current teachers could not be role models for character values because they are not the product of character education. Therefore, they needed more knowledge through intensive training and socialization in order to know the clear image of K-13 concept in order to be able to implement the character values not only in general, but also specific in English lesson.

3. Solution for the Teacher's Problems

There were some solutions that the teacher needed to solve their difficulties in implementing of the second core competency (KI-2) of K-13 curriculum in English class. However, based on the interview, the English teacher hoped that the government overcomes their problems by doing some actions, such as: (1) making clear standard measurement for character value for English class; (2) choosing kinds of character value that will be taught at school; (3) intensive and continuity training for further explanation for character education for English teacher; (4) open socialization for every development of character education for English teacher; and (5) the English teacher need more training incompetency of character building because they do not the product of character education (for detail data, see appendix 4 about teacher's interview). In conclusion, the best solution for English teacher problems was intensive and continuity training open socialization, and clear standard of character education in English class.

After completing the analysis above, the researcher concluded that the English teachers of SMPN 21 Kota Bengkulu found difficulties in

implementing of the second core competency (KI-2) of K-13 curriculum in English class. The difficulties were: (1) character value integrated unrepresentatively that makes the English teachers cannot measure the character values in English class; (2) the English teachers felt confused with so many character values offered by the curriculum because character values based on school visions were not chosen; (3) incomplete teachers' understanding of character education concept because less of socialization and training related to K-13 curriculum concept intensively and continuity; (4)teachers' Confusion in choosing the character values in English Class; therefore, the English teachers dominantly used general character values in teaching English in the classroom, not specific character values; (5) limited competencies to integrate character values into English lesson; therefore, they needed more intensive training and socialization to complete their knowledge and skill to integrate character values in English lesson; and (6) teachers could not become role models for character values because they are not the product of character education and less knowledge of clear image of K-13 curriculum concept. The best solution for this case was intensive and continuity training open socialization, and clear standard of character education in English class.

B. Discussion

The background of doing this research were: (1) Teachers have problems in understanding and implementation of K-13 curriculum; (2) Teachers got difficulties in integrating the second core competence of curriculum 2013; as the result, they only focused the lesson, especially English in students' intellectual, but ignore the second core competence; (3)

The English teachers had more difficulties to implement the second core competence in English class because they think that English is not really related to the subject they teach. Therefore, the researcher focused on investigating implementation of the second core competence (KI-2) of Curriculum 2013 in English class at the English Teachers of SMPN 21 Kota Bengkulu; and to identify English teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class.

To reach those objectives, the researcher applied curriculum theory proposed by Jack C Richard and Permendikbud No 68 Tahun 2013. This research applied qualitative method, the researcher found some result after completing the research. The result showed that: The Implementation of the Second Core Competence (KI-2) of Curriculum 2013 by English Teachers of SMPN 21 Kota Bengkulu divided into three stages, namely: (1) Learning Environment that covers: planning, relationship to students, classroom management; (2) the individual that covers: physical health; (3) Activity that covers: Interaction, language, teachers' questions.

First, in *learning environment*, the English teacher of SMPN 21 Kota Bengkulu were well-prepared and well-organized in lesson planning by applying curriculum 13; however, they did not have good relationship to students. They only focused on finishing their duties to delivered information about teaching materials and giving exercise without educating students with giving students chances to develop attitudes in various situations in the classroom as communities; in classroom management, English teachers have tried to implement the second core competence of K13 curriculum through

asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence; and the English teachers still used conventional techniques of presentation in the classroom without using IT as media such as laptop and LCDs.

Second, it is important for English teachers to understand the students based on their basic knowledge and ability in English in order that the teachers can maximize the students' potencies based on their level of knowledge. However, the English teacher at SMPN 21 Kota Bengkulu did not understand well about individual students. Therefore, they could not sensitive what happened to students mentally during the lesson. As the result, the students could not fulfill the teachers' challenge to perform their best of lesson understanding in every meeting.

Knowing interaction between teachers and students became important part in this research. After completing the data and analysis, it can be concluded that the English teacher's interaction in the classroom was focused on teachers' – students' interactions, not students'- students' interactions. It means that the interaction only happen between the English teachers and students, but the English teacher did not try to make the students did intense interactions. Therefore, the interactions in the classroom were: explanation, doing exercise, giving corrective feedback, and accepting the corrective feedback. In other words, the interaction in the classroom was passive.

In language aspect, the English teacher certain materials or certain skill based on lesson plan that they have designed without considering the relevant

and meaningful to the students' world or real daily life activity of the students. It means that the English teacher focused in certain materials or certain skill based on lesson plan that they have designed. However, the content material or skill presented was not easily transferable for students to be applied outside the classroom because the explanation only limited on how to answer questions on the textbooks.

In asking questions, the English teachers asked students questions only based on texts or learning materials found in the textbooks without relating it to factual answer that involve students' own knowledge. For a better result of education, it is important to involve students' own knowledge by preparing some related questions in factual fact to encourage students to relate a current learning materials with social condition happened in their own environment.

In addition, the English teachers of SMPN 21 Kota Bengkulu found difficulties in implementing of the second core competency (KI-2) of K-13 curriculum in English class. The difficulties were: first, character value integrated unrepresentatively that makes the English teachers cannot measure the character values in English class; second, the English teachers felt confused with so many character values offered by the curriculum because character values based on school visions were not chosen.

The third, incomplete teachers' understanding of character education concept because less of socialization and training related to K-13 curriculum concept intensively and continuity; the fourth teachers' Confusion in choosing the character values in English Class; therefore, the English teachers

dominantly used general character values in teaching English in the classroom, not specific character values; the fifth, limited competencies to integrate character values into English lesson; therefore, they needed more intensive training and socialization to complete their knowledge and skill to integrate character values in English lesson; and the sixth, teachers could not become role models for character values because they are not the product of character education and less knowledge of clear image of K-13 curriculum concept. The solution for English teacher problems was intensive and continuity training open socialization, and clear standard of character education in English class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the data analysis, it can be concluded that: *the first*, the implementation of the second core competence (KI-2) of Curriculum 2013 in English class at SMPN 21 Kota Bengkulu where the English teachers had difficulties in integrating character values in specific English lesson that be seen from: *(1) learning environment*: well-organized in lesson planning by applying curriculum 13; however, they did not have good relationship to students; (2) *the individual:* the English teacher did not understand well about individual students; *(3) the activity in the classroom:* the English teacher's interaction in the classroom was focused on teachers' – students' interactions, not students'- students' interactions.

Then, *the second,* the English Teachers' difficulties in implementing the second core competence (KI-2) of 2013 Curriculum in English class were: (1) character value integrated unrepresentatively that makes the English teachers cannot measure the character values in English class; (2) the English teachers felt confused with so many character values offered by the curriculum because character values based on school visions were not chosen; (3) incomplete teachers' understanding of character education concept because less of socialization and training related to K-13 curriculum concept intensively and continuity; (4) teachers' confusion in choosing the character values in English Class; therefore, the English teachers dominantly used general character values in teaching English in the classroom, not specific

character values; (5) limited competencies to integrate character values into English lesson; therefore, they needed more intensive training and socialization to complete their knowledge and skill to integrate character values in English lesson; and (6), teachers could not become role models for character values because they are not the product of character education and less knowledge of clear image of K-13 curriculum concept. The solution for English teacher problems was intensive and continuity training open socialization, and clear standard of character education in English class.

B. Suggestion

After completing the data analysis, the researcher would suggest some suggestion to English teachers, schools, and the next researchers. The suggestions are as follows:

1. *English Teachers*

English teachers should always have discussions with other teachers who know well about the implementation of K-13 Curriculum, especially the implementation of the second core competencies (KI-2) in order to complete the application of curriculum and produce good character output of education. For this case, the English teachers have made the educational goals come true.

2. *Schools*

Schools should always try to facilitate teachers to have better knowledge through intensive and continuity training related to current curriculum, in this case K-13 curriculum, in order that the teachers can

have clear and complete image of current curriculum. As the result, the teachers can implement the curriculum based on the correct concept.

3. ***The Next Researchers***

Curriculum, especially K-13 curriculum as the current curriculum used in Indonesia, is very interesting to discuss. Therefore, the researcher is hoped to the next researchers to do research related to K-13 curriculum in other focus and broader scope in order to give knowledge for many people who works related to education.

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APPENDICES

PROGRAM SEMESTER
TAHUN PELAJARAN 2019/2020

Satuan Pendidikan   : SMPN 21 Kota Bengkulu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi
secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak
(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut
pandang/teori.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020																						
			Juli		Agustus				September				Oktober				November				Desember			
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya*, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan *meminta perhatian, mengecek pemahaman, dan menghargai*	Teks lisan dan tulis untuk meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta / mengungkapkan pendapat serta responsnya	8 JP		■			■									■			■	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020					
			Juli	Agustus	September	Oktober	November	Desember
kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				■	■		■	■
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial *menyatakan dan menanyakan tentang kemam puan dan kemauan melakukan suatu tindakan,* sesuai dengan konteks penggunaannya	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan	8 JP		■	■		■	■

Kompetensi Dasar	Indikator Pencapaian Kompetensi	A lokasi Waktu	Semester Ganjil 2019/2020																						
			uli		Ag ustus				September				Oktob er				No vember				Desem ber			
4.2 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	melakukan suatu tindakan				▮				▮								▮				▮			
3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya*, sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan *memberi instruksi, mengajak, melarang, dan minta ijin*, dengan memperhatikan	Teks lisan dan tulis untuk memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya	8 JP			▮				▮								▮				▮			

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020					
			Juli	Agustus	September	Oktober	November	Desember
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.								
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya 4.4 Menangkap makna undangan	Teks tulis undangan pribadi dan ucapan selamat (*greeting card*) sangat pendek dan sederhana	8 JP						

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020					
			Juli	Agustus	September	Oktober	November	Desember
pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana. 4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.								
3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu	8 JP						

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020					
			Juli	Agustus	September	Oktober	November	Desember
keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial,								

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020					
			uli	Ag ustus	September	Oktob er	No vember	Desem ber
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				▮	▮		▮	▮
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya 4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang	Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	8 JP		▮	▮		▮	▮

Kompetensi Dasar	Indikator Pencapaian Kompetensi	A lokasi Waktu	Semester Ganjil 2019/2020					
			uli	Ag ustus	September	Oktob er	No vember	Desem ber
dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				█	█		█	█
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini*, sesuai dengan konteks penggunaannya 4.8 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang sedang*	Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini	8 JP		█	█		█	█

ix

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020																											
			uli		Agustus				September				Oktober				November				Desember									
*dilakukan/ berlangsung saat in*i, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.																														
3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya. 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial,	Teks lisan dan tulis yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan	8 JP																												

x

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Ganjil 2019/2020																						
			uli		Agustus				September				Oktober				November				Desember			
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					▓				▓									▓			▓			

Mengetahui,
Kepala Sekolah
Bahasa Inggris

Guru Mata Pelajaran

……………………
…………………………………
NIP……………......
NIP..

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Appendix 1
Example of School Syllabus

<div align="center">

PROGRAM SEMESTER
TAHUN PELAJARAN 2019/2020

</div>

Satuan Pendidikan   : SMPN 21 Kota Bengkulu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/2

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif
        dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya
        terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,
        menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Indikator	A	Semester Genap 2019/2020

	Pencapaian Kompetensi	lokasi Waktu	Januari			Februari			Maret			April			Mei			Juni		
3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda,* sesuai dengan konteks penggunaannya . 4.10 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda.	8 JP																		
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang,	Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang,	16 JP																		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020					
			Januari	Februari	Maret	April	Mei	Juni
dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	binatang, dan benda							
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu*	Teks lisan dan tulis menyatakan dan menanyakan	8 JP						

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020																				
			Januari		Februari		Maret			April				Mei		Juni		
lampau, sesuai dengan konteks penggunaannya 4.13 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tindakan/kejadian yang dilakukan/ terjadi di waktu lampau				▮			▮							▮		▮		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020																						
			Januari		Februari		Maret			April				Mei		Juni										
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana	16 JP			■			■						■		■										

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020					
			Januari	Februari	Maret	April	Mei	Juni
4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.								
3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial dari teks pesan singkat dan pengumuman /pemberitahuan (*notice*), sesuai dengan konteks	Teks lisan dan tulis teks pesan singkat dan pengumuman/pemberi tahuan.	8 JP						

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020					
			Januari	Februari	Maret	April	Mei	Juni
penggunaannya								
4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana.								
4.17 Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.								
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif	Teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana	16 JP						

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Alokasi Waktu	Semester Genap 2019/2020					
			Januari	Februari	Maret	April	Mei	Juni
berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya								
3.15 Memahami fungsi social dan unsur kebahasaan dalam lagupesan dalam lagu. 4.19 Menangkap makna lagu.	Lagu pendek dan sederhana	2 JP						

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Mengetahui,
Kepala Sekolah   Guru Mata Pelajaran Bahasa Inggris

……………………………..
NIP……………………………   **………………………………**
                                                                                                   NIP. ………………………

OBSERVATION CHECKLIST

School : SMPN 21 Kota Bengkulu

Teacher : _____

Date of Observation : _____

_____

Direction*: Thoughtfully consider each statement. Then, rate the teacher performance in the following way in each meeting by giving (√) for the statement.*

NO	STATEMENTS	YES	NO
	I. Learning Environment **A. Planning**		
1	The teacher follow prescribed the 2013 curriculum in the class.		
2	The teacher apply the moral values of character education in their lesson plan.		
3	The teacher directions to students are clearly thought out and well stated.		
4	The teacher material for class are organized and available.		
5	The teacher uses available material and resources.		
6	The teacher considers time available and aware or adequate pacing.		
7	The teacher carefully plans student assigments and plans students groupings according to instructional needs.		
8	The teacher was well-prepared and well-organized in class		
9	The lesson reviewed material and looked abead to new		

	material		
10	The prepared goals/objectives were apparent		
	B. Relationship to Students		
1	The teacher use the good eye contact with their class. They are not focuse on the whiteboard		
2	If the teacher tend to teach predominantly to one area of the classroom.		
3	The teacher make a group in their class activity to implement the caring and tolerance.		
	C. The Classroom		
1	The teacher arrange the seating in class to suit the class activity at the teaching-learning process		
2	The teacher opening the learning-teaching activity with greeting.		
3	The teacher start and closing the class activity with praying		
4	The teacher consider the physical comfort of the room such as heat and light.		
5	Teacher need special materials or equipment.		
6	The teacher closing with assignment to apply the students' character like honest,discipline, work hard, independence, democratic.		
	D. Presentation		
1	The teacher writing on the blackboard to explain the materials.		

2	The teacher use the media to share the materials like laptops and LCDs.		
3	The teacher speak loudly enough to be heard in all parts of the classroom.		
4	The teacher prepared the method to give a variety of explanations, models or descriptions.		
5	The teacher vary the excercise in class, alternating rapid and slow paced activities to keep up maximum interest level in the class.		
6	The teacher use the new skill to know the students character education.		
7	The teacher plan for "thinking time (time management)" time for the students so they can organize their thoughts and plan what they are going to say or do.		
	II. The Individuals **A. Physical Health**		
1	The teacher know which students have visual or aural impairments, and have seated them as close to the teacher usual teaching position as possible.		
2	The teacher aware that a student's attention span varies from day to day depending on mental and physical health and outside distractions.		
3	The teacher begin the class with a simple activity to wake the students u p and get them wotking together.		

4	The teacher sensitive to individual students who have bad days.		
5	The teacher try to challenge students who are at their best.		
6	The teacher having a bad day and feel it might affect.		
	III. The Activity **A. Interraction**		
1	The teacher minimize the role in conducting the activities.		
2	The teacher organize the activities so they are suitable for real interaction among the students.		
3	The activities maximize student involement.		
4	The activities promote spontaneity or experimentation on the part of the learner.		
5	The activities generally transfer attention away from "self" ad outward toward a "task".		
6	The activities are organized to insure a high success rate, leaving enough room for error to make the activity challenging.		
7	The teacher not overly concernned with error correctin.		
	B. Language		
1	The teacher focuse on the lesson plan		
2	The content of the activity is not too sophisticated for the students.		
3	The activity is geared to the proficiency level of the class or slighly beyond.		
4	The content of the activity is not too sophisticated for the students.		

5	The teacher make the content of the activity relevant and meaningful to the students' world.		
	C. Teacher's Questions		
1	The teacher asks a question that the students can answer by looking for factual answer.		
2	The teacher asks a question that students can answer by using their own knowledge.		
3	The teacher calls student's name directly before asking question.		
4	The teacher calls student's name directly after asking question.		
5	The teacher calls for student volunteers after asking question.		
6	The teacher allows students to self-select when to answer.		

FIELD NOTE

School	: SMPN 21 Kota Bengkulu
Class	: VII
Subject	: English
Meeting	: 1
Day/Date	: 14 January 2020

1. The English teacher only focused on explaining lesson in the classroom
2. The English teacher only focused on finishing their duties to deliver information about teaching materials and giving exercise without educating students by giving students chances to develop attitudes in various situations in the classroom as communities.
3. the English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence.
4. the English teachers still used conventional techniques of presentation in the classroom. They did not use IT media like laptop and LCDs for presentation learning materials.

The Result of Field Note Meeting 1

Observation for English Teacher Class VIII

FIELD NOTE

School   : SMPN 21 Kota Bengkulu

Class   : VIII

Subject   : English

Meeting   : 1

Day/Date   : 20 January 2020

1. The English teacher only focused on explaining lesson in the classroom.
2. The English teacher only focused on finishing their duties to deliver information about teaching materials and giving exercise without educating students by giving students chances to develop attitudes in various situations in the classroom as communities.
3. the English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence.
4. the English teachers still used conventional techniques of presentation in the classroom. They did not use IT media like laptop and LCDs for presentation learning materials.

The Result of Field Note Meeting 1

Observation for English Teacher Class IX

FIELD NOTE

School   : SMPN 21 Kota Bengkulu

Class   : IX

Subject   : English

Meeting   : 1

Day/Date   : 23 January

1. The English teacher only focused on explaining lesson in the classroom without exploring other skill, especially attitude.
2. The English teacher only focused on finishing their duties to deliver information about teaching materials and giving exercise without educating students by giving students chances to develop attitudes in various situations in the classroom as communities.
3. The English teachers have tried to implement the second core competence of K13 curriculum through asking students to pray when open and closing the lesson and train them to do individual exercise to apply characters like: honest, discipline, work hard, and independence.
4. The English teachers still used conventional techniques of presentation in the classroom. They did not use IT media like laptop and LCDs for presentation learning materials.

The Result of Interview

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HASIL WAWANCARA

GURU BAHASA INGGRIS KELAS VII

</div>

Pemahaman tentang Pendidikan Karakter

1. Menurut ibu, apa pengertian dari character education?
   Character education adalah pendidikan untuk membentuk karaker siswa

   agar menjadi pribadi yang lebih baik di masa depan.

2. Apa yang menjadi latar belakang adanya pendidikan character di SMPN 21 Kota Bengkulu?
   Sekolah diharapkan bukan hanya menjadi pusat pembelajaran ilmu-ilmu

   saja tetapi juga sebagai tempat penanaman karakter bagi siswa

3. Apa tujuan pendidikan karakter di SMPN 21 Kota Bengkulu?
   Untuk mewujudkan pendidikan yang lebih baik dengan menghasilkan

   lulusan yang tidak hanya memahi IMTEK dengan baik tetapi juga

   dibekali dengan pengetahuan IMTAQ dan karakter.

4. Mengapa penerapan karakter pendidikan sangat diperlukan?
   Karena orang pintar belum tentu berakhlak baik akan tetapi orang yang

   berakhlak baik sudah tentu pintar. Karena dengan karakter yang baik

   dapat mewujudkan Indonesia sebagai Negara yang beretika dan berilmu.

A. **Penerapan Pendidikan Karakter dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing di SMAN 21 Kota Bengkulu**
   1. Menurut anda, apa maksud dari pendidikan karakter yang terintegrasi didalam proses pelajaran bahasa Inggris?
      Guru diharapkan dapat mengajarkan nilai-nilai karakter tertentu dalam

      pengajaran Bahasa Inggris dikelas. Jadi tidak hanya mengajarkan materi

      bahasa Inggris saja.

2. Apa sajakah milai-nilai karakter yang ditargetkan untuk diinternalisasikan oleh siswa saat pengajaran bahasa Inggris?
Ada beberapa nilai pokok seperti : santun, peduli, jujur, disiplin, percaya

diri, bertanggung jawab, kerjasama, berkomunikasi dan banyak lagi nilai-

nilai lainnya.

3. Apa sajakah peran dan tanggung jwab guru terhadap penerapan pendidikan karakter di SMPN 21 Kota Bengkulu?
Guru tidak hanya membangun raga siswa tetapi membangun jiwanya

melalui penanaman nilai-nilai karakter yang baik.

4. Bagaimana penerapan pendidikan karakter yang terintegrasikan didalam tiap-tiap proses pengajaran bahasa Inggris di SMPN 21 Kota Bengkulu?
   a. Tahap Perencanaan
   Guru   dapat   membuat   rancangan   pembelajaran   dengan

   mengintegrasikan nilai-nilai karakter.

   b. Tahap Pelaksanaan (Pendahuluan, Inti, dan Penutup)
   Menginternalisasikan nilai-nilai karakter yang telah dirancang ke

   dalam pembelajaran di kelas.

   c. Tahap Evaluasi
   Melihat kekurangan dalam penerapan pendidikan karakter, walaupun

   sebenarnya masih sulit mengukur penerapan kompetensi ini di kelas.

B. Komentar tentang pendidikan karakter dalam pengajaran Bahasa Inggris sebagai Bahasa Asing di SMPN 21 Kota Bengkulu
1. Menurut anda, apa manfaat dari penerapan pendidikan karakter dalam pengajaran bahasa Inggris?
Banyak manfaatnya, siswa mendapatkan penerapan pendidikan karakter

dalam pembelajaran bahasa sehingga mereka terbentuk sebagai individu

yang tidak hanya mahir berbahasa inggris tetapi juga memiliki karakter

yang sesuai dengan harapan.

2. Apa sajakah hambatan atau kesulitan yang dihadapi dalam menerapkan pendidikan karakter saat pengajaran bahasa Inggris?

   Sebagai guru, saya merasa belum begitu memahami konsep pendidikan karakter ini dengan baik karena sosialisasi dan pelatihan yang berkenaan dengan kurikulum K-13 ini tidak dilaksanakan secara intensif dab berkelanjutan. Oleh sebab itu, banyak guru yang tidak memahami konsep kurikulum ini dengan sempurna. Hambatan terbesar saya, sulit menentukan jenis nilai karakter apa yang harus dikembangkan.

3. Bagaimana pengaruh penerapan pendidikan karakter dalam pengajaran bahasa Inggris terhadap siswa, baik pengaruh terhadap prestasi akademik maupun perilaku siswa?

   Cukup berpengaruh, siswa menjadi lebih tenang dan manut dalam proses belajar mengajar di kelas.

4. Apa harapan anda kedepannya agar penerapan pendidikan karakter bisa dilaksanakan dengan maksimal?

   Adanya pelatihan dan sosialisasi yang lebih bak sehingga pemahaman guru mengenai konsep pendidikan karakter juga lebih baik sehingga dapat mengimplementasikan kurikulum 2013 lebih bak ke depannya.

5. Apa saran anda terhadap penerapan pendidikan karakter dalam pengajaran bahasa Inggris di SMPN 21 Kota Bengkulu ?

   Sekolah harus menentukan atau memilih secara spesifik nilai-nilai karakter apa saja yang perlu dikembangkan.

Picture 1:
The School Image
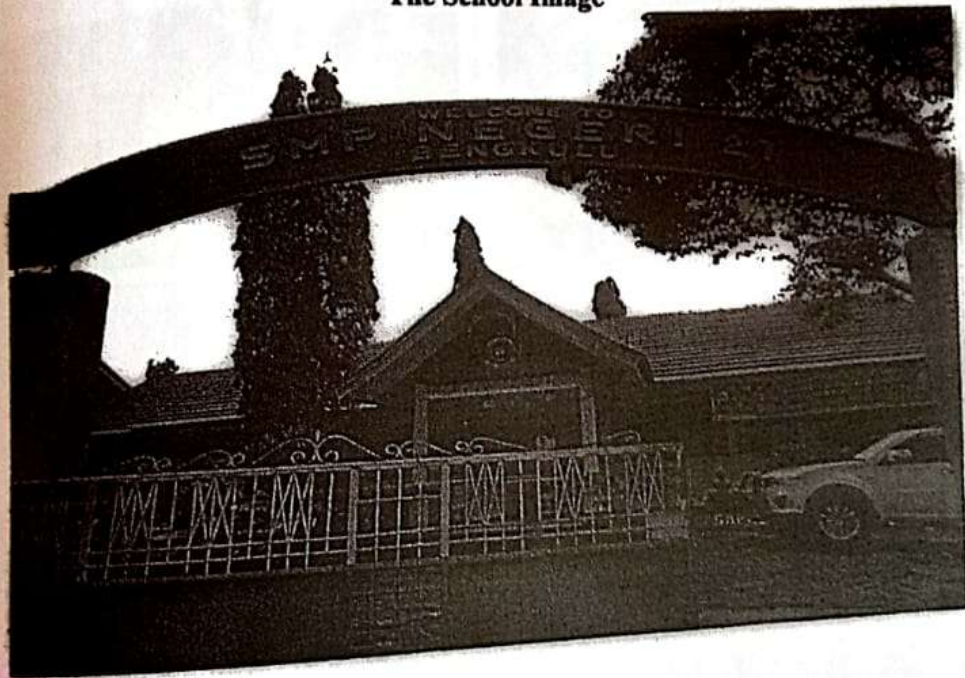
Picture 2:
Teaching and Learning Process in the Classroom
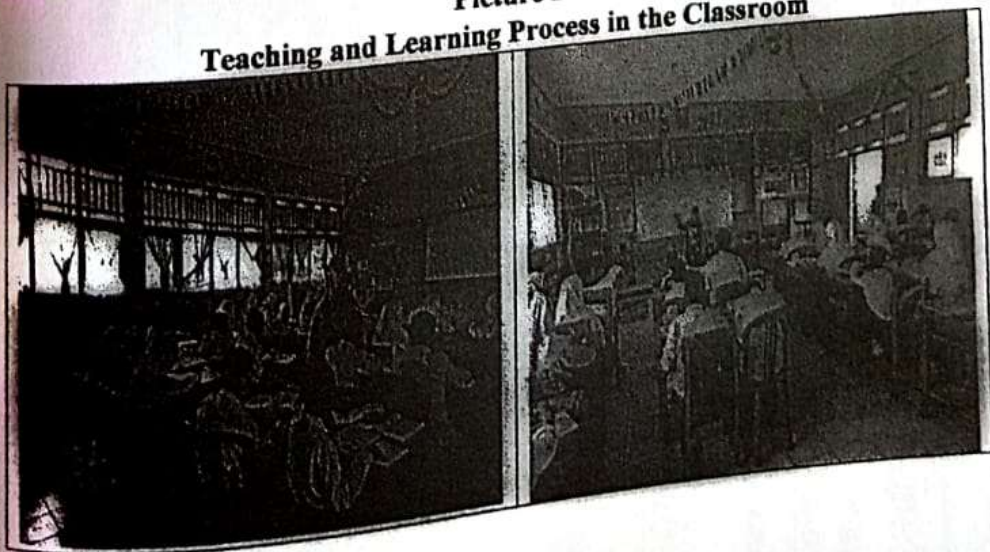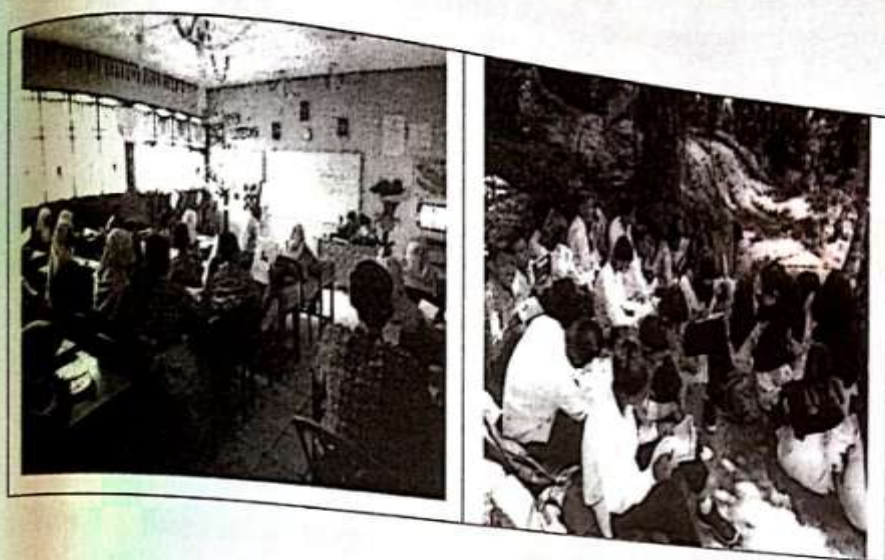
Picture 4:
The Process of Interviewing Teachers

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Eva Aprilia
NIM : 1516230192
Jurusan : Tarbiyah dan Tadris
Program Studi : TBI

Pembimbing I/II : Feny Martina, M.Pd
Judul Skripsi : The English Teachers' Difficulties In Implementing the Second Core Competence (KI) of 2013 Curriculum in the classroom English Teaching at SMPN 21 kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	18/02 2020	1. Style Penulisan teferensi masih salah Jangan Pakai APA style, Pakai MLA 2. Perbaiki lagi ada yang bodynote rubah ke footnote.	Revisi	
2	19/03 2020	Acc munaqosyah		

Bengkulu, 29 Juni 2020

Mengetahui
Dekan

Zubaedi, M.Ag., M.Pd
NIP. 196903081996031001

Pembimbing I/II

Feny Martina, M.Pd
NIP. 198703242015032002

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SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor 0359 / In. 11/F.II/PP.009/01/2020

Tentang

Penetapan Dosen Penguji

Ujian Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu

Atas nama Mhs : Eva Aprilia

NIM   : 1516230192

Prog. Studi   : Tadris Bahasa Inggris (TBI)

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu dengan ini memberi tugas kepada nama nama yang tercantum pada kolom 2 untuk melaksanakan ujian komprehensif, dengan aspek mata uji sebagaimana tersebut pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut diatas.

No	PENGUJI	ASPEK	INDIKATOR
1	Nurlaili, M.Pd.	KOMPETENSI IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat-surat Pendek (Ad Dhuha s/d An Naas)
2	Dedi Efrizal, M.Pd.	KOMPETENSI JURUSAN/PRODI	1. Hafalan ayat/hadits yg berhubungan 2. dengan pendidikan (Tarbiyah) 3. Language skill: 4. Vocabulary, grammar, speaking, writing, reading 5. Linguistics: 6. Psycholinguistics, sociolinguistics, phonology, syntax, semantics. 7. Teaching skill: 8. TEFL, LTR, ESP, CMD
3	Ixsir Eliya, M.Pd.	KOMPETENSI KEGURUAN	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb:

1. Waktu dan tempat ujian diserahkan
2. sepenuhnya kepada dosen penguji setelah mahasiswa menghadap menyatakan kesediaannya untuk diuji.
3. Pelaksanaan Ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah dilaksanakan.
4. Score nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
5. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
6. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek (bukan diambil nilai rata-rata).

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.-

Bengkulu, 12 Januari 2020
Dekan Tarbiyah,

Zubaedi

Tembusan, disampaikan kepada yth :
Bpk. WakilRektor I IAIN Bengkulu (sebagailaporan)

xv

1	The teacher focuse on the lesson plan in the classroom activiy.	✓	
2	The content of the activity is not too sophisticated for the students.		✓
3	The activity is geared to the proficiency level of the class or slighly beyond.	✓	
4	The teacher feel difficult to implement the character education with the materials.	✓	
5	The teacher make the content of the activity relevant and meaningful to the students' world.		✓
	C. Teacher's Questions		
1	The teacher asks a question that the students can answer by looking for factual answer.		✓
2	The teacher asks a question that students can answer by using their own knowledge.	✓	
3	The teacher calls student's name directly before asking question.		✓
4	The teacher calls student's name directly after asking question.		✓
5	The teacher calls for students after asking the question.	✓	
6	The teacher give awards when the students answer the question with clearly.		✓

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

DAFTAR HADIR
UJIAN SEMINAR PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN TADRIS PROGRAM STUDI : Tadris Bahasa Inggris

NO	NAMA MAHASISWA	JUDUL SKRIPSI	PEMBIMBING	TANDA TANGAN
5	EVA APRILIA	The English Teachers' Difficulties in Implementing second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMN 21 kota Bengkulu	1. Riswanto, Ph. D 2. Feny Martina, M.Pd	

NO	NAMA DOSEN PENYEMINAR	NIP	TANDA TANGAN
1	Detti Lismayanti, M. Hum	197712222009012006	
2	Reko Serasi, M.A	198711092018011002	

SARAN-SARAN

1	PENYEMINAR I :
	1. Perbaiki Format Penulisan
	2. Research Question ditambah "Solution"
	3. Perbaiki Instrumentsnya

2	PENYEMINAR II :
	1. Identification of the Problemnya dibuat list
	2. Perbaiki Grammarnya

AUDIEN

NO	NAMA AUDIEN	TANDA TANGAN	NAMA AUDIEN	TANDA TANGAN
1	Baluh Asong		1. Zeni blankn	
2	Helpi Efrizon		2. Agws Liana	
3	Aput Putri A.		3. Wta sai	

Bengkulu, 20.........

Dekan Fakultas Tarbiyah dan Tadris

Tembusan:

1. Dosen penyeminar 1 & 2
2. Pengelola Prodi
3. Subak AAK
4. Pengelola dan Umum
5. Yang Bersangkutan

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031001

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OBSERVATION CHECKLIST

School : SMPN 21 Kota Bengkulu

Teacher : 1

Date of Observation : 19 January 2020

Direction: Thoughtfully consider each statement. Then, rate the teacher performence in the following way in each meeting by giving (√) for the statement.

NO	STATEMENTS	YES	NO
	I. Learning Environment		
	A. Planning		
1	The teacher follow prescribed the 2013 curriculum in the class.	√	
2	The teacher apply the moral values of character education in their lesson plan.	√	
3	The teacher directions to students are clearly thought out and well stated.	√	
4	The teacher material for class are organized and available.	√	
5	The teacher uses available material and resources in the classroom activity.	√	
6	The teacher considers time available and aware or adequate pacing.	√	
7	The teacher carefully plans student assigments and plans students groupings according to instructional needs.	√	

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
at : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PENUNJUKAN

Nomor : 1464 / In. 11/F.II/PP.00.9/02/2019

Dalam rangka penyelesaian akhir studi mahasiswa Fakultas Tarbiyah dan Tadris maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu menunjuk dosen:

1. Nama   : Riswanto, Ph.D
   NIP   : 19720710 199903 2 002
   Tugas   : Pembimbing I

2. Nama   : Feny Martina, M.Pd
   NIP   : 19870324 201503 2 002
   Tugas   : Pembimbing II

untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan skripsi, kegiatan penelitian sampai pada persiapan ujian munaqasyah bagi mahasiswa:

Nama   : Eva Aprilia

NIM   : 1516230192

Judul Skripsi   : The Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Class (AN Analysis at the English Teachers of SMPN 21 Kota Bengkulu)

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 21 Februari 2019

Dekan,

Zubaedi
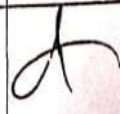
Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

6	The teacher closing with assignment to apply the students' character like honest,discipline, work hard, independence, democratic.	✓	
	C. Presentation		
1	The teacher writing on the blackboard to explain the materials.	✓	
2	The teacher use the media to share the materials like laptops and LCDs.		✓
3	The teacher speak loudly enough to be heard in all parts of the classroom.	✓	
4	The teacher prepared the method to give a variety of explanations, models or descriptions to implement the second core competence (KI 2).	✓	
5	The teacher give the excercise in class to keep up maximum interest level in the class.		✓
6	The teacher use the new skill to know the students character education.	✓	
7	The teacher plan for "thinking time (time management)" time for the students so they can organize their thoughts and plan what they are going to say or do.		✓
	II. The Individuals **A. Physical Health**		
1	The teacher know which students have visual or aural impairments, and have seated them as close to the teacher		✓

KARTU BIMBINGAN SKRIPSI

Nama : Eva Aprilia
NIM : 1516230192
Jurusan : Tarbiyah dan Tadris
Prodi : TBI

Pembimbing I/II : Riswanto, Ph.D
Judul Skripsi : The English Teachers' Difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in classroom English Teaching at SMPN 21 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	9/10/2019	Revisi Abel check grammar/spelling error	Revisi	
2	23/10/2019	Revisi judul/kasih usul	Revisi	
3	30/10/2019	Bisa proposal Def'x/technique nulis Dox	Revisi	
4	1/11/2019	Chapter III	Revisi	
5	6/11/2019	Instruments	Revisi	
6	8/11/19.	Acc Seminar	..	

Bengkulu ....
Pembimbing I/II

Mengetahui
Dekan

Dr. Zubaedi, M.Ag. M.Pd
NIP. 196903081996031005

Riswanto, Ph.D
NIP. 197207101999032002

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	usual teaching position as possible.		
2	The teacher aware that a student's attention span varies from day to day depending on mental and physical health and outside distractions.		✓
3	The teacher begin the class with a simple activity to interest the students and get them working together.		✓
4	The teacher feel difficult to implement the character education when they feel bad day.		✓
5	The teacher try to challenge students who are at their best.		✓
6	The teacher just sit down when she feel bad day.		✓
	III. The Activity 　A. Interraction		
1	The teacher minimize the role in conducting the activities.	✓	
2	The teacher organize the activities so they are suitable for real interaction among the students.		✓
3	The activities maximize student involement.		✓
4	The activities promote spontaneity or experimentation on the part of the learner.		✓
5	The activities generally transfer attention away from "self" ad outward toward a "task".		✓
6	The activities are organized to insure a high success rate, leaving enough room for error to make the activity challenging.		✓
7	The teacher not overly concernned with error correctin.	✓	
	B. Language		

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LEMBAR PENGESAHAN SEMINAR

Proposal Skripsi,

Nama : Eva Aprilia

NIM : 1516230192

Berjudul : "The Teachers' Difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMPN 21 Kota Bengkulu "

diseminarkan oleh tim penyeminar pada :

Hari/Tanggal : 22 November 2019

Pukul : 08.00 WIB

Dari proposal skripsi tersebut telah diperbaiki semua dengan saran-saran tim penyeminar, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).
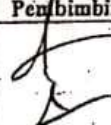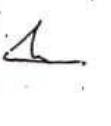
Bengkulu, November 2019

Pembimbing I

Riswanto, Ph.D
NIP. 197204101999031004

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

LEMBAR PENGESAHAN SEMINAR

Proposal Skripsi,

Nama : Eva Aprilia

NIM : 1516230192

Berjudul : **"The Teachers' Difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMPN 21 Kota Bengkulu "**

diseminarkan oleh tim penyeminar pada :

Hari/Tanggal   : 22 November 2019

Pukul   : 08.00 WIB

Dari proposal skripsi tersebut telah diperbaiki semua dengan saran-saran tim penyeminar, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu,   November 2019

Penyeminar I

Detti Lismayanti, M. Hum
NIP. 197712222009012006

Penyeminar II

Reko Serasi, MA
NIP. 198711092018011002

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa	Eva Aprilia
NIM	1516230192
Jurusan	Tarbiyah dan tadris
Program Studi	TBI

Pembimbing I/II : Riswanto, Ph.D

Judul Skripsi : The English Teachers' Difficulties in Implementing the Second Core Competence (KI 2) of 2013 Curriculum in the classroom English Teaching at SMPN 21 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	14/2/2020	table	Rev	
2	4/3/2020	Chapter 4-5	pen	
3	13/3/2020	Chapter 5	rev	
4	10/6/2020	Lengkapi Saran Perbaikan Dosen Sel	fix	
5	11/6/2020	Chapter IV	fix	
6	12/6/2020	Buat power	Rev	
7	22/6/2020	Acc ujian skripsi		

Bengkulu, 29 Juni 2020

Pembimbing I/II

Riswanto, Ph.D
NIP. 197209101999031004

Mengetahui
Dekan

..... M.Pd
NIP. 196903081996031001

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8	The teacher was well-prepared and well-organized in class	✓	
9	The lesson reviewed material and looked ahead to new material based on lesson plan		✓
10	The prepared goals/objectives were apparent	✓	
	Relationship to Students		
1	The teacher use the good eye contact in the class. They are not focuse on the whiteboard.		✓
2	If the teacher tend to teach predominantly to one area of the classroom.		✓
3	The teacher make a group in their class activity to implement the caring and tolerance.		✓
	B. The Classroom		
1	The teacher arrange the seating in class to suit the class activity at the teaching-learning process		✓
2	The teacher opening the learning-teaching activity with greeting.	✓	
3	The teacher start and closing the class activity with praying		✓
4	The teacher consider the physical comfort of the room such as heat and light.		✓
5	Teacher need special materials or equipment to implement the second core competence (KI 2).		✓

S M P NEGERI 21

Alamat : Jalan Merapi Ujung, Kel.Panorama Telp. (0736) 28117
Website: smpn21kotabengkulu.blogspot.com email:smpn21kotabengkulu21@gmail.com

A K R E D I T A S I A

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 800/ 054 /SMPN 21/ 2020

Berdasarkan Surat Permohonan Izin Penelitian Nomor: 0060/In.11/F.II/TL.00/01/2020 dari Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu pada tanggal 8 Januari 2020, Kepala Sekolah Menengah Pertama (SMP) Negeri 21 Kota Bengkulu menerangkan bahwa mahasisiwa berikut:

Nama   : Eva Aprilia

NIM   : 1516230192

Prodi   : TBI

Fakultas   : Tarbiyah dan Tadris

Universitas   : Institut Agama Islam Negeri (IAIN) Bengkulu

Yang bersangkutan telah melakukan Penelitian di SMP Negeri 21 Kota Bengkulu dengan Judul "The English Teachers' Difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMPN 21 Kota Bengkulu".

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Bengkulu, 30 Januari 2020
Kepala SMPN 21 Kota Bengkulu

Danu, S.Pd., MM
NIP. 196606181989031009

KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
Fakultas Tarbiyah dan Tadris

Alamat : Jl. Raden Fatah Pagar Dewa Telp. (0736)51279, 51171 Fax (0736) 51171 Bengkulu

Nama Mahasiswa : Eva Aprilia

NIM : 1516230192

Jurusan : Tarbiyah & Tadris

Program Studi : TBI

Pembimbing I/II : Feny Martina, M.Pd

Judul Skripsi :
> 'The English Teacher's Difficulties in Implementing Second Core Competenc of 2013 Curriculum in classroom Engl Teaching at SMPN 21 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1	Senin, 04-03-2019	Penyerahan sk Pembimbing	- Judul Penelitian direvisi . dan dimodifikasi	
2	Selasa, 09-03-2019	Judul	- Revisi Judul	
3	Rabu, 24-04-2019	Bab 1-3	- Revisi bab 1-3	
4	Kamis, 20-06-2019	Bab 1	- Revisi bab 1 - Research quistion masih Judul lama - Bawa 5 Jurnal berbeda dengan topik mengenai Integrating second core competence (ki 2) in English subject	
5	Kamis, 08-08-2019	Revisi bab 2	- Kembangkan maksud dari Integrasi second core competence (ki 2) kedalam mata Pelajaran umum, selain Agama dan pkn.	
6	Kamis, 22-06-2019	Instrument	- Instrument kurang. lengkap - kembangkan instrument berdasarkan teori	
7				

Mengetahui
Dekan

DR. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005

Bengkulu, 29 Juni 2020
Pembimbing I/II

Feny Martina, M.Pd
NIP. 198703242015032002

xxviii

Nomor   : 0060/In.11/F.II/TL.00/01/2020   8 Januari 2020
Lamp.   : 1 (satu) Exp Proposal
Perihal : **Mohon Izin Penelitian**

Kepada Yth,

Kepala SMPN 21 Kota Bengkulu

di–

    Bengkulu

Assalamu'alaikum Wr, Wb

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu mengizinkan nama dibawah ini melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"The English Teachers' Difficulties in Implementing Second Core Competence (KI 2) of 2013 Curriculum in Classroom English Teaching at SMPN 21 Kota Bengkulu"*.

Nama   : Eva Aprilia
NIM   : 1516230192
Prodi   : TBI
Tempat Penelitian : SMPN 21 Kota Bengkulu
Waktu Penelitian : 10 Januari 2020 s/d 19 Februari 2020

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya di ucapkan terima kasih.

Wassalamu'alaikum Wr,Wb

                                                        Dekan,

                                                        Zubaedi