

ENGLISH TEACHERS' PROBLEMS IN APPLYING CURRICULUM 2013

**(A Qualitative Study at the Eighth Grade of SMP IT Rabbani Bengkulu city in
Academic Year 2019/2020)**

THESIS

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



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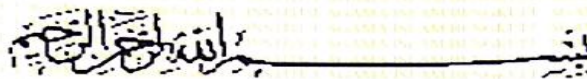
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DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parents, Mr. Rustam Efendi, and Mrs. Armania (Alm), love and respect are always for them. Thank you very much for your support, pray, and patience to make my education success.
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MOTTO



5. So, verily, with every difficulty, there is relief,

6. Verily, with every difficulty there is relief

(Qs. Al-Insyirah: 5-6)

Innaailla rabbinaa munqalibuun

It is only to Allah where we return.

(Qs. Al-A'raf: 125)

"Allah burdens not a person beyond his scope."

(QS. An Baqarah : 286)

Action will remove the doubts that theory cannot solve.

Do what you love, success will follow

(Resmi Hartati)



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I hereby sincerely state that the thesis entitled "English Teachers' Problems In Applying Curriculum 2013 (A Qualitative Study at the Eighth Grade of SMP IT Rabbani Bengkulu City in Academic Year 2019/2020)" 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, 03 Juli 2020



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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2020
The Writer

Resmi Hartati

TABLE OF CONTENT

COVER	i
ADVISOR SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENT.....	viii
ABSTRACT	x
ABSTRAK	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Identifications of the Problem.....	6
C. Limitation of the Problem	7
D. Research Question.....	7
E. Research Objectives	7
F. Significance of the Study	8
G. Operational Definition of Key Terms	9
CHAPTER II: THEORITICAL BACKGROUND.....	10
1. Curriculum	10
a. The Definitions of Curriculum.....	10
b. The Functions of Curriculum.....	11
c. The Curriculum Change	12

2. 2013 Curriculum	13
a. The Definition of 2013 Curriculum	13
b. The Characteristics of 2013 Curriculum	14
c. The Implementation of 2013 Curriculum	15
3. The Previous Research	20
CHAPTER III: RESEARCH METHOD	24
A. Type of Research	24
B. Setting of Research	25
C. Source of Data	25
D. Focus of Research	26
E. Data Collection Technique	26
1. Observation	26
2. Interview	27
F. Trustworthiness of the Data	28
G. Technique of Data Analysis	29
 CHAPTER IV: RESEARCH FINDING AND DISCUSSION	 31
A. Result of the Research	31
B. Discussion	47
 CHAPTER V: CONCLUSION AND SUGGESTION	 65
A. Conclusion	65
B. Suggestion	66
 RFERENCES	
APPENDIX	

ABSTRACT

Resmi Hartati. (2020). ENGLISH TEACHERS' PROBLEMS IN APPLYING CURRICULUM 2013 (A Qualitative Study at the Eighth Grade of SMP IT Rabbani Bengkulu city in Academic Year 2019/2020). Thesis, English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.

Advisor I: Dr. Syamsul Rizal, M.Pd

Advisor II: Dedi Efrizal, M.Pd

The implementation of curriculum is considered as one of the most prominent phases after developing the 2013 curriculum in Indonesia, and this is greatly influenced especially by teachers' readiness and competence. This research is aimed to analyze; (1) the problems faced by English teacher in applying based on the 2013 curriculum in the aspect of planning, process, and evaluation based on the Curriculum (2) the process of solving problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation in teaching English. The kind of this study is qualitative method. The writer used the techniques of observation and interview to collect the data. The result of the study shows that (1) The problems faced are: the problem of teaching learning panning is need many time to make it suitable with the government rule; the problem on the teaching learning process is student that shies, afraid, and not confidence to be active and creative in the class during the teaching and learning process; the biggest portion of evaluation there are some students who are still confused about certain explanations. (2) The teachers ways to solve the problems are: the teacher making lesson plan in any kind of workshop held by teacher team (MGMP) and discussion with the vice principals of the curriculum; the teacher give the students a stimulant to make them more active in class; the teacher gives feedback to the students in the end of the lesson.

Keywords: Curriculum, English Teacher, Curriculum 2013

ABSTRAK

Resmi Hartati (2020). Permasalahan guru Bahasa Inggris dalam mengaplikasikan kurikulum 2013 (A Qualitative Study at the Eighth Grade of SMP IT Rabbani Bengkulu city in Academic Year 2019/2020). Skripsi, Fakultas Tarbiyah dan tadris, Institut Agama Islam Negeri Bengkulu

Pembimbing 1: Dr. Syamsul Rizal, M.Pd Pembimbing 2: Dedi Efrizal, M.Pd

Implementasi kurikulum dianggap sebagai salah satu ungkapan yang paling menonjol setelah mengembangkan kurikulum 2013, dan sangat dipengaruhi oleh kesiapan dan kemampuan guru. Penelitian ini bertujuan untuk menganalisis; (1) masalah yang dihadapi oleh guru bahasa Inggris dalam menerapkan berdasarkan pada kurikulum 2013 dalam aspek perencanaan, proses, dan evaluasi berdasarkan kurikulum. (2) proses pemecahan masalah sesuai dengan kurikulum 2013 dalam aspek perencanaan, proses, dan evaluasi dalam pengajaran bahasa Inggris. Jenis penelitian ini adalah metode kualitatif. Penulis menggunakan teknik observasi dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa: (1) Masalah yang dihadapi adalah: masalah perencanaan pembelajaran perlu banyak waktu agar sesuai dengan aturan pemerintah; masalah pada proses belajar mengajar adalah ada beberapa siswa yang malu, takut, dan tidak percaya diri untuk aktif dan kreatif di kelas selama proses belajar mengajar; dalam evaluasi pengajaran ada beberapa siswa yang masih bingung dalam memahami penjelasan tertentu. (2) Cara guru menyelesaikan masalahnya adalah: guru membuat rencana pelajaran dalam setiap lokakarya yang diadakan oleh tim guru (MGMP); guru memberi siswa stimulan untuk membuat mereka lebih aktif dikelas; guru memberikan umpan balik kepada siswa di akhir pelajaran.

Kata Kunci: Kurikulum, Guru Bahasa Inggris, Kurikulum 2013

LIST OF TABLES

Table 3.1 : Instrument Grid.....	27
Table 3.2 : Instrument Grid.....	28

LIST OF APPENDICES

Appendix 1 : Observation Sheet

Appendix 2 : Interview Transcript with English Teacher

Appendix 3 : Rencana Pelaksanaan Pembelajaran

Appendix 4 : Silabus

Appendix 5 : Pictures

CHAPTER I

INTRODUCTION

A. Background of the Problem

The curriculum of Indonesia have been created since 1947 until 2013. The development of curriculum is respected as the changing of people need, innovation, considering, as well as market challenges¹. History records that the curriculum that has been connected in Indonesia has experienced a few changes taking after the times and innovation. The 1994 curriculum is the result of a combination of previous curricula, particularly the 1975 and 1984 curriculum. Shockingly, the combination of goals and processes has not been successful. So that many reactions arrive, caused by the learning burden of students is considered too heavy, from national content to local content. As a substitute for the 1994 curriculum is the 2004 curriculum, which is called the Competency Based Curriculum (CBC)².

A competency-based education program must contain three main components, namely: selection of appropriate competencies; specification of evaluation indicators to determine the success of achieving competency; and improvement of learning. The implementation of the CBC was still in a limited test, but in early 2006, the limited test was halted. Within the 2006 curriculum, the central

¹ Widodo. *Newest issues for curriculum reform in Indonesia*), Presented at APECTsukuba International Conference University of Tsukuba Tokyo Japan. 2013, P. 3

² Konsorsium Sertifikasi Guru UNY. *Modul PLPG Kebijakan Pengembangan Profesi Guru*. Yogyakarta: UNY. 2013, P.4

government sets up measures of competence and basic competencies, while schools in this case teachers are required to be able to create in the frame of syllabus and assessment according to the conditions of the school and its area.

The results of the development of all subjects were compiled into a gadget called the Education Unit Level Curriculum (KTSP). KTSP arrangement is the duty of the school under the guidance and monitoring of the regional and local education offices³. Competency-based 2013 curriculum focuses on the acquisition of certain competencies by students. Therefore, this curriculum includes a number of competencies and a set of learning goals that are communicated in such a way that the achievement can be observed in the form of students' behavior or abilities as a success criterion. The main theme of the 2013 curriculum is to create productive, creative, imaginative, affective Indonesian people, through observing integrated attitudes, skills and knowledge⁴.

In Indonesia, the 2013 curriculum is the most current curriculum focusing on accomplishing students' competencies and character building⁵. There are four perspectives of competences anticipated to be achieved; spiritual, attitude, knowledge and skills which are then stated in the Core Competences. Those aspects are expressed in the reason of national education (article 3 Law Number 20 Year 2003 concerning the Education System National) expressing that "To create

³ Sundayana, W. "Persepsi guru bahasa Inggris terhadap pengembangan kurikulum tingkat satuan pendidikan", Jurnal Himpunan Pengembang Kurikulum Indonesia, Vol. 3, 2010, P. 25-30.

⁴ Salinan Lampiran Permendikbud No. 54 Tahun 2013 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.pdf, 2013. P.4

⁵ Kementrian dan Kebudayaan. *Modul pelatihan implementasi kurikulum 2013*. Badan pengembangan sumber daya manusia pendidikan dan kebudayaan dan penjaminan mutu pendidikan. 2013, P. 3

students' potential to become reliable and pious man, respectable, solid, knowledgeable, skilled, creative, independent, and also to become democratic and responsible citizen.”⁶

From the reason expressed above, it is clear that the spiritual attitude is shown as *reliable* and *pious man*. The social attitude is appeared in the terms of *healthy*, *independent*, *democratic* and *responsible*. Moreover, for the viewpoint of knowledge is mentioned in *knowledge* and the viewpoint of skill is shown in *skilled* and *creative*⁷. Through those viewpoint, it can be concluded that the reason of standard competence in achieving attitude (spiritual and social) means to create students who are reliable, respectable, confident, and responsible in connection with social environment. Next viewpoint is skill which points to make person capable to think and follow productively and creatively in abstract and concrete field. Further, the last perspective is knowledge. It purposes to make students who master science, innovation, arts, culture and humanity, nationality, state experiences, and civilization.⁸

Related to this investigation, Sahirudin moreover investigates the common issues faced by the implementation of 2013 curriculum. They are students' need of inspiration, poor attitude toward dialect learning, big size class, unqualified teachers, and cultural barriers for teachers to adopt new part of facilitators. In the context of ELT, the reduction of allocating time for English subject at school as

⁶ Salinan Lampiran Permendikbud No. 54. *Ibid*, P. 5

⁷ Kementrian dan Kebudayaan. *Modul pelatihan implementasi kurikulum 2013*, Badan pengembangan sumber daya manusia pendidikan dan kebudayaan dan penjaminan mutu pendidikan. 2013, P. 7

⁸ Salinan Lampiran Permendikbud No. 54. *Ibid*, P. 5

well gets the issues⁹. These issues then make a few result for language teaching and learning process in Indonesia. However, there are some certain resources to the improvement of the quality in ELT, i.e. the arrangement of teacher's certification program, the integrative slide in some subjects and textbook provision. Another investigated was held by Retnawati. They explored the vocational high school teachers' troubles in applying the evaluation within 2013 curriculum. This investigate was descriptive explorative using qualitative data gathering. The information sources were 22 vocational high school teachers and the vice Principals of curriculum in the province of Yogyakarta Special Region of Indonesia.¹⁰

Based on the previous studies, teachers should comprehend the characteristics of 2013 curriculum. The curriculum 2013 is outlined with characteristics of creating a balance between spiritual and social attitudes, knowledge and skills which should be applied in various situations in the school and community¹¹. It gets the basic understanding for teachers in their educating so that the targets of this curriculum are achieved. In addition, syllabus and lesson plan must be arranged successfully before teaching learning process, because it will be a teacher's guide.

⁹ Sahirudin. The implementation of the 2013 curriculum and the issues of English language teaching and learning in Indonesia. *The Asian Conference on Language Learning 2013*, Official Conference Proceeding. 2013, P. 5

¹⁰ Retnawati, *et al.* Vocational high school teachers' difficulties in implementing the assessment in curriculum 2013 in Yogyakarta Province of Indonesia, *International Journal of Instruction January, Vol, 1, 2016, issued 4, P. 6*. Retrieved on October 23, 2019 from www.e-iji.net.

¹¹ Salinan Lampiran Permendikbud No 59, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I, point (A). 2014, P. 3.

The syllabus has been arranged by group of curriculum developers; in central and regional levels, and teachers only create the lesson plan based on teacher's guide book and resource¹². Another teaching planning supporting the teaching learning process is the use of media. In this curriculum, the part of media is very significant, since it can make the teaching activities more imaginative and interesting. So, the teacher should use the appropriate teaching strategy. In applying the 2013 curriculum, additionally, *Scientific Approach* must be clearly understood by teachers¹³. This approach contains the steps of teaching and learning process including observing, questioning, associating, testing and organizing¹⁴. It is called a common assessment as well meaning that the teacher not only evaluates the cognitive development of the students, but also surveys the psychometrics and affective aspects (attitude).

The researcher perceive that the implementation of 2013 curriculum should be understood by all teachers as it is a must from government to be executed currently. However, it is found there are a few problems faced by teachers in applying this curriculum. This research, therefore, concerns on assessing the teacher's problems in applying the 2013 curriculum. In this investigation, the issues are explored based on three dimensions, namely; planning, process, and

¹² Salinan Lampiran Permendikbud No 59. *Ibid*. P. 5

¹³ Irma Nur Khasana. The Implementation of 2013 Curriculum by the English Teacher and Its Barriers (A Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year), pdf. 2015, P.10.

¹⁴ Pedersen, S. Teachers' beliefs about issues in the implementation of a students-centered learning environment, educational Technology Research and Development, Vol. 2, 2003, issued 1, P. 57-76.

evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

Based on the pre-observation that was conducted by the researcher on Wednesday, 6th November 2019, the researcher found that the teacher said in the aspect of planning, the teacher has difficulty in making a lesson plan. Cause the forms and parts of lesson plans are always changing, and making Lesson Plan that must follow the rules by ministry of Education and Culture. The basic competencies and indicators are separately, but there were some parts that were deleted, namely learning objectives, approaches, models, and learning methods. In the aspect of process, application of teaching methodology that adjusted to learning materials, and learning must adapt to the era namely IT-based learning. While in the aspect of evaluation, the English teacher has difficulty in conducting authentic assessment cause the teacher does not find the right instrument yet.

Based on the description above, the researcher will conduct research with the title: **“English Teachers’ Problems In Applying Curriculum 2013 At SMP IT Rabbani Bengkulu City”**

B. Identifications of the Problem

Based on the detailed explanation in the background above, the problems in this research can be identified as follow:

1. The teacher is still experiencing difficulties in making lesson plans,
2. Teachers are lack mastery of the teaching strategies required in the 2013 curriculum,
3. Teachers' method in teaching and learning process are less effective,
4. Conducting authentic assessment cause the teacher does not find the right instrument yet.

C. Limitation of the Problem

As many qualitative studies, this research has the limitation. This research focuses on the analysis of teachers' problems in applying Curriculum 2013 in the aspect of planning, process, and evaluation in teaching English by English teachers of 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020.

D. Research Question

Based on the background above, the problem of this research can be:

1. What are the problems faced by English teacher in applying 2013 curriculum in the aspect of planning, process, and evaluation in teaching English at 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020?
2. How do the teachers solve the problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation in teaching English by English teachers of 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020?

E. Research Objectives

The objectives of the research are as follow:

1. To describe the problems faced by English teacher in applying based on the 2013 curriculum in the aspect of planning, process, and evaluation based on the Curriculum 2013 at the 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020.
2. To describe the process of solving problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation in teaching English by English teachers at the 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020.

F. Significance of the Study

The result of this research is expected to give important information for the students, English teachers, and the next researchers. The significances are:

1. For Students

- a. The students can achieve the materials which are taught in teaching learning process based on the objectives of Curriculum 2013

2. For Teachers

- a. The teachers will make a right follow up for applying curriculum which is going to be used to make teaching learning process successfully

- b. Through this study, the English teachers will be more able to apply the suitable methods in their teaching learning process depending on the materials in 2013 curriculum

3. For the Next Researchers

- a. By reading this thesis, the readers will get more information about the reasons of curriculum change and the applying curriculum 2013.
- b. It is expected that this result can be used by the next researcher as one of the information about 2013 Curriculum for further study.

G. Operational Definition of Key Terms

1. Curriculum is educational program which states: (a) educational purpose of the program (ends/outcomes); (b) the content; (c) teaching procedures and learning experiences which will be necessary to achieve this purpose (means/process); (d) some means for assessing whether or not educational ends have been achieved¹⁵.
2. English Teachers' are learning agents who must have four types of competencies, namely pedagogical, personal, professional, and social competencies.¹⁶
3. Curriculum 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.¹⁷

¹⁵ Sundayana, W. "Persepsi guru bahasa Inggris terhadap pengembangan kurikulum tingkat satuan pendidikan". Jurnal Himpunan Pengembangan Indonesia, Vol 3, 2010, P. 25-30.

¹⁶ Government Regulation No. 19/2005 on article 28 of the national education standard

¹⁷ Salinan Lampiran Permendikbud No 59. *Ibid.* P.7

CHAPTER II

THEORITICAL BACKGROUND

4. Curriculum

a. The Definitions of Curriculum

Etymologically, the curriculum comes from the Latin, "Curriculae", meaning racial distance that must be traveled by a runner. In the past, the curriculum was defined as the educational period that students had to take to get a diploma as a runner who had to travel the distance to reach the finish line.

In terminology, the curriculum has a variety of different interpretations according to the aspects of each expert. Meanwhile, according to a new view, as proposed by Richards, is as follows:

“curriculum development is an aspect of a broader field of education activity known as curriculum development or curriculum studies that focuses on determining what knowledge, skills, and values students learn in schools, and what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated”.¹⁸

The curriculum is a plan for learning consisting of two main dimensions, vision and structure. Vision in the curriculum is the product of a series of assumptions about people and the world in general and takes the form of several conceptualizations of reality. The structure in the

¹⁸ Richards, J.C. Curriculum Development in Language Teaching, New York: Cambridge University Press. 2001, P.2.

curriculum is the basic organization for translating the visionary aspects of the plan into experiences for students.

It cannot be denied that the subject of the literary curriculum is mentioned as a list (list of courses) as one of the initial meanings of the term curriculum. The term curriculum began to enter the world of education in Indonesia from the US education literature towards the end of the 60s of the 20th century¹⁹.

Other definition is states by Caswell and campell as quoted by Kurniasih & Sani , “curriculum as all of the experiences children have under the guidance of teachers”. This explanation closely related with the educational field because in that definition is mentioned “teachers” and “children”.²⁰

Another definition is also presented by Taylor cited in Poerwati, which mentioned that curriculum is, “attempt to influence the child's learning, whether in the classroom, on school grounds or outside the school”. Taylor focuses on the scope of curriculum. It is not only about schools' world but it is also impact the students' daily life.²¹

According to a new view of modern as proposed by Romine cited by Hamalik, “Curriculum is interpreted to mean all of the organized courses,

¹⁹ Hasan, S.H. Kurikulum Sejarah dan Pendidikan Sejarah Lokal. Dalam Mulyana, A. dan Restu Gunawan (ed.) *Sejarah Lokal Penulisan dan Pembelajaran di Sekolah*, Bandung: Salamina Press, 2007, P. 179-194.

²⁰ Kurniasih & Sani Berlian. Implementasi Kurikulum 2013: Konsep dan Penerapan. Surabaya : Kata Pena, 2014, P. 5.

²¹ Poerwati. Panduan Memahami Kurikulum 2013, Jakarta : PT. Prestasi Putra Karya, 2013, P. 15.

activities, and experiences which pupils have under direction of the school, whether in the classroom or not.”²²

Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the applying of learning activities to achieve specific educational goals.

b. The Functions of Curriculum

Like some meanings or definitions of the curriculum described before, it basically has a function as a guide or reference. The function of the curriculum differs according to each party such as teachers, students, principals, supervisors, parents, and the community. For teachers, the curriculum must function as a guide in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, the curriculum serves as a guide in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process in schools.²³

c. The Curriculum Change

²² Oemar Hamalik. *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2009, P. 4.

²³ Toto Ruhimat, et.all., *Kurikulum dan Pembelajaran* , 2012, P. 9.

Change is the process to make something or condition that is expected to be better²⁴. Curriculum changes occur for reasons and objectives, of course to make it more relevant. Curriculum change can answer the demands on education that must be able to adjust the dynamics that develop in society.²⁵

5. 2013 Curriculum

a. The Definition of 2013 Curriculum

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the sort criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the many problems being faced by the world of education today.²⁶

Law Number 20 Year 2003 concerning the Education System National mentions that the curriculum is a set plans and arrangements regarding objectives, content, and learning materials well as the methods used as guidelines for administration learning activities to achieve certain educational goals. Based on this understanding, there are two curriculum

²⁴ Ahmad, D. Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives. *International Journal of Enhanced Research in Educational Development (IJERED)*, (Online) Vol. 2, 2014, Issue 4. Retrieved on October 23, 2019, P. 6-15, Available online at: www.erpublications.com accessed 20 March 2015

²⁵ Kunandar. *Guru Profesional*, Jakarta: Rajawali Pers, 2011, P. 108.

²⁶ Salinan Lampiran Permendikbud No 59. *Ibid.* P. 7

dimensions, which are The first is plans and arrangements regarding objectives, content, and lesson material, while the second is a way used for learning activities.²⁷

The 2013 curriculum aims to prepare Indonesian people in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and capable contribute to the life of society, nation, state, and world civilization.²⁸

b. The Characteristics of 2013 Curriculum

Curriculum of 2013 is planned with the following characteristics:²⁹

1. Develop a balance among developing attitudes spiritual and social, curiosity, creativity, collaboration with intellectual and psychomotor abilities;
2. Schools are part of the community that provides a planned learning experience that students apply what is learned in school to the community and utilize community as a source of learning;
3. Develop attitudes, knowledge, and skills as well applying it to various situations in schools and communities;
4. Give enough free time to develop various attitudes, knowledge, and skills;
5. Competencies are expressed in the form of class core competencies further specified in the basic competencies of the subjects;

²⁷ Salinan Lampiran Permendikbud No. 69 tentang Kurikulum SMA-MA.pdf, 2013. P. 1.

²⁸ Salinan Lampiran Permendikbud No. 69. *Ibid.* P. 4

²⁹ Salinan Lampiran Permendikbud No. 69. *Ibid.* P. 3

6. The core competencies of the class become the organizing (*organizing elements*) basic competencies, where all basic competencies and the learning process is developed to achieve competence expressed in core competencies;
7. Basic competencies are developed based on principles accumulative, mutually reinforcing (reinforced) and enriching (enriched) between learning and education levels (organization horizontal and vertical).

c. The Implementation of 2013 Curriculum

Implementation is the process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes³⁰. The implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is consistent with what Miller and Seller in Hamalik O. said, that in some cases implementation has been identified with instructions.³¹

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in Law Number 20 Year 2003 concerning the Education System National

³⁰ Kurniawan. THE IMPLEMENTATION OF THE 2013 CURRICULUM IN LEARNING ACTIVITIES CONDUCTED BY THE ENGLISH TEACHER OF FIRST GRADE AT JUNIOR HIGH SCHOOL 17 MAKASSAR, English Education Department of UIN Alauddin Makassar, Vol. I, 2013, issued 1, P. 131. Retrieved on October 23, 2019 from: <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/2412/2321>

³¹ Oemar Hamalik. *Ibid.* P. 23

mentions that the curriculum is a set plans and arrangements regarding objectives, content, and learning materials well as the methods used as guidelines for administration learning activities to achieve certain educational goals.³²

The application of the 2013 curriculum received a positive response from teachers in SMP IT Rabbani Bengkulu, especially learning process, which could insight that the learning process was not just a lecture method. In implementing the 2013 curriculum, teachers must learn and understand the material and essence of the 2013 curriculum first before applying it to the students³³.

The implementation of the 2013 curriculum regarding teaching and learning activities in schools by teachers is implemented in three dimensions, namely learning planning, teaching learning process, and learning evaluation.

1. Dimension of Teaching Learning Planning

In this dimension, the teacher outlines the vision and mission or learning goals to be achieved. Efforts must be done to consider

³² Republik Indonesia. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan, 2003.

³³ Sahiruddin. The implementation of the 2013 curriculum and the issues of English language teaching and learning in Indonesia, The Asian Conference on Language Learning, Vol 362, 2013, issued 201, P. 567-574. Retrieved on October 25, 2019 from: <http://jurnal.unsyiah.ac.id/EEJ/article/view/7228/5940>

all the things that are needed and used in research to achieve the desired goals. Everything is included in the lesson plan.³⁴

Learning planning is designed in the form of a Syllabus and Lesson Plan that refers to the standards content. Learning planning includes the preparation of lesson plan and preparation of media and learning research, learning assessment, and learning scenarios. Preparation of syllabus and lesson plan adjusted to the learning approach used.³⁵

As explained earlier, in 2013 curriculum, teachers were no longer tasked with developing the syllabus but making lesson plan only. Here, the selection of the right media becomes very important the match techniques that used in teaching learning process. The media influence learning a lot because it will related to students involvement³⁶. Media can be used in direct instruction, teaching strategies and active learning student projects.

2. Dimension of Teaching Learning Process

Learning is a process of interaction between students, between students and educators with learning resources in a learning environment.³⁷

³⁴ Oemar Hamalik. *Ibid.* P. 249

³⁵ Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah, 2016, P. 4.

³⁶ Sahiruddin. *Ibid.* P. 14

³⁷ Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendidikan, pasal 1.pdf

In education the learning process is held interactively, inspiratively, fun, challenging, motivating, students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of student. For this reason, each education unit conducts a learning plan, implements the learning process and evaluates the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.³⁸

On this dimension, teachers apply the strategies and methods of teaching and learning that must be in accordance with the approach in the 2013 Curriculum, which is the scientific approach. Scientific approach is a process-based approach to science that is done through the process of observing, questioning, exploring / experimenting, socializing, and communicating³⁹. According to Jack C. Richards and Theodore S. Rodgers, approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the degree at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which

³⁸ Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22. *Ibid.* P. 1

³⁹ Oemar Hamalik. *Ibid.* P. 249

the content will be presented.⁴⁰ Within one approach, there can be many methods.

Related to the method chosen and used in the learning process, when planning a learning activities, a teacher must understand the characteristics of students first and focus on the competencies that will be mastered by the learners. Therefore, the teachers are required to have knowledge of methods in order to choose the right method.

3. Dimension of Learning Evaluation

The teacher's activity in this dimension is to evaluate student learning. Many points of view assume evaluation activities performed after the teacher does the teaching and learning process. Whereas evaluation activities can also be performed when learning activities are in the process.⁴¹

According to Bloom, Evaluation is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students⁴². Evaluation has different meanings

⁴⁰ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, second edition, New York: Cambridge University Press, JOURNAL OF EDUCATION, Vol. 7, 2001, issued 1, P. 19.

⁴¹ M. Sukardi, *Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2008, P. 1.

⁴² Amat Jaedun, V. Lilik Hariyanto, Nuryadin, E.R. An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta, Yogyakarta State University JOURNAL OF EDUCATION, Vol. 7, 2014, issued 1. Retrieved on November 11, 2019 from <https://journal.uny.ac.id/index.php/joe/article/viewFile/5757/4971>

for many teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process which determines the extent to which objectives have been achieved.⁴³

Authentic assessment that used in the evaluation assess the students' readiness, process, and outcomes of learning as a whole. The results are used by teachers to plan remedial learning, enrichment, or counseling services. In addition, authentic assessment results are used as material to improve the learning process.

Evaluation of the learning process is carried out during the learning process. Learning evaluation outcomes is carried out during the learning process and at the end of the lesson unit. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes.⁴⁴

In general, the learning approach chosen based on the taxonomy theory of educational goals. Based on the taxonomy theory learning outcomes can be grouped in three domains namely: cognitive, affective and psychomotor. The application of taxonomic theory to educational goals in various countries is carried out adaptively according to their individual needs. Law Number 20

⁴³ M. Sukardi. *Ibid.* P. 1

⁴⁴ Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22. *Ibid.* P.13

Year 2003 concerning the National Education System has adopted a taxonomy in the form of attitudes, knowledge, and skills.

6. The Previous Research

For many years, many researchers have been conducted research which concerned with the problems of 2013 curriculum in teaching English. One of them is Wachyu who conducted his reasearch entitled *Readiness And Competence Of Senior High School English Teachers To Implement Curriculum 2013*.⁴⁵ The findings of the research is teachers' readiness to implement the curriculum had low correlation to their competence. Qualitative analysis revealed that teachers had adequate readiness to implement the curriculum and adequate competence to develop lesson planning. For further studies, teachers' attitude, motivation, belief, and commitment as regards the implementation of the 2013 curriculum need to be further investigated.⁴⁶

Then, Dyah who conducted her reasearch entitled *Analysis of the Teachers' Barriers in Implementing 2013 Curriculum to Teach English in State Junior High Schools in Argomulyo Sub District of Salatiga*⁴⁷. The findings from his study are administratively the teachers have implemented

⁴⁵ Wachyu Sundayana. Readiness And Competence Of Senior High School English Teachers To Implement Curriculum 2013, *Indonesian Journal of Applied Linguistics*, Vol. 5, 2015, issues. 1, P. 29 - 36

⁴⁶ Sundayana. *Ibid.* P. 38

⁴⁷ Dyah Koes Windarti. *Analysis of the Teachers' Barriers in Implementing 2013 Curriculum to Teach English in State Junior High Schools in Argomulyo Sub District of Salatiga*, State Institute of Islamic Studies (IAIN) Salatiga, 2016, P. 1-5.

the 2013 curriculum well, but practically still there are many deficiencies. The implementation is included lesson plan, learning process, discovery learning as learning model, and authentic assessment. The learning process and assessment process was not fully appropriate with 2013 curriculum; The barriers faced by the teachers are limited time allocation, unavailability of schools' facilities, students' condition, teachers' difficulties in changing their teaching style, and the process of authentic assessment.

In addition, Ramadhani and Agus they are also conducted a research about curriculum entitled *The Problems In The Implementation Of The 2013 Curriculum*⁴⁸. The findings of his research the limited time available for teaching English, the discrepancies between the materials to be taught and the time allocation, the lack of facilities which support the implementation of the 2013 curriculum, and the complicated assessment administration.⁴⁹

Based on the three related previous studies above, it can be concluded that this research has similarities and differences with this research. The similarities. Wachyu (2015) has similar focused in his research on readiness and competence to implement curriculum. Then, Dyah (2016) also has similar focus with this research. She focused on teachers' barriers in implementing 2013 curriculum. In addition, Ramadhani and Agus (2017) focused his research on the problems in the implementation 2013 curriculum. In short, the

⁴⁸ Ramadhani Uswatun Khasanah, Agus Widyantoro. *The Problems In The Implementation Of The 2013 Curriculum*. Yogyakarta State University, Karangmalang, Yogyakarta, Indonesia, 2017, P. 1-3.

⁴⁹ Khasanah, R.U, and Widyantoro, A. *The Problems In The Implementation Of The 201 Curriculum*. Yogyakarta: Yogyakarta State University, 2017, P. 6

three previous studies above have some similarities with this research. However, it will have differences and the findings with this research.

The differences can be seen from some point of views. *First*, Wachyu (2015) explored his research in the teachers' readiness and competence. *Second*, Dyah (2016) explored her research in issue of 2013 curriculum, english learning, teachers' barriers in implementing 2013 curriculum. *Third*, Ramadhani and Agus (2017) focused their research on implementation problems of the 2013 curriculum. *Fourth*, the three previous studies above applied different research methods with this research. *The last*, different object of the research will cause the difference in the research findings.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research method that was used in the research. Research method is aimed to give a direction how the research was conducted. The research method is used to make the writer accomplishes the study easily. This chapter elaborates the type of the research, the setting of the research, source of the data, focus of the research, data collection technique, and data analysis technique.

A. Type of Research

This research was applied qualitative method. Qualitative method is a research that focuses on the *quality* of a particular activity that investigate the quality of relationships, activities, situations, or materials⁵⁰. In this research, the use of method focus on 2013 curriculum applying of teaching learning planning, process, and learning evaluation by English teachers at the 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020.

Then, Creswell stated that qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To study about this phenomenon, the researcher asks participants broad, common questions, gathers the detailed views of participants in the form of words or images, and analyzes

⁵⁰Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 426.

the information for description and themes. From this data, the researcher interprets the important of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts.⁵¹

From the explanation above, it can be concluded that the researcher used qualitative research to describe the problems faced by English teachers' of SMP IT Rabbani Bengkulu in applying the curriculum 2013 in the aspect of planning, process, and evaluation.

B. Setting of Research

In a qualitative research type, the setting of this research is at the 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020. SMP IT Rabbani Bengkulu is one of junior high schools in Bengkulu which has implemented 2013 curriculum. This is the reason why the researcher chose SMP IT Rabbani Bengkulu as the place of the research.⁵²

C. Source of Data

As a data source, interview with English teacher, natural teaching learning process, and learning evaluation have observed by the researcher. The subject in this research is the English teacher of 8th grade at SMP IT Rabbani Bengkulu in

⁵¹John W Creswell. Educational research : planning, conducting, and evaluating quantitative and qualitative research (4nd) . 2012

⁵² David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, P. 75.

the academic year of 2019/2020. Finally, the object of the study is the Curriculum 2013 that have be seen the application on the planning, teaching-learning process, and learning evaluation.

D. Focus of Research

This research focuses on 2013 curriculum applying of teaching learning planning, process, and learning evaluation by English teachers at the 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020.

E. Data Collection Technique

Data collection have carried out in two techniques, namely observation and interviews by researchers. As stated above, the data were collected from various sources such as observation and interview. Each of data collection will be described briefly below.

1. Observation Checklist Instrument

In this research, the data was collected by doing an observation in the classroom. According to Creswell, observation is the process of gathering firsthand information by observing people and places at a research site.⁵³ In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and his students. The researcher only observes and monitors. Besides, the researcher makes a

⁵³ Creswell, John W. Educational research : planning, conducting, and evaluating quantitative and qualitative research 4nd. 2012, P. 33.

recording as well. Recording is usefull to help the researcher in re-observing by herself before taking the conclusion. Research instrument use in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

Table 3.1 Instrument Grid

No	Research Variable	Component	Indicators	Items
1	Curriculum and Problems	The Implementation of 2013 Curriculum	a. Teaching Learning Planning	1, 2
			b. Teaching Learning Process	3, 4, 5, 6, 7, 8
			c. Teaching learning Evaluation	9, 10

2. Interview

According to Creswell, interview occur when researchers ask one or more participants general, open-ended questions and record their answers.⁵⁴

In this research, the interview was conducted to gain the information on the problems faced by the teacher in applying 2013 Curriculum. The writer used semi-structured interview. It was verbal questionnaires. It consisted of a series of questions designed to elicit specific answers from

⁵⁴John W Creswell. Ibid. P. 47

respondents. It is regarded as the most suitable format to learn about the perception of the teacher for the questions are more flexible worded.⁵⁵

Table 3.2 Instrument Grid

No	Research Variable	Component	Indicators	Items
1	Curriculum and Problems	The Implementation of 2013 Curriculum	d. Teaching Learning Planning	1, 2, 3
			e. Teaching Learning Process	4, 5, 6
			f. Teaching learning Evaluation	7, 8, 9

F. Trustworthiness of the Data

1. Triangulation

To make sure the validity of data in qualitative research the researcher will use *triangulation* of the data. Triangulation is multimode approach that conducted by the researcher in collecting the data in order to get better understanding of research phenomena in order to get higher level of the

⁵⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2009, P. 219.

truth⁵⁶. It means in triangulation the researcher was combine some methods to measure phenomenon in different point of views or perspectives in order to check the data truth or information got by researcher from varies perspectives to reduce bias happened in collecting and analyze the data. In this research, the researcher would do the following triangulation of data: ⁵⁷.

a. Triangulation of Method

Triangulation of method was conducted by comparing information/data in different ways. In this research, researcher was used observation and interview to get the truth of information. The researcher also used different informan to check the truth of information to get higher level of the truth.

b. Triangulation of Data Sources

In this case, the researcher explore the information by using some methods and sources of data. In this research, the researcher was used observation and interview. These different ways was result different data and then give different insights about the phenomenon that is being observed.

⁵⁶Mudjia Rahardjo. *Triangulasi dalam Penelitian Kualitatif*, 2009, P. 185 Retrieved on November 18, 2019 from <https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html>

⁵⁷John W.Cresswel. Research . *Qualitative Research*, USA, Routledge, 2009, P.185.

So, by using those methods, the researcher was be able to compare the result of each method. From those different methods, the data collected by the researcher must be the same.

G. Technique of Data Analysis

In this research, the process of analyzing the data begins when the researcher collects the data. Analysis of the data when the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus. In fact, Creswell said that qualitative researchers should already think and analyze when the qualitative research begins.

The steps which are conducted by researchers to analyze the data, named:

1. Data Reduction

Data reduction is an activity of summarizing, choosing subject matter, focusing on things that are important, and looking for themes and patterns.

2. Data Display

Data display is seen by Miles & Huberman as a set of structured information, and gives the possibility of drawing conclusions and taking action. They also see that the most frequent form of display data for qualitative research data is narrative text. Looking at displays help the researcher to understand what is happening and to do some thing-further analysis or caution on the understanding.

3. Conclusion Drawing/ Verifying

Conclusion drawing/ verifying is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusions are presented in the descriptive form of the research object based on the research study.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data and the result of the study. The researcher presents the data description of how the applying of 2013 curriculum in the aspect of planning, process, and evaluation by the English at 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020. Then, the problems of the three dimensions of the implementation (teaching learning planning, process, and learning evaluation) will be found and revealed. The interview as the follow up to the observation only with the English teacher of 8th grade, as supporting data. This research was hampered due to the impact of the covid-19 pandemic. However, the researcher takes another step according to the results of the discussion with the advisor. Because the school was closed, so researcher contacted the school to take other alternatives, namely; continue online interviews through the whatsapp application.

A. Result of the Research

The result of the research focuses on 2013 curriculum applying of teaching learning planning, process, and learning evaluation by English teachers. The problems are influenced by the teachers themselves, students, and school conditions. The detail explanation can be seen from the following explanation:

1. The problems faced by English teacher in applying based on the 2013 curriculum in the aspect of planning, process, and evaluation

1.1 teaching learning plan 31

The objective of teaching learning 2013 curriculum is suitable with the objective based on *Sisdiknas* (educational government) rule that is “Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to improve and develop”. But there is also objective that achieved by the students, that is about the creative skill and imagination on each teaching learning process. One of the objectives of 2013 Curriculum also to make the students to be more creative.

The English teacher basically understands what 2013 curriculum wants in the English teaching learning and knows what to do in learning based on 2013 curriculum.

“The English learning desired by the 2013 curriculum is learning oriented towards teaching and learning activities that actively involve students in the knowledge transfer process in the classroom, so that the class is more lively and enjoyable both for students and for teachers.”⁵⁸

For the teacher, lesson plan becomes more essential in 2013 curriculum than in the previous curriculum, so it takes more preparation to arrange it.

⁵⁸ Appendix: Interview transcript with The English teacher.

“The preparation of lesson plan involves the school, both the school principal, the English subject teacher, the supervisor from the Ministry of Education who oversees the English subject teacher, and the vice principal in the field of curriculum.”⁵⁹

The teachers’ lesson plans appropriate with the demand of 2013 curriculum. The all teachers have completed the component in the lesson plan, such as the subject identity, indicator formula, the learning model, and the assessment process.

Besides, the method choosen should also be able to evaluate all three learning domains at once. While on the However, the teacher still has difficulty in choosing the appropriate material of the topic with the students’ needs in order to achieve the learning objectives based on 2013 curriculum.

“For the preparation of the lesson plan itself, I did not experience such severe obstacles, but so far the constraints have only been taking a little time because they have to make it according to the government’s wishes. For the provision of media it is indeed a little complicated, but it has been overcome by using various sources in making and compiling media that is suitable with English learning material.”⁶⁰

The teacher need more time to make the teaching learning process using 2013 Curriculum success. There is need more time because the teacher have to make the lesson plan based on the government rule. It also to make students more active and creative. While at SMP IT Rabbani the time is standard the teacher must have an extra work to fullfil it.

⁵⁹ Appendix: Interview transcript with The English teacher.

⁶⁰ Appendix: Interview transcript with The English teacher.

1.2 Teaching learning process

The learning process which use scientific approach require the teacher to follow some steps, such as observing, questioning, associating, experimenting, and communicating. The teachers have decided the time of each step precisely. Based on the fact the time usually more than time in the lesson plan, the teachers accommodate the students' condition and class's situation. For example, the teachers should re-explain their instruction when the students seem confuse or didn't understand yet the meaning of the instruction.

The use of media such as LCD projector and laptop need time for the preparation. Although the teachers have prepared the tools before, but they still need time to set up the media. It decreases the time for learning. Beside that the use of learning model such as discovery learning make the students need more times. The students should do some activities so they will find the materials then analyze it to get the concept, to make it clear, learners need enough time to finish their work.

There are many activities that the teachers write on the lesson plan. Sometimes the teachers can't implement all of the activities in the lesson plan because of the limited time. In every material the teachers need more than a meeting; as a result they could not teach all

existing material. They chose important material and leave material that it has not useful for students. Moreover some of the teachers endeavor to teach all of the materials although only give short explanation in each material.

It shows lack of time in 2013 curriculum. The existing material is too much so the teacher can't teach all of the materials. The limitation of time also becomes barrier in the evaluation process. The teachers can't implement authentic assessment well, because the authentic assessment needs more times to do. The teachers only use the authentic assessment in some material and they more often use the traditional assessment.

The teachers should be smarter in managing the time. They should know which the priority in the class room becomes. The choice of learning activity should be matched with the materials. In the assessment process to overcome the limitation of time, the teachers can use peer assessment or self-assessment. Along the learning process the teachers can capitalize the time to assess the students.

Those become the barriers because the teacher realizes that even though the teacher is free to choose the learning material and sources, it should direct the students to think scientifically and critically. The teacher makes a module based on the student and teacher book and also the source from internet. He makes it in order to make student easy get the material.

“It so happened that I made my own module which was adapted to the learning materials available in the books of students and teachers, as well as books related to learning materials and other sources from the internet.”⁶¹

The material should be appropriate to the competencies because it must be able to upgrade the student's skill and knowledge in English. Each skills has different teaching method, the material used by the teacher of course with influence the teaching learning English method and the most important thing is that it must be able to develop the students' competence and knowledge. The material should help the students understand the lesson simply. The lesson of the material reflected the judgment concerning with the primary goal of the material. Even though all material was easy, it still depends on the teacher themselves.

English teaching learning process of 2013 Curriculum, the teacher used some of the teaching approach for making the learner more active, such as scientific approach, communicative approach and contextual teaching approach. The teacher was able scientific approach methods there are: problem-based learning, task-based learning, inquiry-based learning, discovery learning and project-based learning. It can be seen on below interview;

“I used to use inquiry learning and in its application using the 5M method, and the techniques used were usually problem based learning techniques.”⁶²

⁶¹ Appendix: Interview transcript with The English teacher.

⁶² Appendix: Interview transcript with The English teacher.

The teachers took different teaching approach for 2013 Curriculum. The most significant matter is the teaching approach for making the students more active, such as scientific approach, communicative approach and contextual teaching approach. The teacher was able method problem-based learning. The procedures are: observing, questioning, associating, experimenting, and communicating. Each teaching approach of course will be different for each skill. There are 4 skills in English that is common in Junior high school, senior high school or in university, such as reading, writing, speaking, and listening.

Related to the interpretation of the Core Competence and Basic Competence in the class, the teacher is in process to make the right instrument of evaluation. The student's condition at SMP IT Rabbani are varies from smart and ordinary students. For smart students, teacher did not have to guide them much but for ordinary students, teacher need extra work to guide them assumed they have the same level with the smart. It can be seen on below interview;

“In its implementation so far it has been running smoothly and I have no obstacles in applying the 2013 curriculum to the learning process, it's just that some students are still a little shy in exploring their ideas when asked by peers or teachers in class discussions.”⁶³

⁶³ Appendix: Interview transcript with The English teacher.

The approach and methods the implementation of 2013 Curriculum at SMP IT Rabbani Bengkulu is good and suitable with the purpose of the curriculum. The teacher less in presenting the theory and make the students more active in learning process. Less in theory means not giving only practice but gives short and clear theory and reaches it with practice.

1.3 Teaching learning evaluation

In the assessment process the English teacher said they use authentic assessment as a demand of 2013 curriculum. They assess the students' attitude during the learning process. In their lesson plan seems there are some rubric of assessment. For example, the rubric for speaking skill assessment. There are some components in the speaking assessment, such as pronunciation, grammar, vocabulary, and fluency. The teachers should assess all of the students to get the real authentic assessment. It takes much time. In the result of interview all of the teachers admit that not all of the materials use authentic assessment because this assessment need more time. In assessing the attitude the teacher also using some rubric, it based on the students attitude during the learning process. Whereas the assessment should be based on the fact and it is an ongoing process.

There is a tangible assessment in each aspect in the 2013 curriculum, in which indicators are provided to help teachers

easily check their students' achievement. The teachers should assess many aspects from the students such as attitude which consist of spiritual and social attitude, and knowledge, moreover in English the aspect is larger. The change of evaluation system includes assessment of spiritual, attitude, cognitive assessment, and skill assessment. Almost of the teachers assume that the scoring criteria are complicated and very time consuming. They should assess many aspects from each students, it is really hampered them. In order to give the objective score for the students the teachers should know well the students one by one. In fact they can't do it. There are many students which they taught. It is not easy to know each student. Most of the teachers do the assessment especially the attitude assessment subjectively although the rubric assessment is provided.

In the teaching learning process, the English teacher has a learning contract that informed to the students at the beginning of academic year as one of the attempts to make the students active in the learning activity. It can be seen on below interview;

“The evaluation model that I usually use in every class meeting is “quiz”. This is to give students a number of questions either verbally or directly or in writing at the end of class learning.”⁶⁴

The English teacher uses simple teaching learning, such as read the text then correction, making the text then correction, oral English speaking then correction and listen the short and simple conversation

⁶⁴ Appendix: Interview transcript with The English teacher.

audio. All of the teaching learning method above is simple and suitable for 8th grade students and it is also suitable for 2013 Curriculum to make the students more active.

“Alhamdulillah, so far the class has become more lively and fun because students are so enthusiastic in following the learning process from the beginning to the end of learning in class.”⁶⁵

It appears that students are enthusiastic following the teaching and learning process in the classroom. This is certainly due to the teacher's role in teaching and motivating students. In addition, this is certainly because of the teacher methods in educating their students. Even though at the end of the lesson there are still some students who are not yet well versed with the material being taught.

The teacher has difficulty in providing the proportional portion for the needs of the students because of the varied classes. It becomes the another obstacle for the English teacher to be the ideal facilitator for the students. It because the student has another type to understand the material.

It can be effective to make students try to give their own knowledge about a material. And they are also trying to understanding and remember it without a module. The students that not confident or afraid will be more confident than before if they are trying to rehearse their own shelf. But it need many time for them to try it.

⁶⁵ Appendix: Interview transcript with The English teacher.

2. The teachers solve the problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation in teaching English

2.1 Teaching learning planning

All teachers agreed that is important in preparing lesson plan before teaching and learning process. They obtain prepare the objectives and materials of lesson effectively. The materials arranged are based on objectives of learning. Through lesson plan, they are also can to organize the learning activities systematically based on scientific approach in the 2013 curriculum. Although they were know on the importance of preparing lesson plan. The teacher prepared detail lesson plan in every teaching. Star from title, identity, to the appendix are available in the lesson plan that was made. He apply it depending on the situation, how many material that will be explained and also depends on the results of the evaluation of each meeting, whether it needs further explanation or not. However, usually one lesson plan can reach for two or five meetings. The objectives of learning are occur from the goal (basic competences) stated in syllabus.

After that, he prepared materials based on objectives of lesson and took the material from the module that arranged by the English teacher own shelf based on the student and teacher book and also from

the other source like internet. The school then duplicated by copying the module and shares it to the students, so they did not spend some money to pay it. The problem came when she determined the method of teaching to integrate with scientific approach since the students are quite passive. The students are really shy to speak and consider that English is difficult subject.

In preparing lesson plan, the English teacher need many time because it must be suitable with the government rule. He stated that it is a must for teacher to make a preparation before teaching. The preparation are arranging lesson plan, choosing media which is correct to the subject, and preparing exercises to measure students' understanding based on material taught. The reason why he made lesson plan is as he taught two classes and each class containing of 22 students. He mentioned that preparing lesson plan in 2013 curriculum was so elaborated since there was attitude aspect to measure.

The solution of this problem is that teachers need to refresh their teaching competences especially about making lesson plan in any kind of workshop held by teacher team (MGMP) and discussion with the vice principles of the curriculum. Lesson plan forms that are always changing and the teaching methods applied must be adapted to the subjects. So, he has a lot of time to make a preparation. Besides, lesson planning also has many attributes. Such as, having to include

elements of PPK, 4C, and literacy in the lesson plan and learning process.

The teacher's readiness is the teachers' problem in preparing lesson plan. They stated that need many time to prepare detailed lesson plan since it is very complicated. They found difficulty in identifying and arranging learning objective, indicators, material, teaching method, learning activities and evaluation. However, without detail lesson plan, those teacher used module as a guidance in their teaching and sometimes they made draft or outline about their teaching planning in general.

2.2 Teaching learning process

The subject in this observation is English specialization and the topic is invitation with the skills emphasis is on reading. It is the next material of the topic in the last meeting. The English teacher basically have implemented teaching learning procedures well, starting from pre activity, main activity, until post activity. In this meeting, the English teacher implements a logical learning sequence of scientific approach only on observing, questioning, and experimenting. There is no special method used in this meeting. The teacher explain about invitation and give some explanation about it, invitation is adjective while invite is verb. The example are taking from a text in their module and with the activity around them like write, read, record, smart, etc. Then, the

teacher monitors them and explaining the difficult new words or correcting the wrong pronunciation of the students.

The use of media by the English teacher is optimal, during the learning process the teacher using a microphone as a media cause the school is near the highway which is molest the learning activities. But, a media like power point, speaker, and etc is not optimal related to the material that will be applying by the teacher.

Teachers understand the basic of scientific approach and the basic concept of 2013 curriculum (i.e. inquiry-based learning, project-based learning, discovery-learning, problem-based learning and task-based learning) but in terms of applying this concept, they did not apply it since the students were quite passive in the classroom. They were shy, afraid, and not confidence. They also regarded that English is difficult. Another problem in implementation this approach was teachers could not apply students-centered learning since students still depend on their teacher a lot. This is, of course, becoming the defiance for teachers making students to be active. Therefore, teachers and government want to take a consideration for the schools which have low input of competences in order to implement not only limited on scientific approach but also other approaches in order there are kinds method of teaching.

The teacher's role is still dominant during learning consolidation. During discussing or identifying a problem, the teacher

more often read out the questions than the students. He invites the students to participate in thinking, he can make the students a stimulant to express their answers. So the students reads out the answers of the questions too. This situation makes the students be active and the class is more interactive.

The score seems taken by the teacher when some students are appointed to answer some questions directly or should be written on the board. Of course, students who get the score are appointed students. The correction of the answers is done by inviting the students in agree or disagree responses and the reasons of the responses is expressed by the students. In several times during the lesson, the teacher gives advice, motivation, and question related to the development of students' attitude, character, and skill competencies.

2.3 Teaching learning evaluation

There are four main aspects of competences to be implemented in 2013 curriculum i.e. spiritual, social, knowledge and skill aspects. Those aspects are stated in the core and basic competences *Permendikbud* Number 59 Year 2014. It is because to be developed in teaching learning indicators and objectives. Teachers would aware the students' understanding if they can achieve the indicator and objectives of teaching learning through evaluation. In evaluation, it contained the indicators of evaluation, technique and form of evaluation as well as the rubric or scoring.

“In terms of evaluation student understanding, there is only one obstacle, namely; there are some students who are still confused about certain explanations. So to overcome them I immediately give feedback to the students concerned I usually do at the end of learning after getting the results of the evaluation process that is done.”⁶⁶

The teacher usually gives some question related to the material that has been studied before close the class. The question given can be direct, oral or written depending on the material just learned. The teacher will choose them randomly and they are should answer teachers question orally or written in the white board.

For scoring, it depends on the skill or type of exercise such as knowledge training in writing skills, or reading, then the teacher uses the practice questions contained in the module. However, for scoring speaking skill, the teacher made his own rubric which was collaborated with existing reference sources.

Furthermore, teachers regarded that this curriculum is too complex in which teacher needed to evaluate students' attitude (through observation), students' knowledge (through test), and students' skill (through practice). This problem is because teachers' lack understanding in giving evaluation. To overcome teachers' problem in making evaluation, thus, teachers should get sufficient socialization and workshop which should be guided by competent instructor. They as well should be trained to prepare appropriate instrument for evaluation. In addition, it is needed to be considered by

⁶⁶ Appendix: Interview transcript with The English teacher.

government and stakeholder to decide easy software of evaluation to help teachers in reporting the result of evaluation.

B. Discussion

1. The problems faced by English teacher in applying based on the 2013 curriculum in the aspect of planning, process, and evaluation

1.1 Teaching Learning Planning

Planning a learning with good preparation to be truly ready, becomes the more concern for English teacher of at 8th grade at SMP IT Rabbani in the implementation of 2013 curriculum. Overall, the efforts of the teacher in implementing 2013 curriculum in the dimension of planning are good enough. It can be seen from the components of lesson plan which are arranged based on *permendikbud* number 103 of 2014 about Learning in Elementary and Secondary Education. A lesson plan at least contains of: (a) the identity of the school, subject or theme, class/ semester, and the allocation of time; (b) Core Competence, Basic Competence and indicators of competencies achievement; (c) learning materials; (d) learning activities that include preliminary activities, main activities, and the post activities; (e) assessment, enrichment; and (f) media, tools, materials, and learning resources. The logical learning sequence of scientific approach (5M) is also written in it.

The principles will be form in the teaching learning process and evaluation. Therefore, teaching learning planning is a big influence to learning process and evaluation. Based on the data findings, the researcher found that the teacher has no problems in making a lesson plan. They are just need much time to make it because it was based on the government role. They explained that preparing lesson plan before teaching and learning process is important but it was hard to do since the limited time to make preparation. Through lesson plan, the objectives of lesson and material could be delivered systematically and will help students to reach its objectives. In fact, they had problem in preparing lesson plan cause limited time to make detail lesson plan.

One of the objectives of 2013 Curriculum also to make the students to be more creative. The teacher said that there are not only the students but also the teacher that must be creative, teacher always tried to make a lot of improvisation to make students more active and creative. Teacher makes new approach when his teaching learning process not runs well. The teacher said that the students can to create great imagination and creative in developing their skill on every lesson, especially English.

In the lesson plan, the method is certainly written. But it is only one for one topic and only used on logical learning of associating dan communicating. Method also appears to be another obstacle because it

relates to the delivery of the learning material and the support media. It is all in order to provide what the students really needs. When the determined method is exactly suitable, then the ideal characteristics of a learning activity will be achieved.

The teacher takes notice of the difficulty in making lesson plan and tries to find the right one, because the teacher realizes that the lesson plan is important as the support to the success of the interpretation of Core and Basic Competence in the learning process which is also directly related to the evaluation of three learning domains. It is also an attempt to appreciate the students' differences of competencies and absorption level.

It is as preparing lesson plan helps teachers to organize the objectives, material, learning activities and evaluation effectively. Moreover, teachers would be more confidence when informing the lesson. Other benefit is through preparing lesson plan students would be helped to reach their learning objectives more easily. In planning the kind of the teaching that will characterize in language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum and of the language program.

The solution of this problem is that teachers need to refresh their teaching competences especially about making lesson plan in any kind of workshop held by Teacher' Working Groups (TWGs) or

socialization through Forum Group Discussion (FGD). TWGs are used by some countries as means of professional support for teachers and bring teachers together to address their work problems⁶⁷. *Musyawarah Guru Mata Pelajaran* (MGMP), Indonesian model of TWG, is a perfect place for them to implement their Professional Development through various professional activities facilitated by Government. With MGMPs essential for Teacher Professional Development (TPD), many efforts have been made to signify MGMP management quality, inclusively through revitalization by making it accountably standardized.

In preparing and developing English lesson plan (RPP), MGMP made task portions and had the teachers compose RPP individually in line with their portions and collect them to be compiled and distributed by MGMP. To facilitate their work, MGMP provided a collection of teaching plans called Bank RPP. Teaching methods were not developed isolated, but integrated into programs of teaching model, peer teaching, and lesson study. In a classroom observation, a respondent demonstrated text-based language teaching in developing students' integrated skills through the topic recount text. In regard to classroom assessment, MGMP socialized and distributed assessment tools such as checklist and rubrics included into the RPPs. Attitudes,

⁶⁷ Leu Elizabeth. The Patterns and Purposes of School-Based and Cluster Teacher Professional Development Program, Working Paper #2 under EQUIP1's Study of School-based Teacher Inservice Programs and Clustering of Schools, USAID, 2004, P. 3.

knowledge, and skills were subjects to measure. In document of their RPPs of Curriculum 2013, checklists are used to assess students' involvement and attitudes in discussion as well as their knowledge and language skills.

However, the learning planning that also influence the learning evaluation which is covered in the lesson plan arranged by the teacher, is good enough and based on the syllabus. The teacher's attempt to keep improving the media could be rated as the attempt to succeed the implementation of 2013 curriculum in junior high school level, especially in 8th grade at SMP IT Rabbani.

1.2 Teaching Learning Process

In this dimension, the English teacher executes the lesson plans he has prepare. The activities of a learning process that created by the teacher in the class should have the characteristics as mentioned in *permendikbud* number 103 of 2014, they are interactive and inspiring; fun, challenging, and motivating students to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

The teacher give his students task to analyze the greeting card in their module. Then, the teacher want his students make a circle with

their own group that have been made last meeting. He would chose random the student to read aloud the greeting card in their module. He will write on the board if the word or sentences need more explanation, like differentiate the tenses. He asked the student who know the different both them. Again, he would chose random the students who did not confident to answer it. Sometimes, the students just speak slowly or whisper to each other.

In the interactive point, it could not be said completely successful because the teacher seems to dominate almost all occasions, although he sometimes invites the students to participate more during the consolidation. However, inspiring learning could be said successful because the teacher teaches with the polite appearance, good attitudes and speech and understandable by learners. The teacher also creates discipline, convenience, safety, and compliance with the regulations in organizing the learning process. The most important thing is the teacher appreciates every single student despite their religious background, ethnicity, gender, and socioeconomic status which certainly exist because SMP IT Rabbani is a high school which is located in the center of the city with the quite high heterogeneity of the students.

All of the above teachers complained the same thing in the process of scientific approach. The teachers are not easy to make them active in class, especially in the questioning process. When the

teachers give them opportunity to ask question they seems confused. The students didn't know what they should ask to the teachers. In the other hand the students can't respond well when the teachers give them question.

The students can't be active to ask question and they also can't do the teachers' instruction well. In the result, the English teacher must give motivation for silent students. This is relevant with the statement of Richards that the support can be provided in a form of adequate materials⁶⁸. The English teacher also must invite the silent students to participate in learning activity. The teachers give question orally to some students. It is indirectly push the students to answer question and active in the class. The teachers also trick it by ask the students to make question about something they have observed before.

Besides questioning the condition of passive students also influence the communicating process. Communication is the process of delivering the result of observation, the conclusion based on the written analysis, oral analysis, and other media. In the closing activity usually the teachers asked the students to deliver the conclusion of the learning. There isn't students want to be volunteer, so the teachers give more times for them and then the teachers point some of them to come

⁶⁸ Jack C. Richards. *Ibid.* P. 213

to the class. This process is very time consuming and make the lesson can't run like the lesson plan.

There are many factors which make the students can't active in the English class. They lack of vocabulary moreover they totally don't understand English. Not all of the students passive but on average the students follow the English learning process with less passion.

The teachers should use interesting media in order to make the students active. They can use various kinds of pictures which related to the materials. For example in the materials of label name and list of things, the teachers can give the students pictures of classroom or other room. It will stimulate the students' curiosity then they can be active in questioning process. Beside that the use of other media such as flash cards, and comic can be considered.

The teachers can use the trend among the students as a way to attract students' attention. The students usually will be more interested in something they like. The teachers can stimulate them with reward and punishment. The teachers can give reward for them who active in class and punishment for the passive students. The punishment is not physics punishment but can be in the form of assignment. The teachers can ask the students to master some vocabulary.

In preparing media, the result showed that all teachers required media of pictures in their teaching. They explained that pictures are kind of media which is easy to get and interesting, thus students can understand the topic. However, the media of LCD, video, and power point is rarely used since the limitation of facilities those schools have. The explanation is the result of teachers' problem in preparing media.

All teachers do not prepared media before their teaching. With the problem in facilities, they tried to use media such as pictures and video. They sometimes used power point because it was not provided in every class. This is therefore needed a solution by stakeholders (school and government) to provide additional estimate in supporting school facilities especially in applying this curriculum. The many administrative teachings of government books also become a problem such as book 1, book 2, book, 3, and others. To overcome this problem, the teacher takes all the books and makes them a module so that students easily understand all the material from the book.

Media as a device to support the material is provided in limited items, it is as the facilities in those schools are not supported well. To appreciate the students' understanding, teachers also found problems. It seemed complicated to measure something abstract like the aspects of spiritual and attitude. In addition, they also got difficulty in presenting score when observing students attitude and speaking skill because it needed a lot of time. In line with those problems faced by

teachers, therefore, the solution should be taken by government and stakeholders such as providing deeper socialization and workshop to advance teachers' understanding in implementing 2013 curriculum especially for all private English teachers of vocational high school who never had been given the socialization and training due to the new curriculum.

As showed on the result, the students at SMP IT Rabbani Bengkulu the students are variety attitude responsible. Sometimes the students has an another opinion than their friend but she did not confidence to express it. Teacher has difficulties to make all students can reach the objective of teaching learning process. It can be an obstacle for a teacher to teach student with the cases like this.

Related to teaching and learning process, the respondents' problems are generally related to limited school's facilities, material especially for listening and teaching method. It indicates that teaching facilities can affect the quality of teaching and learning process. The last set of factors that affect the quality of teaching in a program related to the institution context in which teachers work. Since the teachers are expected to teach well they need ongoing support from the others. Thus, in order to make teaching process successful, school need to provide adequate teaching facilities such as a multimedia lab

or computer lab, language lab, self-access center, and students reading room.

Fun and challenging learning is not always created. If we look at the lesson plan, the method used is only one for a certain meeting of one topic. So, the activities of the previous meeting is only doing the tasks as usual. It makes the atmosphere of the classroom boring and not alive. Fun and challenging learning can be really appeared when there is a game or a work result performance in front of the class. Different thing happens on learning which motivate the learners to participate actively. The English teacher's learning contract and her appearance of taking score in front of the students, both of those two attempts are proven to make the students active and realize that it is their own needs of the score consequences.

The expectation of 2013 curriculum on contextual and collaborative learning has been applied by the English teacher well. The scientific approach helps the teacher to focus on the material of the topic that related to the students' real life and needs. The teacher also integrates the students' thinking with some fields, moreover English is the international language that is very needed in the world of work. Here, the English teacher shows her understanding of the learning that 2013 curriculum needs. Then, the learning model used is through collaboration. As already reveale on the finding, the teacher puts the students who have a better absorption in English (smarter) in

each group. The teacher realizes that those certain students are able to serve as a facilitator for their friends in their group.

Teacher's efforts to provide enough space for the innovation, creativity, and independence of the students is not maximal yet. Again, it relates to the provided method in the lesson plan as explained before. Besides, it can not be separated from the teacher's role as an ideal facilitator. The role is also not easy because the teacher has some difficulties in providing the right portion to the students' needs of each class.

For the last characteristic, that is according to their talents, interests, abilities, and physical and psychological development of students, actually it can be easily achieved. The factor of the students is the largest influence. Since the beginning, the students have a high interest in the English subject. The students appear their confidence of the ability and talent they may have, so they want to sharpen it more. However, as already explained that the space of creativity is limited because it is affected by the method, so the students' expectation does not come true. The English teacher's assistance in sharpening the students' talent more is not optimal. The students' interest becomes lower and they tend to be bored and passive in the class.

All the incompleteness in achieving those characteristics is also influenced by the use of media by the teacher in the classroom. The researcher found that even though the teacher writes the media used

for teaching learning process in the lesson plan. If the teacher uses the media, it can help the teacher in the direct instruction and creating active learning teaching strategies. Media influence learning a lot because it will relate to the applied method.

The learning evaluation runs in learning process especially when the method is applied. It may not cover all competencies because it is as a consequence of the unavailability of appropriate instruments from the teacher. Here it shows how important the planning of learning that should really good prepared.

Overall, teaching learning process is the execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. Four skills of English (reading, writing, listening, and speaking) and 5M have been reached by the English teacher. The teacher also do what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, reminding about the tenses pattern, etc. Although it is not intensive, the teacher has developed the students' spiritual, social, and skills competence through giving advices.

1.3 Learning Evaluation

Everything which is plans on the dimension of planning by the English teacher has a big influence in the success of English learning evaluation based on 2013 curriculum. As mentioned in *permendikbud* number 104 of 2014, learning evaluation is conducted through

authentic and non-authentic assessment, but authentic assessment is the main approach. Authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task on real situation.

As showed by The teacher of SMP IT Rabbani, the result has no difference with the previous curriculum, that is always beyond the standard of minimum completeness/ KKM. It is not surprising because the domain of evaluation still focuses on cognitive which is done through the non-authentic assessment. This condition is also personally admitted by The Principal of SMP IT Rabbani as the curriculum supervisor of the school.

The result showed that all teachers got difficulties in organizing evaluation. It wanted long time to input the score of four aspects since the class. They also found the problem in making an individual assessment or pair assessment and affective assessment. In awarding pair assessment, the students sometimes are not honest about their marks. While in affective assessment, it is hard for teacher to analyze and evaluate the attitude of every student in his class.

It is a barrier for the teacher to cover the scope of learning evaluation (attitudes, knowledge, and skills competence) which is mandated in 2013 curriculum. The evaluation on knowledge only is not fair to the students that have different tendencies of competencies.

They are many different levels of involvement in language teaching programs and this creates different kinds of audiences in evaluation⁶⁹.

If it is not found, then the largest portion of the evaluation result there are some students who are still confused about certain explanations. Without the right and appropriate instrument, the evaluation of attitudes and skills competence will tend to be subjective even though the scoring rubrics is provided. Although it is considered not to finalize, the data of non-authentic assessment results still remain for final judgment.

2. The teachers solve the problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation

2.1 Teaching learning planning

The teachers made lesson plan by their self, but they can create lesson plans in collaboration with Teacher Association on Subject Matter, supervisor from educational government, and vice principal of curriculum. This is in line with the fact on the literature that “teachers have a role to develop lesson plans while the government provides guidance.”

If this condition still happens it is assumed that the success of curriculum 2013 cannot be achieved. It implies that although the respondents had applied curriculum 2013 in their school, they realizes

⁶⁹ Jack C. Richards. *Ibid.* P. 211

that they had many weaknesses to apply curriculum 2013. Thus, in this case the government should provide a training program that has a high quality program.

Moreover, cooperating with other teacher can be often helpful in a school where there are teachers of different levels of experience and training. It is means that teaching skill can be developed by working with a mentor teacher⁷⁰. From the above finding it can be concluded that teachers need to realize the importance of their own professional growth. In short, the existence of MGMP can help teacher to design lesson plan and solve teachers' problem.

2.2 Teaching learning process

The result showed that the teachers asks random the students to answer his question and the students can try to answer it. After that, the teacher can give reward like applause and sometime the teacher can say "so good, so good, so good, and very good".

And then, the teacher can explain it more detail. He can explain it one by one and translate it together. Sometimes, he makes a joke to increase students focus during the learning process. In the middle, he will give a minute to the student to ask him who did not understand with the material. If the is a question he can answer it, if the is not he can continue the material.

⁷⁰ Jack C. Richards. *Ibid.* P. 219

The data showed that in the attempt to solve the problems the respondents generally do cooperating with teachers and students, maximizing the provided facilities and finding out and enhancing the method which is suitable for learning material and joining workshop and MGMP.

In the last, he gives a time to the students who want to ask him about the material. He can explain it more if there is a question from the students. Last, he can say thank you to the student who join the class, he also can gave homework to make students more understand about the material.

Regarding the above statements, there are two solutions that respondents propose in the effort of solving the problems related to creating lesson plan including reading the various sources, sharing with other teacher in MGMP. Reading various sources is in line with suggestion of Richards that teachers need to develop curiosity and interest in many different aspects of teaching and expand their knowledge base about research, theory and issues in teaching.

2.3 Teaching evaluation

As showed by The teacher of SMP IT Rabbani, to solve the problems like this, in the end of the learning process the teacher sometimes give some question related to the material that has learned. He will choose random students to answer his question, so he knows the student understanding from the material. The students should

answer the question without a module; they are answer orally or write in the white board.

This method can make students more enthusiastic to follow the teaching learning process. Because they have to prepare the right answer if the teacher choose them to answer teacher question at the end of the lesson. Learners' learning styles can be an important factor in the success of teaching.

In addition, if the teachers ask them to write answer on the board, this can certainly train their level of confidence in class discussions, especially for students who have a lack of confidence to appear in front of their peers. They are slowly begins to feel more confident. Then, if the teacher asks them to answer it verbally, it will train their public speaking and also pronunciation.

During the evaluation process, it will be seen students who are listening and understanding with those who do not understand. Although the teacher randomly chooses students who will answer the questions, those who really pay attention to the learning process will look active and enthusiastic to answer the questions. They will feel disappointed if the teacher does not give them opportunity to answer it.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of 2013 curriculum by the English teacher of 8th grade at SMP IT Rabbani Bengkulu in the academic year of 2019/2020, it can be concluded that:

1. The problems faced by English teacher in applying based on the 2013 curriculum in the aspect of planning, process, and evaluation

The problems from the three aspect are:

- a. The problem of teaching learning panning is need many time to make it suitable with the government rule.
 - b. The problem on the teaching learning process is student that shies, afraid, and not confidence to be active and creative in the class during the teaching and learning process.
 - c. The biggest portion of evaluation there are some students who are still confused about certain explanations.
2. The teachers solve the problems in accordance with 2013 curriculum in the aspect of planning, process, and evaluation

- a. The teacher making lesson plan in any kind of workshop held by teacher team (MGMP) and discussion with the vice principals of the curriculum.
- b. The teacher give the students a stimulant to make them more active in class.
- c. The teacher gives feedback to the students in the end of the lesson.

65

D. Suggestion

After conducting research about the implementation of 2013 curriculum, the researcher found that it needed evaluation in order to get the improvement in the future. As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for:

1. The Teacher

The teacher plays important role in implementing the national curriculum. Whatever the curriculum is, the failure or the success is determined by the teachers. The strategy of teaching learning is very important to gain the better output. The real guidance in the training is very important to improve teachers' competences.

2. The Government

National education system is the key to improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the neccessity in global era and Indonesian ideology. The problem with the ratio between the teacher and students should be

minimized in order to make the English teaching learning process optimal.

The assessment should be simplified in order to solve the learning evaluation problems.

Finally, the writer admits that this paper is far from being perfect. Because of that, suggestion and admonition are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Aamiin.

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Appendix 1

Research Instrument

Observation checklist

No	Pertanyaan	Ya	Tidak
1	Mempersiapkan rencana pelajaran itu penting	✓	
2	Untuk menjawab tuntutan akan pendidikan yang harus mampu menyesuaikan dinamika yang berkembang di masyarakat	✓	
3	Materi yang diajarkan berdasarkan tujuan pembelajaran	✓	
4	Siswa tertarik dengan tujuan belajar mengajar	✓	
5	Siswa aktif bertanya di kelas		✓
6	Menyiapkan media pangajaran dan pembelajaran	✓	
7	Menggunakan media dari power point, video, LCD atau internet	✓	
8	Menggunakan buku yang disediakan oleh pemerintah		✓
9	Mengatur evaluasi berdasarkan tujuan pembelajaran	✓	
10	Mengukur keempat aspek dalam kurikulum 2013 (aspek spiritual, sosial, pengetahuan dan keterampilan)	✓	

Appendix 2

Research Instrument

Interview Guidelines

(For Teacher)

No	Pertanyaan	Jawaban
1	Apa yang Anda pahami tentang pembelajaran Bahasa Inggris yang diinginkan dalam kurikulum 2013?	Pembelajaran bahasa inggris yang diinginkan oleh kurikulum 2013 adalah pembelajaran yang berorientasi kepada aktivitas belajar mengajar yang melibatkan siswa secara aktif dalam process pentransferan ilmu di dalam kelas, sehingga kelas lebih hidup dan menyenangkan baik bagi siswa maupun bagi guru.
2	Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?	Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) melibatkan pihak sekolah, baik kepala sekolah, guru mata pelajaran bahasa inggris, pengawas dari diknas yang mengawasi guru mata pelajaran bahasa inggris, dan wakil kepala sekolah bidang kurikulum.
3	Kendala apa yang Anda alami dalam proses penyusunan RPP serta penyediaan media yang sesuai dengan kurikulum 2013? Apa yang Anda lakukan untuk mengatasi masalah seperti ini?	Untuk penyusunan Rencana Pelaksanaan Pembelajaran (RPP) itu sendiri saya tidak mengalami kendala yang begitu berat, namun sejauh ini kendalanya hanya waktu pembuatan saja yang sedikit lebih lama karena memang harus membuat RPP yang sesuai dengan keinginan pemerintah. Untuk penyediaan media memang sedikit ruit hanya saja sudah teratasi dengan menggunakan berbagai sumber dalam membuat dan menyusun media yang sesuai dengan materi

		pembelajaran bahasa inggris.
4	Selain buku guru dan buku siswa, buku apa yang Anda juga jadikan sebagai pegangan dalam pembelajaran?	Kebetulan saya membuat modul sendiri yang sudah disesuaikan dengan materi pembelajaran yang ada dibuku siswa dan guru, serta buku-buku terkait dengan materi pembelajaran dan sumber lainnya dari internet.
5	Strategi, model, dan metode apakah yang sering Anda gunakan dalam pembelajaran untuk mengatasi perbedaan antar siswa dan agar dapat mencapai tujuan pembelajaran yang diinginkan?	Saya biasa menggunakan metode pembelajaran <i>inquiry learning</i> dan dalam penerapannya menggunakan metode 5M, serta teknik yang digunakan biasanya teknik <i>problem based learning</i> .
6	Kendala apa yang Anda alami dalam menerapkan kurikulum 2013 pada proses pembelajaran? Apa yang Anda lakukan untuk mengatasi masalah ini?	Dalam penerapannya, sejauh ini berjalan dengan lancar dan saya tidak memiliki kendala dalam penerapan kurikulum 2013 pada proses pembelajaran, hanya saja. Ada beberapa anak yang masih sedikit malu-malu didalam mengeksplorasikan ide atau gagasannya pada saat ditanya teman sebaya atau guru dalam diskusi kelas.
7	Model evaluasi apa yang sering Anda gunakan di setiap pertemuan pelajaran di kelas?	Model evaluasi yang biasa saya gunakan dalam setiap pertemuan pertemuan pelajaran di kelas adalah “quiz”, yaitu memberikan beberapa pertanyaan kepada siswa baik secara lisan atau langsung maupun secaratertulis pada akhir pembelajaran di kelas.
8	Bagaimana partisipasi para siswa Anda dalam proses pembelajaran Bahasa Inggris dengan kurikulum 2013	Alhamdulillah sejauh ini kelas menjadi lebih hidup dan menyenangkan karena para siswa begitu antusias mengikuti proses pembelajaran dari awal hingga

		akhir pembelajaran di dalam kelas.
9	Kendala apa yang Anda alami dalam evaluasi pembelajaran yang sesuai dengan kurikulum 2013? Bagaimana cara Anda mengatasi masalah tersebut?	Dalam hal evaluasi pemahaman siswa, kendalanya hanya satu, yaitu; ada beberapa siswa yang masih bingung terhadap penjelasan tertentu. Sehingga untuk mengatasinya saya langsung memberikan feedback terhadap siswa yang bersangkutan biasanya saya lakukan pada akhir pembelajaran setelah mendapatkan hasil dari proses evaluasi yang di lakukan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP IT RABBANI KOTA BENGKULU

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2 (dua)

Materi Pokok : *Simple past tense*

Alokasi Waktu : 5 pertemuan (10 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

KI 4 : Mencoba, mengolah, dan menyaji 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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	

2	2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3	3.10.	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>).	<p>3.10.1. Mengidentifikasi fungsi <i>simple past tense</i>.</p> <p>3.10.2. Melengkapi teks rumpang dengan kata kerja bentuk lampau.</p> <p>3.10.3. Mendeskripsikan kejadian di waktu lampau dengan menggunakan <i>simple past tense</i>.</p>
4	4.10.	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.7.1. Menyusun kalimat dengan menggunakan <i>simple past tense</i>.</p> <p>4.7.2. Membuat dialog percakapan untuk menanyakan kegiatan di waktu lampau.</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mengidentifikasi fungsi *simple past tense*.
- 2) Melengkapi teks rumpang dengan kata kerja bentuk lampau.
- 3) Mendeskripsikan kejadian di waktu lampau dengan menggunakan *simple past tense*.
- 4) Menyusun kalimat dengan menggunakan *simple past tense*.
- 5) Membuat dialog percakapan untuk menanyakan kegiatan di waktu lampau.

D. Materi Pembelajaran

Fungsi sosial

Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.

Struktur text

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

- Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

1. Metode Ilmiah
2. CLT

F. Media, Alat, dan Sumber Pembelajaran

1. **Media**
Laptop, LCD, gambar benda, poster, Foto
2. **Alat**
Poster gambar benda

3. Sumber Pembelajaran

- a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga. Hal. 146-160.
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik mengamati perbedaan penggunaan *simple present tense* dan *simple past tense* (activity 1).

Mengeksplorasi

- 2) Peserta didik mendeskripsikan kegiatan seseorang di waktu lampau berdasarkan situasi yang diberikan (activity 2).
- 3) Peserta didik melengkapi kalimat rumpang menggunakan bentuk *be* lampau (activity 3).
- 4) Peserta didik secara berpasangan bertanya jawab mengenai kegiatan di waktu lampau berdasarkan konteks yang diberikan (activity 4).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik mempelajari fungsi dan pola *simple past tense*.
- 2) Peserta didik mendengarkan pengucapan bentuk kata kerja lampau yang berakhiran *-ed* kemudian mengelompokkannya (activity 5).

Mengeksplorasi

- 3) Peserta didik mendeskripsikan kegiatan yang dilakukan dan tidak dilakukan berdasarkan konteks yang diberikan secara lisan (activity 6).
- 4) Peserta didik secara berpasangan bertanya jawab mengenai kegiatan yang dilakukannya minggu lalu (activity 7).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik mempelajari bentuk *irregular verbs*.

Mengeksplorasi

- 2) Peserta didik mengidentifikasi bentuk kata kerja lampau kemudian mencari arti dari kata-kata tersebut (activity 8).
- 3) Peserta didik melengkapi kalimat rumpang menggunakan kata kerja bentuk lampau yang tepat (activity 9).
- 4) Peserta didik melengkapi kalimat rumpang menggunakan kata kerja bentuk lampau yang tepat (activity 10).
- 5) Peserta didik membuat kalimat tanya menggunakan bentuk *simple past tense* (activity 11).
- 6) Peserta didik melengkapi dialog rumpang menggunakan kata kerja bentuk lampau yang tepat (activity 12).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keempat

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik membaca dialog kemudian memperhatikan penggunaan bentuk *past continuous tense* pada dialog tersebut (activity 13).

Mengasosiasi

- 2) Peserta didik melengkapi kalimat menggunakan bentuk *past continuous tense* (activity 14).
- 3) Peserta didik mempelajari penggunaan *past continuous tense* dan *simple past tense* dalam kalimat.
- 4) Peserta didik melengkapi teks rumpang menggunakan bentuk kata kerja *past continuous tense* dan *simple past tense* (activity 15).
- 5) Peserta didik menggabungkan 2 kalimat menggunakan kata hubung yang tepat (activity 16).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kelima

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengeksplorasi

- 1) Peserta didik mendengarkan rekaman dialog kemudian berlatih menggunakan dialog tersebut (activity 17).

Mengkomunikasikan

- 2) Peserta didik secara berpasangan membuat dialog seperti contoh sebelumnya kemudian memperagakannya di depan kelas (activity 18).
- 3) Peserta didik membuat 10 kalimat mengenai kegiatan yang mereka lakukan di waktu lampau (activity 19).

- 4) Peserta didik berdiskusi mengenai penggunaan *simple past tense* dan *past continuous tense* (activity 20).

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan

H. Penilaian

1. Rubrik Penilaian Sikap Spiritual

No	Indikator	Skor
1	Menggunakan 8 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	5
2	Menggunakan 6 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	4
3	Menggunakan 4 kata positif dan dua diantaranya adalah kata "God" dan "Thank"	3
4	Menggunakan 4 kata positif tanpa kata "God" dan "Thank"	2
5	Menggunakan kurang dari 4 kata positif tanpa kata "God" dan "Thank"	1

a. Pedoman Penskoran:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

2. Rubrik Penilaian Sikap Sosial

Deskripsi sikap sosial		Nilai
Berperilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Selalu	2
	Kadang-kadang	1
	Jarang	0.5

a. Pedoman Penskoran

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

3. Pengetahuan

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrumen : Melengkapi kalimat rumpang dan membuat kalimat
- c. Kisi-kisi :

No	Indikator	Butir Instrumen
1.	Peserta didik mendeskripsikan kegiatan seseorang di waktu lampau berdasarkan situasi yang diberikan.	Activity 2
2.	Peserta didik melengkapi kalimat rumpang menggunakan bentuk <i>be</i> lampau.	Activity 3
3.	Peserta didik mendengarkan pengucapan bentuk kata kerja lampau yang berakhiran - <i>ed</i> kemudian mengelompokkannya.	Activity 5
4.	Peserta didik mengidentifikasi bentuk kata kerja lampau kemudian mencari arti dari kata-kata tersebut.	Activity 8
5.	Peserta didik melengkapi kalimat rumpang menggunakan kata kerja bentuk lampau yang tepat.	Activity 9

6.	Peserta didik melengkapi kalimat rumpang menggunakan kata kerja bentuk lampau yang tepat.	Activity 10
7.	Peserta didik membuat kalimat tanya menggunakan bentuk <i>simple past tense</i> .	Activity 11
8.	Peserta didik melengkapi dialog rumpang menggunakan kata kerja bentuk lampau yang tepat.	Activity 12
9.	Peserta didik melengkapi kalimat menggunakan bentuk <i>past continuous tense</i> .	Activity 14
10.	Peserta didik melengkapi teks rumpang menggunakan bentuk kata kerja <i>past continuous tense</i> dan <i>simple past tense</i> .	Activity 15
11.	Peserta didik menggabungkan 2 kalimat menggunakan kata hubung yang tepat.	Activity 16
12.	Peserta didik membuat 10 kalimat mengenai kegiatan yang mereka lakukan di waktu lampau.	Activity 19

4. Keterampilan

- d. Teknik Penilaian : Unjuk Kerja
- e. Bentuk Instrumen : Tes kemampuan berbicara.
- f. Kisi-kisi:

No.	Keterampilan/Indikator	Butir Instrumen
Berbicara		
1.	Peserta didik secara berpasangan bertny jawab mengenai kegiatan yang dilakukannya minggu lalu	Activity 7
2.	Peserta didik secara berpasangan membuat dialog seperti contoh sebelumnya kemudian memperagakannya di depan kelas.	Activity 18

- g. Konversi keterampilan membaca dan mendengarkan.

Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

h. Rubrik untuk penilaian keterampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

i. Pedoman Penskoran:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Bengkulu,

Mengetahui,
Kepala SMP IT Rabbani

Guru Mata Pelajaran

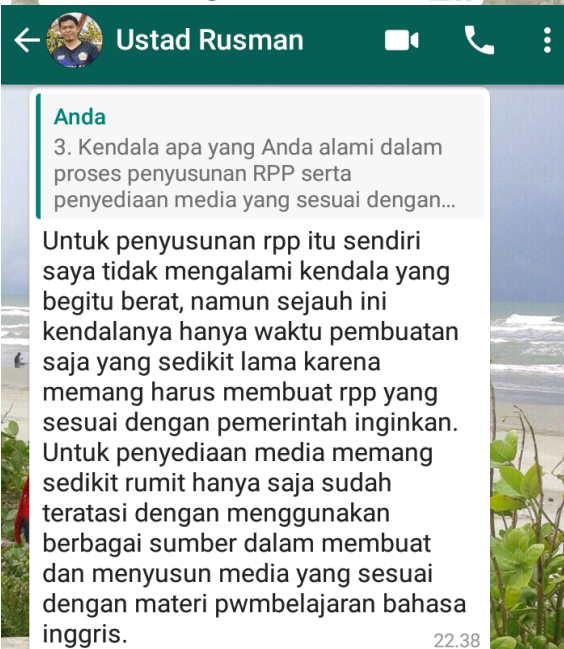
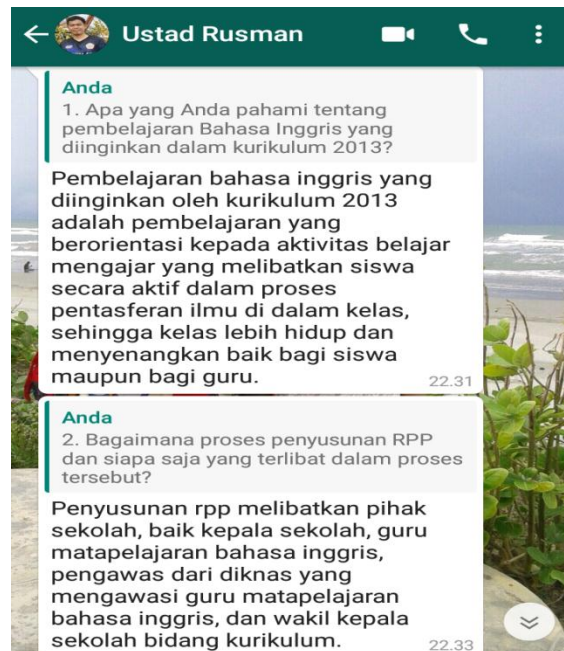
Wahyudi Putra, S.Pd
NIPY. 198801120110701022

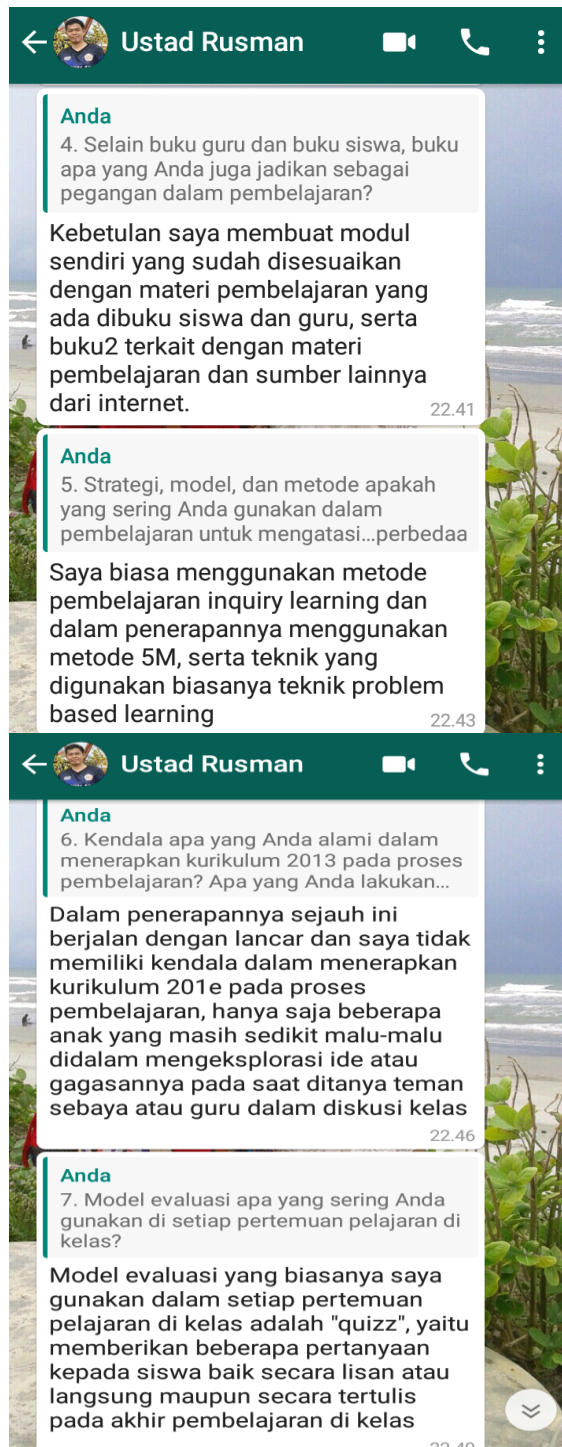
Rusman Dianto, S.Pd
NIPY. 1986012320141010047

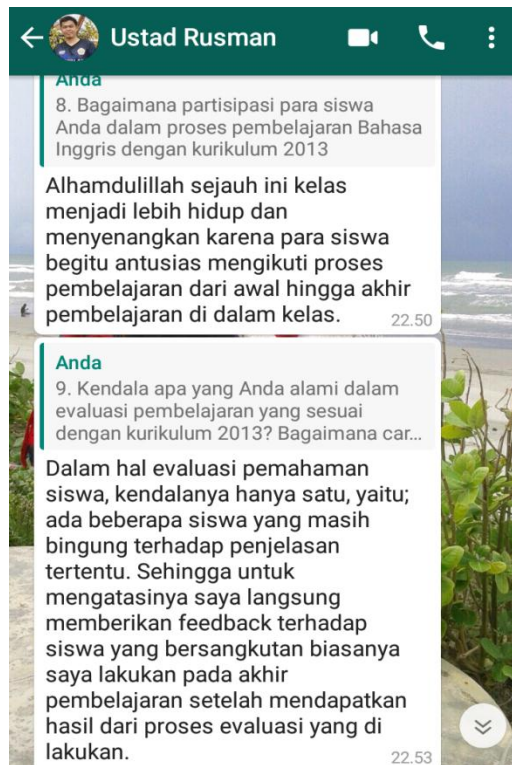
THE INTERVIEW PROCESS



Mr. Rusman Dianto, S.Pd, English Teacher of SMPIT Rabbani Bengkulu







THE OBSERVATION PROCESS









The Researcher with the head master

