

**ENGLISH TEACHERS' TEACHING APPROACHES IN APPLYING THE
2013 CURRICULUM OF SMAN 4 BENGKULU SELATAN**

**(A Descriptive Study of English Teachers of SMAN 4 BENGKULU
SELATAN)**

THESIS

Submitted as a Partial Requirements for Degree of *Sarjana Pendidikan* (S.Pd)
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu



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RATIFICATION

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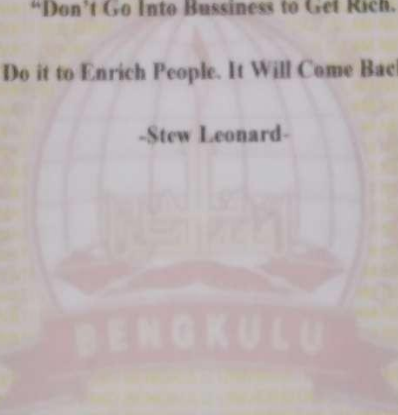
**“One of the Most Dangerous Forms of Human Error
is Forgetting What One is Trying to Achieve”**

-Paul Nitze-

“Don’t Go Into Bussiness to Get Rich.

Do it to Enrich People. It Will Come Back.”

-Stew Leonard-



DEDICATION

Bismillahirrohmanirrohiim

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. I proudly dedicated this thesis to:

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9. My Almamater.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “English Teachers’ Teaching Approaches In Applying The 2013 Curriculum Of SMAN4 Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN4 Bengkulu Selatan)” 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 sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2022

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the researcher realized that this thesis is still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, January 2022

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ABSTRACT

Yesep Tika Ayu. 2021. *English Teachers' Teaching Approaches in Applying the 2013 Curriculum of SMAN 4 Bengkulu Selatan. (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)* Thesis. English Study Program, Islamic Education and Tadris Faculty.

Advisor: 1 Riswanto, Ph. D 2. Zelvia Liska Afriani, M. Pd

English teaching approaches in applying the 2013 curriculum found some polemic. This paper determine to find out english teacher teaching approaches in applying curriculum 2013 and english teacher's perception in applying curriculum 2013 at SMAN 4 Bengkulu Selatan. It is a discriptive study in which using interview, observation and documentation as data colletion method. In result, the researcher found that english teacher using appropriate approaches by applying all the requirement of curriculum 2013. Then English teacher has a good perception toward curriculum 2013. In future, English teacher can adequate and has creativity in applying teaching approach by curriculum 2013.

Keywords: English Teacher, Teaching Approaches and Curriculum 2013

ABSTRAK

Yesep Tika Ayu. 2021. *English Teachers' Approaches in Applying the 2013 Curriculum of SMAN 4 Bengkulu Selatan. (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)*
Thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

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Pendekatan pengajaran bahasa inggris dalam penerapan kurikulum 2013 menemukan beberapa polemic. Tulisan ini bertujuan untuk mengetahui pendekatan pengajaran guru bahasa inggris dalam menerapkan kurikulum 2013 dan persepsi guru bahasa inggris di SMAN 4 Bengkulu Selatan. Penelitian ini merupakan penelitian descriptive dengan metode pengumpulan data, wawancara, observasi, dan dokumentasi. Hasilnya peneliti menemukan bahwa guru bahasa inggris menggunakan pendekatan yang tepat dengan menerapkan semua persyaratan kurikulum 2013. Kemudian guru bahasa inggris memiliki persepsi yang baik terhadap kurikulum 2013. Kedepannya, guru bahasa inggris dapat memadai dan memiliki kreativitas dalam menerapkan pendekatan pengajaran dengan kurikulum 2013.

Kata kunci : Guru Bahasa Inggris, Pendekatan, dan Kurikulum 2013.

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CHAPTER I INTRODUCTION

A. BACKGROUND

Curriculum is a set of plan interaction of pupils with instruction content, material, resources, and processes for evaluating the attainment the objective of education. Indeed, it is the whole plan of learning experience provided by the school including the syllabus or the content of the courses, the strategies or method or approach employed, and the other aspects such as norms and values that relate to school organized. Nunan (1997) states that curriculum is a general concept of the whole complex philosophical, social and administrative factors in which it contribute to the overall plan of educational program. Thus, it is very important thing in education in which has developed from time to time.

In Indonesia, The Education Minister changed curriculum every decade in effort to improve the quality and equity of national education. The change of curriculum is logical consequence from political system changing, social cultural, economic, science and technology in society, state, and country. It is due to follow the real developments in society. Also, it is changed with a purpose to improve the education system. Despite the fact that every curriculum certainly has lacks and needs to be evaluated and improved in order to achieve educational goals well.

In the earlier of independence, curriculum 1947 or is better known as leer plan with the contents involves two major namely a list of lesson names and its hours, also the outline of lesson. In 1952, it is updated to be

Leer Plan Unrevealed 1952 which led to a system national education. The features of every lesson plan must pay attention to the contents which associated with everyday life. In 1964, it is refined back to education plan 1964 which focuses on 5 aspects (Pancawardhana) in developing creativity, taste, initiative, creation, and moral. Lesson is classify into 5 group includes moral, intelligence, emotional/ artistic, skill and physical. Curriculum 1968 is revised from curriculum 1964 and curriculum 1975 emphasizes on educational goals to be effective and efficient.

In 1984, curriculum is known as CBSA (*Cara Belajar Siswa Aktif*) of Students Active Learning (SAL). It introduce process skill approach without aside its purpose. In 2004, KBK (*Kurikulum Berbasis Kompetensi*) is introduced as new curriculum which focuses on development of ability or competency to do tasks based on established standard performance. It is continued with the competency-based curriculum in 2006 or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) in which learning tools such as syllabus and the assessment is the school authorities.

Curriculum 2013 is presented to change the process of learning, i.e. Teachers center to students' center, in an effort to make students more active in learning process in the classroom. Mulyoto (2013) stated that the competency will be achieved by students are aspect of cognitive, psychomotor, and affective. They are required to be active, creative, and innovative to solve their problems faced at school. This curriculum also requires the teacher to be more creative to find actual sub-theme, creative

to integrate the subject matter into it, creative to find a media of environment, and creative to reveal the moral messages of learning. To apply those all, an approaches or method is needed as the over plan of teaching and learning process in the classroom.

An approach could be defined as a way to look at teaching and learning. It can have some methods, the way (procedural) of teaching something, which use strategy or techniques in order to help students learn. Therefore, method or approach is the important role in implementing curriculum to the real situation of teaching and learning process. Without method or approach the learning process cannot run well.

There are three basics conceptualization according to Anthony in Richard and Rodgers which terms approach, method and technique. An approach refers to a set of assumption with the nature of the subject will be taught and learnt oar it's called a theory. Method is procedure or an overall plan for orderly presentation about the material in which content of the subject to be taught in the classroom. In specific, method is known as the way to convey the material in teaching and learning process. It involves procedural stage. Based on Edward Anthony's Model (1965) in Richard and Rodgers, approach is the level at which assumption and beliefs about language and language learning are specified. Method is the next stage of approach that the theory is bringing into practice, then the particular skills, and the contents are chose to be learned, and presented. Last, technique is the level at which classroom procedures are described.

There are some approaches that used in teaching and learning process in the classroom. Gultekin Boran in Chutima (2013) categorized those approaches into nine approaches or methods; Oral Approach and Situational Language Teaching (SLT), Audio lingual Method (ALM), Communicative Language Teaching (CLT), Total Physical Response (TPR) Method, Silent Way, Community Language Learning (CLL), Suggestopedia and Direct Method. Arvind (2017) also stated the main approach of teaching learning as the following; Teacher Centered Approach, Child Centered Approach, inductive and Deductive, Herbartian Approach, Evaluation Approach and RCEM (Regional College Of Education Mysore).

Indeed, in curriculum 2013, the teachers are suggested to follow the procedures of teaching according to the scientific approach. Because in curriculum 2013, the learning process emphasize to the students' attitude and its parallel with the scientific approach which integrating attitudes, skills, and knowledge. Scientific approach is believed being golden way in development of attitudes, skills, and knowledge of the students. It will be train through the core of scientific approach which involves observing, questioning, exploring or experimenting, associating and communicating.

In fact, even the teachers know and understand that approach or method is needed in applying curriculum 2013, but they often face some problems and difficulties. It happens to several English teachers in South Bengkulu, although curriculum 2013 has applied in the school and English

teachers has trained, confusion of facing curriculum change particularly the uses of scientific approach still occurs. They confused in implementing the new features in 2013 curriculum. The new curriculum also arise different interpretation and implementation among teachers. The teachers still have lack understanding about 2013 curriculum especially in arranging the lesson plan appropriate with scientific approach. Also, the students sometimes are unmotivated, not conducive, and uncomfortable in learning English. According to English teacher at SMA no 4 Bengkulu Selatan, *“Exactly, curriculum 2013 is very good. It is invited the student to be active in the classroom activities. But in fact, some obstacles still found such as; lack of supporting facilities (books and IT), teachers also busy with administration report, and less of time. The student sometimes passive then the teacher maybe they are not used to with this curriculum.”*

Gunawan (2016) reported that numbers of Indonesians’ teachers do not fully understand about the application of the 2013 curriculum. The problems often arise caused by the teachers, students, and the condition of the school. The problem classified into four aspects: 1) preparing lesson plan, 2) applying the steps of teaching and learning process, 3) preparing media, and 4) making evaluation. From the others relevant research, Yulia Nur (2016) investigates the implementation of curriculum 2013 (a case study of English teachers’ experiences at SMA lab school in Indonesia). The result shows that the teachers not implement the whole steps of scientific approach and basic concept of curriculum 2013 effectively when

overcome the students' problems, the students are passive or not active in the classroom.

Arif Bulan (2020) investigates the process of English teaching in curriculum 2013 which aimed to find out how the process of English language teaching in curriculum 2013, what are teachers constraints on English language teaching process and the effort by the teachers. The finding of the research shows that the process of English language teaching using curriculum 2013 was very good. It is implemented through three steps starting with the free activity, core activity, and post activity. But there are some obstacles passed by teacher include less of time, need to adapt, to the scientific approach and lack of curriculum handbooks. In conclusion, learning process using curriculum 2013 is carried out based on the standards of learning process by using scientific approach can encourages students to learn actively in developing attitude, knowledge and skill.

Some previous researches showed that there are some problems in applying curriculum 2013 that are: Teachers still have lack understanding about the new curriculum, since they are still confused in implementing the new features in 2013 curriculum. The new curriculum arise different interpretation and implementation among teachers. The teachers still have lack understanding about 2013 curriculum especially in arranging the lesson plan based on scientific approach. Thus, the researcher is interested to investigate a descriptive study about English teachers' teaching

approach in applying the requirements of curriculum 2013 in SMAN 04 Bengkulu Selatan.

B. IDENTIFICATION OF PROBLEM

Based on background above, Curriculum 2013 influences the teaching and learning process either in English subject. Some Problems are in the following:

1. Teachers still have lack understanding about the new curriculum, since they are still confused in implementing the new features in 2013 curriculum
2. The new curriculum may arise different interpretation and implementation among teachers
3. The teachers still have lack understanding about 2013 curriculum especially in arranging the lesson plan suitable with scientific approach

C. LIMITATION OF THE PROBLEM

In order to avoid misunderstanding and clarify the problem, it is needed to make the limitation of the study. This study attempts to investigate the English teachers' approach in applying curriculum 2013. So the scope is English teacher approach and curriculum 2013 of SMAN 4 Bengkulu Selatan.

D. RESEARCH QUESTIONS

Based on the background of problems above, the research question

can be formulated as bellow:

1. What kinds of teaching approaches used by English teacher in applying curriculum 2013 at SMAN 4 Bengkulu Selatan?
2. How do English teachers' perception about teaching-learning process by applying curriculum 2013?

E. RESEARCH OBJECTIVES

From research question above, there are two objectives of this research include;

1. To find out English teaching approaches in applying curriculum 2013 of SMAN 4 Bengkulu Selatan
2. To find out English teachers' perception about teaching-learning process in applying curriculum 2013.

F. THE SIGNIFICANCE OF THE STUDY

The result of this research is expected to give benefits to SMAN 4 Bengkulu Selatan as the place used for the research, and off course, the researcher of this study, English teachers, students, and future.

1. For English teachers, hope it can be used as a references, resources, and guidance in teaching their students when applying curriculum 2013. Teachers may also use some approach on this study to be applied in their class, especially in teaching English.
2. Also, it hope will be encourages students to learn actively in developing their attitude, knowledge and skillbased on the standard of learning process in curriculum 2013.

3. Last, at the future this research is expected to be the resources and references for others in conducting the similar research or others in any level of education, as well as in formal, informal, and non-formal education.

G. DEFINITION OF KEY TERMS

1. Approach

Approach is the level at which presumption and beliefs about language and language learning are determined. An approach that can be interpreted is a perspective in the teaching and learning process. This can lead to several methods, ways (procedural) of teaching something, which use interrelated strategies or techniques to help students learn. English teaching approach involves the theoretical principles governing language learning and language teaching.

2. Curriculum 2013

Curriculum is a set of guidance of teaching and learning process in education. The curriculum refers to the general concept of whole philosophical, social and administrative complex factors that contribute to the entire educational program related to objectives, contents, teaching materials, methods used as a guideline in achieving national education goals. The English language national curriculum explains four basic elements in instructional design include materials, objectives, approach and evaluation. Curriculum 2013 is a form of integrated learning process emphasize to the students' attitude, skills and knowledge.

3. Teaching

Teaching is a process of guiding and facilitating learning in enabling the learners to learn. Learning is human activity which is done since they were doing until they die. Learning is acquiring and getting of knowledge of subject of skill by study, experience, or instruction.

CHAPTER II LITERATURE REVIEW

A. TEACHING APPROACHES

1. Definition of Teaching Approaches

Based on the theoretical bases for language teaching, approach views as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. According to Imanuel Hoque teaching approach refers to a set of principles, beliefs or ideas about the nature of teaching and learning which translated into the classroom activities.

Based on Edward Anthony's Model (1965) approach, it is the level at which assumptions and beliefs about language and language learning are specified. Method is the next stage of approach that the theory is bringing into practice, then the particular skills, and the contents are chosen to be taught, and the order in which the content will be presented. Last, technique is the level at which classroom procedures are described.

Arvind and Kusum (2017) define approach as a broader term than a method. It is a view of looking things. It has no scientific logic. It is a set of ideas or overall view to face a problem. It is a personal philosophy of teaching in which can have many methods. Teaching approach is a form of the way how to teach something. There are some various approaches used in teaching and learning process. These are the main approaches of teaching;

- a. **Teacher Centered Approach;** It is more traditional in nature, focusing on the teacher as the instructor. They are sometimes referred

to as direct instruction, deductive teaching, and are typified by the teacher type presentation. In this, teaching method, the teacher controls what is to be taught and how students presented with the information they are going to learn.

- b. Child Centered Approach; it is sometimes refers to as discovery learning, inductive learning, or inquiry learning which place s much stronger emphasis on the learner's role in the learning process. When you use student-centered approach to teach, you will still set the learning agenda but you have much less direct control over what and how students learn.
- c. Inductive and Deductive approach; in inductive approach, students move toward specified (example) to general (rules). In the beginning, many examples are explained forward to the students and then they draw out a conclusion on the basis of these examples. While, deductive approach is opposite to inductive approach. In it, a principles or rules are put first in front of students and then it is clarified by giving examples.
- d. Herbartian approach; this approach is given by Jhon Fredric Herbart. He stated that teaching should be planned actively if we intend to make it. This approach is based on appreciative mass theory of learning. Therefore he gives more emphasis of teacher presentation. The proposition of that theory is that the learner is like a clean slate and all the knowledge is given from outside. The

teaching content should be presented into units and units should arrange in a logical sequence. The emphasis is given on content presentation.

- e. Evaluation Approach or bloom's Approach; it is given by B.S.Bloom. His main emphasis what that testing should based on teaching and both these activities should be objectives centered. Today, teaching is organized by using the evaluation approach. Under this approach yearly plan and unit plan are prepared. It consist three main steps: 1) Formulating Educational Objective, 2) Creating learning Experiences, 3) Evaluating the Change Behavior.
- f. RCEM Approach: this approach is developed at Regional College of Education Mysore (RCEM). In this approach, the teaching and learning situations, strategies and aid material is properly stated in the name of which has three steps; 1) Input, 2) Process, and 3) Output.

In English language teaching is emphasizing on major language teaching and learning approaches and methods. According to Gultiken Boran and Chutima (2013), learning approach and method are categorized into nine different approach or method; Oral Approach and Situational Language Teaching (SLT), Audio lingual Method (ALM), Communicative Language Teaching (CLT), Total Physical Response (TPR) Method, Silent Way, Community Language Learning (CLL), Suggestopedia and Direct Method.

Anthony in Richard and Rodgers (1986) indentified three level of conceptualization which term approach, method and technique. Based on Edward Anthony's model, an approach involves the theoretical principles governing language learning and language teaching. An approach is more axiomatic while method is procedural. A method is a overall plan for the orderly presentation of language material in which no part of contradicts, and all of based on selected approach.

2. Learning Methods in Curriculum 2013

The term of scientific approach is usual known in curriculum 2013, because this curriculum the learning process emphasize to the students' attitude and its parallel with the scientific approach –an approach which integrating attitude, skills, and knowledge (Sofyan, 2016). Scientific approach is believed to be golden way in developing students' attitudes, skill and knowledge. There are learning stages that require by scientific approach; observing, questioning, exploring/collecting data, associating and communicating.

Learning method is a conceptual plan that contains strategy, approach, method, technique and tactic of learning that has arranged by the teacher. The model of learning is a process accumulation that applied in teaching and learning process in classroom. Teachers should creative in choosing learning method that appropriate for students. Therefore, teacher should consider students situation, learning materials, and learning source so that the use of learning method can be apply effectively and support

students' success.

In scientific approach there are three learning methods: Project Based Learning, Problem-Based Learning, Inquiry-Based Learning.

a. Project Based Learning PBL

Project based learning is a learning method which use project or activities as media in learning. Students do exploration, assessment, interpretation, synthesis, and search information to produce some various form of learning result. PBL design for complex problem needed by the students in investigation and understand. Through PBL, inquiry process starts with producing guidance question 8 and lead students to a collaborative project that integrate several materials in curriculum. When the question answered, the learners able to see several prime elements all at once several principles in the discipline they are being investigate. There are several stage to do in Project-Based Learning, as explain follows; a) Start with questions, b) design a plan for project, c) create a schedule, e) monitoring student and the process of project, f) assess the outcome, and g) evaluate the experience.

b. Problem-Based Learning

It is designed with various contextual problems that students could get important information and designing students to learn. Further, students are expected to be able in solving the problem and having own learning model, and then participate in a team to solve the

problems collaboratively. The characteristic of this model is more challenging to the students to “learn how to learn”, working in the team and collaborative to handle the problem in real context. Problems gave used to binding students with their curiosity. There are five stages to do when the teachers use this model: (a) Problem as a study: (b) Problems as exploratory understanding: (c) Problems as example: (d) Problem as an integral part of the process: (e) Problems as a stimulus of authentic activity.

c. Inquiry Based Learning

It is emphasizing in the process of searching and finding. The learning material is not give directly. The roles of students are search and find the learning material, while teachers as facilitator and lead the students to learn. There are six stages to do when teachers use inquiry based learning; a) Stimulation, b) Problem statement, c) Data Collection, d) Data Processing, e) Verification, and f) generalization.

B. CURRICULUM

1. Definition of curriculum

Nur (2015) stated curriculum as the basic or fundamental directive concept of teaching and learning process in a term of education. The successfulness or not education depend on the good or no a curriculum. An Education is impossible to run well, efficiently, and effectively suitable with its objectives without curriculum. Indeed, curriculum

becomes a central and strategic appointment in the whole process of educational activities in achieving the objectives of education itself.

Based on constitution no 20 in 2003, curriculum is aggregate of scheme and arrangement relate to the aims, contents, teaching-learning materials, and methods use as a guideline in implementation of learning activities to achieve the national education goals. Good in Ahmad stated that curriculum is a common scheme or plans of the content or specific material or instruction should offered by the school to the students in qualifying them for graduation or certification or for entrance into a professional or vocational field.

According to Taba in Fadlillah (2014), curriculum is set of learning plans, therefore, that is known about the development of individual and learning process is bearing on the establishment of curriculum. Whereas, Hamalik in 2008 stated that curriculum is interpreted as regulated courses, activities and experience of the students based on the instruction of the school whether in the classroom or not.

In other side curriculum is (Brown : 16) stated curriculum designs are for carrying out a particular language program. The concern is in the specification of linguistic and subject matter, objective, sequencing and material to meet the needs of a designated the groups learner were in a defined context. Some view or understanding about curriculum which still used up to now are:

- a. Curriculum is what is taught in the school.

- b. Curriculum is a number of subjects matter
- c. Curriculum is content
- d. Curriculum is study program
- e. Curriculum is a number of learning materials
- f. Curriculum is a sequence of learning materials
- g. Curriculum is number of objectives will be achieved
- h. Curriculum is a number of subject matters which are learned
- i. Curriculum is everything done in school, including the activity outside the classroom, guidance, and relationship between students.
- j. Curriculum is what is taught either inside the school or outside the school guided by the school.
- k. Curriculum is everything planned by the school
- l. Curriculum is a series of experience done by students in the school
- m. Curriculum is what is experienced by students as the result of school.

While the definition of curriculum according to the Act No. 20 of the 2003 about national education system is it a set of plans and setting the objectives, content and learning materials as well as the way used to guide the implementation of learning activities to achieve specific educational goals.

So from the definition of curriculum above, curriculum can be seen as a concrete plan of implementation of educational theory. It is a batch of plan about the aims, contents, and materials which use guideline in teaching and learning process to reach the educational goals.

2. A brief history of English Curriculum in Indonesia

Since its independence in 1945, has change curriculum in several times. Also English curriculum six times use three different approach (Anita lie, 2007).

Table 2.1 A brief history of English Curriculum in Indonesia

<u>Starting Year</u>	<u>Name of Curriculum</u>	<u>Approach</u>
1945	Unknown	Grammar Translation
1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative

Adapted from Anita Lie, TEFLIN Journal 2007

3. The Function of Curriculum

A program that is formulated definitely in it there is a goal to be achieved. Similarly, the development of the 2013 curriculum aims to make this new curriculum better than the previous curriculum. So that it can be a solution to the shortcomings found in the previous curriculum. According to Alexander (as cited in, Darwisah, 2020) there are 6 functions of curriculum, named:

a. The Adductive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment.

b. The Integrating Function

Individuals are part of society, so that each individual must have the ability to integrate with the community.

c. The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d. The Productive Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in.

f. The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses.

Also in detail, Arifin (2011) mention that the functions of

curriculum can be viewed from various perspectives as follows:

- a. The function of curriculum in achieving educational goals is as a tool to establish student's character according to the vision, mission, and national education goals. As stated in Undang-undang no 20 in 2013 about National Education System, national education goals are to develop the students' potential to become human being who have faith in god, good character health, knowledge, competence, creativeness, independence, democracy, and responsibility.
- b. The function of curriculum for the principal is as a guideline for organizing and guiding school activities. The principal has a responsibility to measure the success of education program at the school they lead by controlling whether the activities of the educational process are based on the applicable curriculum.
- c. The function of curriculum for each level of education is as the continuity and power of preparation. In each levels of institution such as kindergarten, elementary, junior high school, senior high school, and college needs curriculum as the preparation or plan before implement in teaching and learning process itself.
- d. The function of curriculum for teachers, practically, is to implement it. Teacher is a person who implements the curriculum in their teaching learning activity.

- e. The function of curriculum for supervisors is as the guidelines, benchmarks, or measurement in guiding teacher's activities at school. Supervisors use curriculum to specify which parts need enhancement and improvement in the effort of curriculum implementation and quality of education.
- f. The function of curriculum for society is to give enlightenment and knowledge in various areas of life. Society is dynamic which demands the continuous development of civilization. Therefore, curriculum should be flexible in following the developments. A flexible curriculum is essential to sustain humanity, because it functions and prepares children to face the problems in the society. Therefore, curriculum changes are expected to respond the demands of the period.
- g. The function of curriculum for the fresh graduate students is to form a high quality workforce and to be able to compete in increasing productivity. Agencies or companies who work with fresh graduate student can increase the quantity of a product and the quality of workers who will increase the business of an agency or company.

4. Curriculum 2013

Curriculum 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and

evaluation reform. In English subject, Hermawati Syarif explain that the learned material is stressed on the language competence in which communicating the knowledge and ideas, indeed, the students is trained to read and understand the presented text, summarize, and comprehend it into their own words.

Curriculum 2013 is a recent curriculum that has been implementing in academic years 2013/2014 which is the revision form of lastly ethers CBC and KTSP. Nur in 2015 stated the emphasizing of this curriculum is the enhancement and stability of soft skill and hard skill include some aspects of attitudes, skills, and knowledge. Based on Permendikbud No. 81 A in 2013, learning process of curriculum 2013 is an educational process which giving a chance to students to develop all of their potential which indicate in aspects affective or attitudes, cognitive or knowledge, and psychomotor or skills. In this curriculum, learning activities is based on students centered or known as scientific approach. The students are expected to explore or inquire the materials and the teacher as the facilitator. Furthermore, assessment process is not the final result but the process to get the result is also the assessment.

The government changed the curriculum because some reasons as (Arifin 2011:3) stated curriculum must be dynamic. It means that the curriculum must always undergo the change in accordance with the times, science, and society needs. The reasons of changing the

curriculum are explained in the tables as follows:

Table 2.2 factor of curriculum changing

Factors Causing Changes in the Curriculum		
Public Perceptions	The Development of Science and Pedagogy	Existing Negative Phenomena
<ul style="list-style-type: none"> • Too focus on cognitive aspects. 	<ul style="list-style-type: none"> • Neurology 	<ul style="list-style-type: none"> • Fights students • Drugs
<ul style="list-style-type: none"> • Students' load is too heavy 	<ul style="list-style-type: none"> • Psychology 	<ul style="list-style-type: none"> • Corruption
<ul style="list-style-type: none"> • Less charged character 	<ul style="list-style-type: none"> • Observation based [discovery] learning and collaborative learning 	<ul style="list-style-type: none"> • Plagiarism • Cheating in exams • Social unrest

Sources: Kemendikbud 2014a

According to Fadillah (2014), the important point in 2013 Curriculum is enchantment and the harmony of soft skills and hard skills which cover competency all aspects of attitude, creativity, and knowledge. Soft skill is a person's skill dealing with others including him or herself including the values, motivation, behavior, habits, character and attitude. Therefore, everyone has different soft skill which is influenced by their habit of thinking, speaking, acting and behaving. Meanwhile, hard skill is the ability of understand the material which is in the form of thematic integrative. In this context, Curriculum 2013 attempts to give values that reflect in attitudes relate with creativity which students can get through knowledge in school. Soft skill and hard skill should be balance and applied in daily life by the students.

5. Characteristics of curriculum 2013

Furthermore, the government explained in regulation of Indonesian Education and Culture Ministry Number 81A year 2003 about Curriculum implementation in Gunawan (2017). The characteristics of the 2013 curriculum are:

- a. Competences express in the form of essence competencies and detailed further in the basic competencies of the subject.
- b. The stability of spiritual and social attitudes, knowledge, and skill. Then to apply those terms during some situation whether in the school or communities.
- c. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- d. Putting the school as part of the community that provide a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
- e. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- f. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subject developing class core competence into organizing elements of basic competence. All the basic competencies and

learning processes are developed to achieve the competence stated in core competencies.

- g. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level
- h. (horizontal and vertical organizations).
- i. The life-based learning
- j. Scientific approach
- k. Students produce work 6 by project based
- l. Acquisition of learning
- m. Student-centered learning
- n. Authentic assessment
- o. The teacher as facilitator.

6. Applying of curriculum

Model of applying curriculum is promoted by scholars who reflect their approaches to comprehend the problem and challenges inveterate in implementing process. They can design their own models with the basis main factor or themes on their own context. Fullan and Stiegelbauer in Ahmad (2012) recognize three set of interactive factors affecting applying curriculum. These are change, local characteristics and extent to government and educational agencies. In first factor, the perception of change required itself, in term of the actual need for change as well as how clear, complex and practical the change is, plays

a role in whether implement is success or not. Then second, it is specifically, district, community, principal, and teacher involved in the change process. Last is the extent to which the government and educational institutions exert their influence on other stakeholders. Therefore, there are factors that influence the implementation;

- a. External factors mean factors that come from outside the classroom such as our culture, organization, or administrative characteristics that teachers and students have little or no control over.
 - 1) Testing: exams have a considerable impact on what and how teaching and learning is carried out in the classroom.
 - 2) Textbooks; in the EFL context of Indonesia, textbooks sometimes represent the syllabus and dictate what to teach in class. The textbook is believed to have a positive impact on teachers and classrooms while implementing the curriculum.
 - 3) Teacher Training; curriculum polices are interpreted into practice and ensure that the successful of implementation and continuity of any curriculum innovations exist in the classroom. It is imperative that teachers receive service training and provide ongoing support and professional development
 - 4) Resource Support; Li in Ahmad stated that source support in term of human, material, and financial has considered

imperative in deciding the successful of implementing innovation.

b. Internal factors correspondent with the teacher and student in the classroom. The teacher eventually hold the duty in implementation, from the literature inspection which focuses on teachers' side like teachers' belief, perceptions, and their realizing and ownership of curriculum innovation. In addition, students' factors are important in the change and innovation literature. But, it will not discuss because it is out of the scope in this research.

1) Teachers' trust in taking determination and innovation; it has been provosed by Kangan as tacit often unwittingly held presumption about students, classroom, and the theoretical material to be taught.

2) Teachers' view of innovation; in particular teacher modify their sight on innovation or renewal regarded crucial in toward reform or innovation has been considered crucial in encouraging the successful of implementing curriculum in the classroom. In example, teachers' perceptions in English language can be seen in ELF context where language teacher teaching approaches but feel either reluctant, or incapable of implementing it in their classroom.

3) Teachers' knowledge, cognition, and tenancy of innovation; Gross claimed that the first major obstacle to adoption is that

the teacher never gain a clear perceptivity about the innovation. Not only the teachers' comprehending is important in curriculum policy and implementation, but also their tenancy of its curriculum is indispensable too. Ownership means that owned by the implementer, giving a considerable effect whether innovation is actually implemented, not just staying as the reputation level.

7. The Hindrance in applying 2013 Curriculum

As stated by Sahirudin (cited in Darwisah 2020) some problem face in implementing the 2013 curriculum, the student lack of motivation, poor attitude toward language learning, big class size, unqualified teacher, and cultural barriers for teachers to adopt new roles of facilitators. In other side, Maisyaroh (2014) mention that the teacher have low capability in understanding the basic framework and curriculum structures, limited time with complicated materials, difficult to develop lesson plan, difficult to apply scientific approach, low capability in applying electronic media like laptop and projectors, low capability on integrating education character into teaching and learning process.

Also teachers at SMA N 04 South Bengkulu stated that some obstacle find in implementing the 2013 curriculum included,

incompatibility between ideas and curriculum design to incompatibility of ideas with the contents of textbooks. While the technical problem of implementation 2013 curriculum such as the differences in the readiness of school and teacher, inequality and incomplete training of teachers and principals, and the provision of book are still limited.

8. Learning Activities in Curriculum 2012

The learning main activity of the 2013 curriculum is divided into three activities. They are beginning activity, core activity, and closing activity. The third learning activities are arranged to be one activity in learning (*Kurniawan:2015*). It cannot be separated each other.

a. Beginning Activity

Beginning activity is a learning activity which is done before main activity. It usually takes 15 minutes. There are several activities in this step are as follows:

1. Preparing the students physically to conduct the learning activity
2. Praying to open the learning activity
3. Giving questions about the previous material
4. Telling the learning objective to the students
5. Telling the outline of the material
6. Giving a learning motivation

b. Core Activity

Core activity is the most important activity in learning process because in this activity, the learning material will be explained to the students. To get a success in this activity, the participants either teacher or students must be ready to face the learning process. In the 2013 curriculum, the learning core activity uses an approach called *scientific approach*. The steps to implements this approaches are as follows:

1. Observing

In observing activity, the teacher gives an opportunity to the students to observe through looking, listening, and reading.

2. Questioning

In this step, the students give a question about what they have observed.

3. Experimenting

In experimenting, the students look for and collect information from some references

4. Associating

In associating activity, the students analyze the information which are achieved to take a conclusion.

5. Communicating

In communicating activity, the students write or tell what they have found in looking for information, associating, and

taking a conclusion. The result is told and valued by the teacher in a classroom as a result of the students learning

c. Closing Activity

Closing activity is an activity which is aimed to close the learning process. The activities that can be done by the teacher and the students in this activity are as follows:

1. The students and the teacher taking a conclusion together
2. Giving feedback to learning process and result
3. The teacher gives a homework
4. The teacher tells the next learning activity
5. Praying to close the meeting

C. PREVIOUS STUDIES

There are numbers of relevant studies will be conducted to investigate the English teachers' teaching approaches in applying the 2013 curriculum of SMA N 4 Bengkulu Selatan. Some of these studies will be discussed here:

First, Suyanta et.al (2014) has investigated the implementation of curriculum 2013 on primary and secondary education level in the Yogyakarta. His study is conducted to improve the implementation of curriculum so it is necessary to overcome various obstacles and problem that faced in the field. The result showed that the implementation of curriculum 2013 is not good.

Second, Yulia Nur in 2016 has investigated the implementation of

curriculum 2013 (a case study of English teachers' experiences at SMA lab school in Indonesia). The result show that the teachers not implement the whole steps of scientific approach and basic concept of curriculum 2013 effectively when finding out the students problem, they are too dormant or passive in the classroom activities.

Third, Arif Bulan et.all (2020) has investigated the process of English teaching in the 2013 curriculum. This study has objective to find out how the process of English language teaching in 2013 curriculum, what are teachers constraints on English language teaching process and the effort by the teachers. In the result, the study indicated that the process of English language teaching applying curriculum 2013 is very good. It is implemented trough three steps starting with the free activity, core activity, and post activity. But there are some obstacles passed by teacher include less of time, need to adapt, to the scientific approach and lack of curriculum handbooks. In conclusion, learning process by applying using curriculum 2013 which implement standard of learning process by using scientific approach can encourages students to learn actively in developing attitude, knowledge and skill.

From previous studies above, the researcher conclude that they discuss about how the implementation of curriculum 2013 is. In Yulia, the English teachers' experience using curriculum 2013 was investigated. Also, Arif tell about the process of English teaching in curriculum 2013. It describe the rules of English teacher apply scientific approach in which

suggested approach for teaching English in curriculum 2013. Indeed, the researcher investigate English teaching approaches used by teacher in applying curriculum 2013 and their perception about teaching-learning process using curriculum 2013.

CHAPTER III RESEARCH METHOD

A. RESARCH DESIGN

Research design is needed to conduct a research. Research design can be defined as the strategy integrated cohesive and coherence way of every different component of the research. William (2006) stated that research design means to the overall strategy that you choose to integrate different components of the study in coherent and logical way, considering effectively address the research problem. It involves the blueprint for the collection, measurement, and analysis of data. Research design has a function in ensuring the evidence which enables the researcher in answering the question as well. This research uses the qualitative approach and descriptive study method. It focuses on the analysis or interpretation of the written material in contexts.

This research uses qualitative design because the aim of the research is to describe the certain situation of teaching and learning process deeply by having descriptive data form of words. Moleong (2012) define that qualitative study is a research procedure which descriptive data as words in written or oral from people and their behavior being observed. As Bogdan and Biken in 2007 explained that qualitative is description of data in form of words and pictures, not numbers. So, this research uses descriptive qualitative research because the study aims to show and describe the teacher teaching approach in applying curriculum 2013.

B. RESEARCH SITES

The researcher conducted this research at SMAN 4 Bengkulu Selatan which is located on Jalan Raya Kedurang, Bengkulu Selatan. The school is one of a representative school that has getting accreditation (A). Also, SMAN 4 Bengkulu Selatan has been applied Curriculum 2013. This research was conducted on July 2021 and was operated since then. It investigated the English teachers' teaching approaches in applying curriculum 2013.

C. RESEARCH SUBJECT

In determining the research, the researcher used purposive sampling to help the researcher comprehend the situation or phenomenon observed. Based on Creswell in 2012, purposive sampling objective to know and understand and about the initial phenomenon through selecting individuals and site purposely.

The research Subject is all English teachers at SMA N 4 Bengkulu Selatan. They are Teacher A and Teacher B. They teach English as long 24-26 hours in a week. Teacher A has been a teacher since 2010 and Teacher B has been a teacher since 2003. They also have experiences how to apply curriculum 2013 by joining some training such as Curriculum training for English teachers. So the researcher interested to investigate what the approaches are used by them in teaching English, in which, that school has been applied in 2013 curriculum.

D. RESEARCH INSTRUMENTS

The researcher uses several instruments in conducting the research. The researcher will use interview schedule, observation checklist, and video-based fieldwork as the instruments of this research. Each research instruments supported each other.

1. Observation Checklist

An observation checklist is known as a list of thing that is used by the researcher to observe the class. Observation checklist not only give the researcher a structure and framework for observation but also serve an contract of understanding with the teacher who may as the result be more comfortable, and got specific feedback on aspects of the class.

2. Interview Schedule

Martin (2019) explains that interview schedule is a list which involves a set of plan that prepared as guidance for the researcher, interviewer and investigator in collecting the data or about specific issue. Clearly, it is a set of structured question answer to guide the researcher, interviewer and observer. It was held in 3 until 16 July 2021.

3. Documentation

Documentation is a method of data collection in the form of written records and can be assured as well the official evidence. Documentation is act of the supplying of documents or reference or

records. It perhaps established use of video for data collection within the social science. According to Jewit (2012), the use of video involves recording the ongoing interaction of people in a specific context and all aspects of the environment that structure environment, and undertaking casual ongoing interview with participants. The researcher conducted a documentation method by documenting things relate to teachers' Methods in the applying of 2013 Curriculum.

E. DATA COLLECTING TECHNIQUE

The data collection activities were conducted through several steps. First, the researcher will fulfill some formal administrative procedures to get the school principal's permission to conduct the research. As soon as the permission is given, the researcher came to the school to make an appointment of collecting the data. In acquiring the data, the researcher used three data collection techniques.

Since the research is descriptive study, the researcher used depth interview technique as the primary technique. Then classroom observation used for a validity check. Lastly, documentation means act of the supplying documents or references or record to involve the collection of naturally occurring data during classroom activities.

1. Interview

The interview is a process asking and answering which conducted by two or more people to get required information. According to Sugiyono (2008), interview is a discussion of two people to gain the

information and ideas about particular topics. The researcher used interview because it was more flexible and open-minded for informant because the teacher could answer it in her own words. This method is intended to get the data about the teachers' teaching method such as the in applying 2013 Curriculum. Some purposive questions were provided to guide the researcher in conducting the depth interview with the teachers.

Interview guideline is useful in guiding the researcher to ask the important question about the information. Furthermore, on researcher side, the interviews guidelines help the researcher to done an interview sequentially. Thus, the important moment during the research is needed to be captured.

2. Observation

The other data collection technique is an observation. Bungin in 2007 stated observation is a data collection technique use to collect research data through observing and sensing. Observation was conducted by observing teachers teaching methods used in applying curriculum 2013.

The researcher's role in the observation was as the observer the classroom activities. An observation checklist was used to capture or record the whole process of observation by marking or giving a tick mark (√) on every aspect that observed. It was useful to gain the more information about the process of applying curriculum 2013. The

observation would be applied five steps of teaching English (observing, questioning, collecting information, associating and communicating) based on Curriculum 2013.

3. Documentation

Moleong in 2000 Stated documentation is a method of data collection in the form of written records and can be assured as well the official evidence. Documentation is act of the supplying of documents or reference or records. The researcher conducted a documentation method by documenting things relate to teachers' Methods in the applying of 2013 Curriculum.

F. DATA ANALYSIS METHOD

The researcher used content analysis from Miles and Huberman which is popular as interactive model. It contains three main components; reducing data, displaying data and drawing conclusion.

1. Reducing Data

In 1994, Miles and Huberman stated that the first step of analyzing qualitative data is reduction for example writing the summary and teasing out themes. The interview was record in audio and transcribe into written text. The researcher will delete the irrelevant data from the interview.

Miles and Huberman (1994), reducing the data could be done through selection, summary and paraphrase. Through the selection,

the researcher selected the data which has no relation with the topic to be deleted. In paraphrasing, the researcher changed the words or phrases from the interviewees into the easier way to understand without changing the meaning. In summarizing, the researcher summarized the result of interview to show the main ideas discussed with the interviewee. So it was focus on the topic only.

2. Displaying Data

In Miles and Huberman's model, displaying data is the second phase of analyzing qualitative data. Displaying data was a process of consolidating data from interview, observation and documentation. According to Miles and Huberman (1994), there are some different ways for displaying data such as graph, chart, networks, and diagram. The most popular shape of data display in qualitative is narrative text. With data display, the data structured, organized, arranged in a pattern and it easily understood.

The researcher displayed the data that by reducing to facilitate the interpretation of the data. It was displayed in a table structured based on category such as teaching approach and applying curriculum 2013.

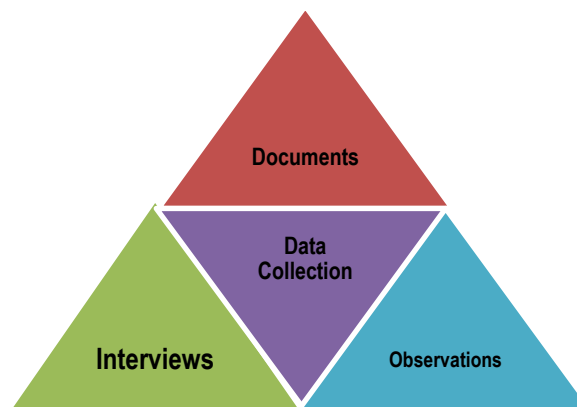
3. Drawing Conclusion

In the last, the researcher drawn conclusion about the findings. The conclusions presented in the descriptive form based on the research study. However, it was possible that conclusion maybe noted earlier in the analysis. Indeed, the sturdiness and conformability of the

data should be checked.

To check its validation, the researcher used triangulation strategy. Miles and Michael in 1994 stated triangulation is tactic of verification and confirmation of finding used multiple source and evidence. Triangulation refers to the use of multiple method or data resource in qualitative research in order to develop a comprehensive understanding of phenomenon (Patton, 1999). In clearly, Triangular technique in social science attempt to map out or explain more depth, the richness and complexly of human behavior by studying it from more than one standpoint and is doing by making use of both quantitative and qualitative data (Cohen and Manion, 2000). One Type of triangulation is triangulation of data. Data triangulation involves the use of different of data or information. It refers to the use of multiple sources in gain the information to increase validity of its information such as interviews, articles, documents, reports, photograph, and observation. It is a key strategy to categorize each group of data that collected.

To obtain the validity finding of this research, the researcher used multiple sources like interview responses, observation and documentation as many times as needed.



*Figure 3.1 validity finding of the research
Designed is adapted from Jhon Latham (1997-2007)*

CHAPTER IV RESULT AND DISCUSSION

A. Result

In this chapter, the researcher would present the result and discussion of the research. The data was taken from interview, observation, and documentation. It investigated English teachers teaching approach and their perception in teaching process when applying curriculum 2013 at SMA N 4 Bengkulu Selatan.

B. Teaching Approaches Used by English Teachers in Implementing Curriculum 2013

Tabel 4.1 Data Interview Teaching approach by English teacher

No	Questions	Teacher 1	Teacher 2
I.	What kind of preparation Do you do before the teaching learning process ?	<i>I arrange the lesson plan before doing teaching and learning process, I explore it based on approach that I used.</i>	<i>I off course prepare what I need in teaching and learning process.</i>
II.	Do you usually apply scientific approach (5M) in the teaching learning process?	<i>I usually mix and match the approach based on materials and students' need.</i>	<i>Actually the 2013 curriculum required teacher to apply scientific learning. We have to keep learning the teacher is a point of the spear. Scientific learning start with a question from teacher, that's why a usually asking</i>

			<i>some question when learning process start</i>
III.	What kinds of method do you use in teaching learning process?	<i>Sometime I use method Project Based Learning (PBL), but actually it is depend on the materials. It must be suitable between method and material that will be taught.</i>	<i>It based on the materials, because not every method is appropriate with the material will be explained.</i>
IV.	What kinds of media or tools do you use in teaching learning process?	<i>There are lots of media or tools are used, for example an audio when teaching listening.</i>	<i>I use book, movie or film, video and etc.</i>
V.	Do you give assignment to the student?	<i>Yes, off course. I give an assignment t them relate with curriculum 2013 in which the students must be active and creative in solving the problem.</i>	<i>Yes, I do. I give the assignment to my students.</i>

The resaercher begin to analyze and categorize the data from the interview. At first, the researcher found out that the English teacher who thought at SMAN 4 Bengkulu Selatan was the senior English teacher. It can be seen from their experience as an English Teacher. T₁ have been as an English teacher at SMAN 4 Bengkulu Selatan for about 10 years. Also, according to her, SMAN 4 Bengkulu Selatan implemented Curriculum

2012 since the beginning of it introduced.

In addition, T2 more gorgeous than the senior one, she has been as English teacher since 2013, actually it more than 8 years now. Of course, she know that SMAN 4 Bengkulu Selatan was being one of the school that directly implement Curriculum 2013 at the first time it launched, and the school always follow every revision that government did. Unconsciously, they have enough experience in implementing Curriculum 2013 in teaching and learning English.

When the researcher focus on the teacher knowledge about Curriculum 2013 by asking the question “what do you know about Curriculum 2013 concept?”. T1 answered based on her understanding, she know that Curriculum 2013 require the balance of hard skill and soft skill in which being competence such as standard competence, standard process, and assessment.

On other side, T2 explained Curriculum 2013 more deeply; she said that the requirements of Curriculum 2013 are using scientific approach the methods use: discovery learning project-based learning, problem-based learning, and inquiry-based learning, IT-based learning and the last is based on students-center. Based on the English teachers' experience and understanding of Curriculum 2013, that they have good performance when implemented Curriculum 2013 in teaching and learning process in the classroom.

The data show that a small number of teacher stated that they

contextualized their teaching before they discussed the new learning materials. For example: T₁ said *“I usually mix and match the approach based on materials and students’ need. The most important are you came to the classroom, and the materials explained well”*. Different from T₂, a great number of teacher stated that she pursued scientific learning before she explained learning materials. As T₂ said *“Actually the 2013 curriculum required teacher to apply scientific learning. We have to keep learning the teacher is a point of the spear. Scientific learning starts with a question from teacher, that’s why a usually asking some question when learning process start”*. T₂ also stated that she always try to prepare everything is needed in teaching and learning process in order to fullfil Curriculum 2013 requirements.

Both of English teachers at SMAN 4 Bengkulu Selatan use appropriate method in teaching and learning process because according to T₂ not every learning method is suitable with the material. Meanwhile, T₁ sometimes use Project Based Learning (PBL), also T₁ thought that method would be used must suitable to the material to be taught. In using media while teaching and learning process, T₁ prefer to use such kinds of media or tools include using an audio when teaching listening. Completely, T₂ prefer to use books, movie or film, and video as the media in teaching and learning process in the classroom.

Assessment is important one in education, its function is to measure how far the objective is achieved. Assessment is not only talking

about score but also students' attitude and students' hard or soft skill. In this research, the researcher looks at that the English teacher gives some variation of assessment to the students. In example, T1 choose to give the students an assignment relate with curriculum 2013 in due to invite the students active and creative in problem solving. Meanwhile, T2 give the assignment based on the materials is taught.

The researcher finds in the field of research that data observation was in line with the result of interview. For example, T₁ contextualized teaching-learning process by giving situation that students easily understood (seen from students' enthusiastic in translated and actively asking about the situation give). Teacher connected the material about asking advice with the situation that senior high school student's usually faced. This activity aimed to create the meaningful learning for the students and expect students to be able to apply the learning material in their life.

At the same, T₁ and T₂ also had similarities of the results of interview and observation. To see it more clearly, it would be explained in the table bellow:

Tabel 4.2 Observatoin Checklist of Teacher 1

No	Activity	Yes	No
1	Pre-Activity		
	a. Greeting b. Checking students attendance c. Brainstorming/ creating a good atmosphere in learning d. Reviewing e. Explaining learning objective	√ √ √ √	√
2	Main Activity		Using Contextual Learning
	1. Logical Sequence a. Observing b. Questioning c. Experimenting/ collecting information d. Associating e. Communicating 2. Attitude, skill, and character development	√ √	Connecting, experiencing, applying, cooperating,
3	Post Activity		
	a. Summarizing b. Giving feedback c. Giving homework d. Evaluating (attitude, Knowledge, creativity)	√ √	√ √

Data observation of T1 was also in line with the results of interview, teacher started scientific teaching-learning process by asking

some questions that related to the materials of procedure text. This activity aimed to engaged students and lead the students to understand what they will learn about. Also, teacher conducted scientific teaching-learning process by asking question that related to the materials of intention. This activity did to make students gave information about what they knew about intension.

The two concepts of learning had mentioned have its own teaching-learning steps. There were learning steps to be followed by T₁ who usually contextualized her learning such as connecting, experiencing, applying, cooperating, and transferring. The data reveal that the implementation of teaching-learning process by using contextual learning in T₁'s class as follows: The data presented that T₁ did the process of connecting by giving the materials of asking advice that was connected with some situations that students knew such as birthday party, date with girl/boyfriend.

Then, T₁ did the step of experiencing by asking for the students' experience about asking device. T₁ did the steps of applying by asking students to make a conversation from situation given. T₁ did learning steps of cooperating by asking students to work in group (one group consist two people), one become people who asking advice and one another become people who answering or giving advice. From the data found that only four steps of contextual learning did by the teacher in teaching.

The second was learning steps of scientific approach that to be

followed by the teacher who applied scientific learning in her class such as observing, questioning, exploring/collecting data, associating, and communicating. However the data found that the implementation of scientific learning did in T₂'s classes as follow:

Tabel 4.3 Observation Checklist of Teacher 2

No	Activity	Yes	No
1	Pre-Activity		
	a. Greeting	√	
	b. Checking students attendance	√	
	c. Brainstorming/ creating a good atmosphere in learning	√	
	d. Reviewing	√	
	e. Explaining learning objective	√	
2	Main Activity		
	3. Logical Sequence		
	a. Observing	√	
	b. Questioning	√	
	c. Experimenting/ collecting information	√	
	d. Associating	√	
	e. Communicating	√	
	4. Attitude, skill, and character development		
3	Post Activity		
	e. Summarizing	√	
	f. Giving feedback	√	
	g. Giving homework	√	
	h. Evaluating (attitude, Knowledge, creativity)	√	

The data reveal that the students of T₂ did observation activity by observing teachers' explanation about the materials of procedure text and watched four videos about procedure text or sometimes the students observed the teachers' explanation about intension. Students of T₂ also did the steps of questioning by asking some questions about procedure text and asked some question of exercise in the textbook they did. Students of T₂ used the information to finish their exercises, it was the process of associating and did communicating by presenting their work in the next meeting, or present their work in the form of written assignment.

From the explanation above, it can be concluded that a part number of teachers used scientific approach, and a small number of teacher used contextual teaching and learning approach. Those approaches had its learning steps to be followed by teacher. Data found that the teachers carry out the various learning steps offered by teaching approaches they have chosen. Although, there were some learning steps did not apply.

C. Teachers' Perception about Teaching-Learning Process by Applying Curriculum 2013

Tabel 4.4 Data interview English Teacher Perception

No	Questions	Teacher 1	Teacher 2
I.	How long have you been teaching in SMAN 4 Bengkulu Selatan? What is curriculum 2013 has implemented?	<i>I have been as a teacher in SMAN 4 Bengkulu Selatan for about 10 years. It was implemented since the beginning.</i>	<i>I Have Been teaching English at SMAN 4 Bengkulu Selatan since 2013 until now. It more than 8 years. from the first time the 2013 curriculum launched, SMAN 04 Bengkulu Selatan was being one of the school that directly implement it, and we always follow every revision that government did</i>
II.	What do you know about the 2013 Curriculum concept?	<i>I know that Curriculum 2013 require the balance of hard skill and soft skill in which being competence such as standard</i>	<i>The requirements of Curriculum 2013 are using scientific approach the methods use: discovery learning project-based</i>

		<i>competence, standard process, and assessment.</i>	<i>learning, problem-based learning, and inquiry-based learning, IT-based learning and the last is based on students-center.</i>
III.	Do you do to follow the instructions of the 2013 curriculum?	<i>Improved our knowledge and ability by reading more, keep learning, and discussion with teacher who teach the subject, by following TOT (Teaching On Training) among the teacher, and MGMP (Musyawarah Guru Mata pelajaran)</i>	<i>Enhance our understanding of all requirements of Curriculum 2013</i>
IV.	What kinds of obstacles do you find in implementing 2013 Curriculum?	<i>I feel difficulties in assessment because the 2013 curriculum has four skill to assess in cognitive area (listening, speaking, writing, reading), in a month student have to get</i>	<i>The problem was the change of curriculum is too fast. We have not understood yet, suddenly its change. It makes us confuse, provided the teacher needs</i>

		<i>at least two or three assessment</i>	<i>more time to understand it. There are too many subjects that students have to learn</i>
V.	What is the impact of curriculum improvement to the English teaching and learning process?	<i>We are as the English teachers need more time to adapt with the change of curriculum and how to do evaluation sometime difficulties part of both teachers and students. Because of it, sometimes we are unmotivated but we try to keep our spirit only.</i>	<i>Mentally, student has nauseated of a lot of subjects with the limit time, students do not like English, and overgeneralization such as language class are bad. We as language teachers sometimes found students who are physically and mentally very tired”.</i>

As explained before, English teacher at SMAN 4 Bengkulu Selatan have a great experience in teaching English. Both of them have been an English teacher more than 6 years. Exactly, T1 was 10 years and T2 was 8 years. Data from interviews also reveal that teachers had followed some kinds of training and seminar about the 2013 Curriculum; it improved with

TOT (Teaching on Training) and MGMP (external and internal school). So the English teachers was very familiar with the 2013 curriculum, as T₂ informed *“from the first time the 2013 curriculum launched, SMAN 04 Bengkulu Selatan was being one of the school that directly implement it, and we always follow every revision that government did”*.

In addition, knowing that Curriculum 2013 has implemented since it is beginning, T₁ understand well that Curriculum 2013 require the balance of hard skill and soft skill in which being competence such as standard competence, standard process, and assessment. The researcher thinks that those English teachers understand about the concept of curriculum 2013.

Then, both of English teachers at SMA N 04 Bengkulu Selatan had a good answer when the researcher asked about the 2013 curriculum, its requirement, and teachers' ways and fulfilled the requirements of the 2013 curriculum. Almost teachers agreed that 2013 curriculum were good and more complex, but it was difficult in evaluation because there were some evaluations to be carried out by the teacher. The requirements of the 2013 curriculum explained detailed by T₂ *“the requirements of the 2013 curriculum are using scientific approach the methods use: discovery learning project-based learning, problem-based learning, and inquiry-based learning, IT-based learning and the last is based on students-center”*.

Those two teachers have the same answers when they asked about

the ways they did to follow the instructions of the 2013 curriculum, as T₁ said *“improved our knowledge and ability by reading more, keep learning, and discussion with teacher who teach the subject, by following TOT (Teaching On Training) among the teacher, and MGMP (Musyawarah Guru Mata pelajaran)”*. Indeed T₂ state that as the English teacher, they have to enhance their understanding of all requirements of Curriculum 2013.

Behind all of its improvement, the 2013 curriculum was felt difficulties not only for teachers but also for the students. From teachers perceptions the curriculum was too complex and confusing. T₂ commented that *“the problem was the change of curriculum is too fast. We have not understood yet, suddenly its change. It makes us confuse, provided the teacher needs more time to understand it. There are too many subjects that students have to learn”*.

T₁ also has her assumption of curriculum 2013, T₁ sometimes faced some obstacles in implementing this curriculum. T₁ feel difficulties in giving the assessment, because curriculum 2013 especially in teaching English, it has four skill but in a month student have to get at least two or three assessment. In detail, T₁ reveal that *“I feel difficulties in assessment because the 2013 curriculum has four skill to assess in cognitive area (listening, speaking, writing, reading), in a month student have to get at least two or three assessment”*.

Data of interview above show that all of the teachers agreed that

the most difficulties both student and teacher was evaluation. There were some improvements of evaluation that all of students' aspect had to assess such as cognitive, spiritual, skill, creativity, knowledge, etc in short time.

The improvement of curriculum has adverse impact to the teaching-learning process of English. students sometime ignored language learning such as T₂ explained “ *mentally, students has nauseated of a lot of subjects with the limit time, students do not like English, and overgeneralization such as language class are bad. We as language teachers sometimes found students who are physically and mentally very tired*”. T₁ also give her comment that as the English teacher they sometimes need extra time to adapt with the changing of curriculum requirements. In addition, T₁ also feel that to do evaluation is difficult not only for the teacher but also the students, because of it, the teacher and students look unmotivated even they try to keep their spirit back only.

The English teachers try to fulfill all requirements of curriculum 2013, even sometimes they mix and match the method used. But overall the whole instruction of the curriculum is covered. Indeed, the English teacher did a pre-activity, main activity and post activity in teaching and learning process at the classroom. By following those instructions, the English teacher did learning process relate to the concept of curriculum 2013 by Sofyan in which emphasize to the students' attitude and its parallel with the scientific approach –an approach which integrating attitude, skills, and knowledge.

From the explanation above, it can be concluded the 2013 curriculum was good to implement because emphasized on student-centered, so that the students more active in the teaching learning process. But the teachers were needed more time to adapted with the changed and the evaluation was a difficult part of both teachers and students. the improvement of curriculum had adverse impact to the teaching learning process of English because students learned some subjects in a day with the limited time, so when students came to English class they felt tired and sometimes ignored the lesson.

CHAPTER V CONCLUSION AND SUGGESSTION

A. CONCLUSION

This presented study focus on English teachers' teaching approaches in implementing curriculum 2013. It is collected the data by observation, interview and documentation. The data show that English teacher at SMA N 4 Bengkulu Selatan used Contextual Teaching and Learning (CLT) Approach and scientific approach in applying Curriculum 2013. Also, when applying scientific approach in the classroom they have their own methods by following the requirements of curriculum 2013. Activities in the classroom divided into three steps; pre-activity, main activity includes observing, questioning, exploring/collecting data, associating and communicating, and post activity.

Interview section gave more information about curriculum 2013 in teachers' perception, and then their perception influence their competence in teaching and learning process. How teacher applied teaching approach and used some appropriate learning method based on students needed. From the explanation above, it can be concluded that English teacher at SMAN 4 Bengkulu Selatan have been implemented all of requirements of Curriculum 2013. Finally, it was appropriate to apply curriculum 2013 in English teaching and learning process at SMA N 4 Bengkulu Selatan as long as the teachers' competence about curriculum 2013 was adequate and has creativity in applying teaching approach.

B. SUGGESSTIONS

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and learning, especially in applying curriculum 2013. Based on the result of this study, there are a number of suggestions that can be made to teach English based on curriculum 2013. First, the teacher should be aware of the whole requirements of Curriculum 2013 itself, such us the teaching approaches that would be used. Then, the future researcher can use this research as a consideration to develop a new research in the same field with a larger population or different group of students will be useful to give a better insight toward English teacher teaching approaches in applying Curriculum 2013 . The result of this research can be used as a source of information for the future researcher.

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Picture 3: Interview with head Master of SMAN4 Bengkulu Selatan



Picture 4 : Observation with Vice principal of SMAN4 Bengkulu Selatan



Picture 5: Observation with English Teacher and students in teaching learning process

(T1)



Picture 6: Observation with English Teacher and students in teaching learning process

(T2)

OBSERVATION FOR LESSON PLAN

Sekolah : SMAN4 Bengkulu Selatan
Mata Pelajaran : Bahasa Inggris/Wajib
Kelas/ semester : XI/2
Materi Pokok : Text lisan dan Tulis untuk menyatakan harapan dan doa serta responya
Alokasi Waktu : 2x2 JP(160 Menit)

A. Kompetensi Inti (KI)

B. Kompetensi Dasar (KD) dan Indikator

C. Tujuan Pembelajaran

D. Materi Pembelajaran (Rincian Materi Pokok)

E. Metode Pembelajaran

F. Media, Alat, dan Sumber Pembelajaran

1. Media Belajar
2. Alat/ Bahan
3. Sumber Belajar

G. Langkah-Langkah kegiatan pembelajaran

1. Kegiatan Awal(Pendahuluan) (menit)
2. Kegiatan inti (menit)
3. Kegiatan Penutup (menit)

H. Penilaian

1. Jenis dan teknik penilaian
2. Bentuk Instrument dan instrument penilaian
3. Pedoman penskoran

Adapted from Permendikbud No 81 A 2013 Penyusunan Rencana Pembelajaran

OBSERVATION FOR LESSON PLAN

Sekolah : SMAN4 Bengkulu Selatan
Mata Pelajaran : Bahasa Inggris/Wajib
Kelas/ semester : XI/2
Materi Pokok : Text lisan dan Tulis untuk memberi saran dan tawaran dan responnya
Alokasi Waktu : 2x2 JP(160 Menit)

A. Kompetensi Inti (KI)

B. Kompetensi Dasar (KD) dan Indikator

C. Tujuan Pembelajaran

D. Materi Pembelajaran (Rincian Materi Pokok)

E. Metode Pembelajaran

F. Media, Alat, dan Sumber Pembelajaran

1. Media Belajar
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3. Sumber Belajar

G. Langkah-Langkah kegiatan pembelajaran

1. Kegiatan Awal(Pendahuluan) (menit)
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3. Kegiatan Penutup (menit)

H. Penilaian

1. Jenis dan teknik penilaian
2. Bentuk Instrument dan instrument penilaian
3. Pedoman penskoran

Adapted from Permendikbud No 81 A 2013 Penyusunan Rencana Pembelajaran

INTERVIEW GUIDE

No	Questions	Teacher 1	Teacher 2
I.	How long have you been teaching in SMA N 4 Bengkulu Selatan? When curriculum 2013 has implemented?	<i>I have been as a teacher in SMAN 4 Bengkulu Selatan for about 10 years. It was implemented since the beginning.</i>	<i>I Have Been teaching English at SMAN 4 Bengkulu Selatan since 2013 until now. It more than 8 years. from the first time the 2013 curriculum launched, SMAN 04 Bengkulu Selatan was being one of the school that directly implement it, and we always follow every revision that government did</i>
II.	What do you know about the 2013 Curriculum concept?	<i>I know that Curriculum 2013 require the balance of hard skill and soft skill in which being competence such as standard competence, standard process, and assessment</i>	<i>i</i>
III.	What do you do to follow the instructions of the 2013 curriculum?	<i>Improved our knowledge and ability by reading more, keep learning, and discussion with teacher who teach the subject, by following TOT (Teaching On Training) among the teacher, and MGMP (Musyawarah Guru Mata pelajaran)</i>	<i>Enhance our understanding of all requirements of Curriculum 2013</i>
IV.	What kind of preparation Do you do before the teaching learning process ?	<i>I arrange the lesson plan before doing teaching and learning process, I explore it based on approach that I used.</i>	<i>I off course prepare what I need in teaching and learning process.</i>
V.	Do you usually apply scientific approach (5M) in the teaching learning process?	<i>I usually mix and match the approach based on materials and students' need.</i>	<i>Actually the 2013 curriculum required teacher to apply scientific learning. We have to keep learning the teacher is a point of the spear. Scientific learning start with a question from teacher, that's why a usually asking some question when learning process start</i>



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Nomor : 1063 /In.11/F.II/PP.009/02/2020

Untuk Membantu penyelesaian tugas akhir mahasiswa, maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk bapak/ibu dosen:

No	Nama / NIP	Jabatan	Mahasiswa/NIM	Judul
1	Riswanto, Ph.D. 197207101999032002	P I	Yesep Tika Ayu 1611230150	English Teacher' Teaching Approaches in Applying the 2013 Curriculum of SMA 4 Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)
2	Zelvia Liska Afriani, M.Pd. 199404202018012003	P II		

Ditugaskan untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang nama yang tertera di atas

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Ditetapkan di : Bengkulu

Pada Tanggal : 27 Februari 2020



Dekan,

Zubaedi

Tembusan:

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2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Nomor : 2101 /In.11/F.II/PP.009/ 05/2021

Bengkulu, 27 Mei 2021

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. H. Ali Akbarjono, M.Pd. (Penyeminar I)

2. Valisneria Utami, M.Ed. (Penyeminar II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Jum'at, 28 Mei 2021

Waktu : 08.00 sampai selesai

Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Yesep Tika Ayu 1611230150	English Teachers' Teaching Approaches in Applying the 2013 Curriculum of SMAN 4 Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)
2.	Anita Aprilia 1711230004	The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text (A Study at Tenth Grade Students of MAN 2 Bengkulu City)
3.	Syifa Najihah Shofi 1711230062	The Effect of Blended Learning on EFL Students' Achievement (A Time-Series Design at SMAN 06 Kota Bengkulu in Academic Year 2020/2021)
4.	Eliza Novitasari 1711230011	EFL Teachers' Creativities in Utilizing Teaching Media during the Pandemic Covid-19 (Descriptive Qualitative of English Education Teachers at SMAN 04 South Bengkulu)
5.	Andre Sulistio 1711230002	EFL Students' Attitude toward Online Listening Class during the Pandemic Covid-19 (A Survey Study at English Department Students of State for Islamic Studies (IAIN) Bengkulu)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



Wassalamu'alaikum Wr. Wb.

Dekan,

ZUBAEDI



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PENGESAHAN PENYEMINAR

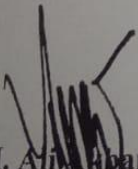
Proposal dari Yesep Tika Ayu, NIM: 1611230150. Dengan judul "ENGLISH TEACHERS' TEACHING APPROACHES IN APPLYING THE 2013 CURRICULUM OF SMAN4 BENGKULU SELATAN (A Descriptive Study of English Teachers of SMA 4 Bengkulu Selatan) ", telah diseminarkan, maka proposal skripsi ini telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan sebagai syarat untuk penelitian.

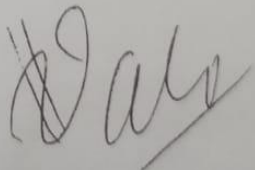
Hari / Tanggal : Selasa ,28 Mei 2021
Pukul : 08.00 s/d Selesai

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

Penyeminar I

Bengkulu, 28 Mei 2021
Penyeminar II,


Dr. H. Ali Abarjono, M.Pd
NIP. 197509252001121004


Valisneria Utami, M.Ed
NIP. 198903232019032010



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Website: www.iainbengkulu.ac.id

Nomor : 275/ In.11/F.II/TL.00/07/2021

Lampiran : 1 (satu) Exp Proposal

22 Juli 2021

Perihal : **Mohon Izin Penelitian**

Kepada Yth,
Kepala SMAN 4 Bengkulu Selatan
Di-

Kabupaten Bengkulu Selatan
Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*English Teachers' Teaching Approaches in Applying the 2013 Curriculum of SMAN 4 Bengkulu Selatan (a Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)*"

Nama : Yesep Tika Ayu
NIM : 1611230045
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SMAN 4 Bengkulu Selatan
Waktu Penelitian : 24 Juli s/d 04 September 2021

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.





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SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: 241 /In.11/F.II/PP.009/06/2021
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris
Atas nama Mhs : Yesep Tika Ayu
NIM : 1611230150
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Akhirudin, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Zelvia Liska Afriani, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Risnawati, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

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

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

Bengkulu, Juni 2021

Dekan,

ZUBAEDI



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 BENGKULU SELATAN
AKREDITASI "A"



Jln. Durian Sebatang Kecamatan Kedurang Kabupaten Bengkulu Selatan Kode Pos 38557

SURAT KETERANGAN PENELITIAN

Nomor: 421.7/102/SMAN 4 B.S/2021

Yang bertanda tangan di bawah ini :

Nama : ANSRIDIANTO, M. Pd.
NIP : 196903041999031006
Pangkat/Gol : Pembina Tk.I / IV.b
Jabatan : Kepala SMAN 4 Bengkulu Selatan

Dengan ini menerangkan bahwa :

Nama : Yesep Tika Ayu
NIM : 1611230150
Prodi : Tarbiyah / Tadris Bahasa Inggris
Tempat Penelitian : SMA Negeri 4 Bengkulu Selatan

Bahwa nama tersebut benar-benar telah melaksanakan penelitian di SMA Negeri 4 Bengkulu Selatan dari Tanggal 24 Juli s.d 04 September 2021 untuk melengkapi data penulisan skripsi yang berjudul "*English Teachers' Teaching Approaches In Applying The 2013 Curriculum Of SMAN 4 BENGKULU SELATAN (A Descriptive study of English Teacher of SMAN 4 BENGKULU SELATAN)*"

Demikianlah surat keterangan ini dibuat agar kiranya dapat digunakan sebagaimana mestinya.

Kedurang, September 2021

Kepala Sekolah,



ANSRIDIANTO, M. Pd.

NIP. 196903041999031006

22 / 2021

Hanura Febriani

YESEP

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Website www.uinfasbengkulu.ac.id

0060 /Un.23/F.II/PP.00.9/01/2022

Bengkulu, 07 Januari 2022

Ujian Skripsi

Kepada Yth.

1. Dr.Kasmantoni, M.Si. (Ketua)
2. Nurlia Latipah, M.Pd.Si. (Sekretaris)
3. Risnawati, M.Pd. (Penguji Utama)
4. Pebri Prandika Putra, M.Hum. (Penguji II)

di -
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Sesama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Selasa, 11 Januari 2022
Waktu : 08.00 sampai selesai
Tempat : C.4.1

Nama/Nim	Judul
Azzah Salandega 1711230121	The Effect of Fiction Short Movies in Improving Students' Speaking Ability
Anita Sari 1711230005	The Effect of Flipped Classroom on Students' Reading Comprehension (A Quasi Experimental Conducted at Students' Eleventh Grade of MAN Kaur in Academic Year 2021/2022)
Lusiana Dewa Pronica 1711230109	English Teachers' Responses on the Effectiveness of Whatsapp Usage in Teaching English at SMPN 1 Talang Padang (A Descriptive of the Teaching English at SMPN 1 Talang Padang)
Seli Permata Sari 1611230064	An Analysis on Classroom Intection in English Speaking at Second Grade of SMAN 1 Bengkulu Tengah
Yesep Tika Ayu 1611230150	English Teachers' Teaching Approaches in Applying the 2013 Curriculum of SMAN 4 Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)

Salinan surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Assalamu'alaikum Wr. Wb.

Assalamu'alaikum Wr. Wb.
Plt. Dekan
Zubaedi





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 Faks. (0736) 51179-51180-51181-51182-51183-51184-51185-51186-51187-51188-51189-51190

Nama Mahasiswa : Yesep Tika Ayu
 NIM : 16.11230150
 Jurusan : Tadris Bahasa Inggris
 Program Studi : Tadris Bahasa Inggris SMA 4 Bengkulu Selatan
 Pembimbing I/II : Zellvia Uska Afriani M.Pd
 Judul Skripsi : English Teacher Teaching Approaches the 2013 Curriculum of SMA 4 Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	15/2021/01	Chapter konsultasi judul	Baca lagi jurnal terkait topik penelitian	
2	20/2021/01	Chapter 1	Perbaiki latar belakang, RQ, dll. sesuai yg disarankan pada proposal	
3	5/2021/02	Chapter 1	Perbaiki hasil pre-observasi Teori approach Grammar	
4	17/2021/02	Chapter 1, 2, 3	Revise as suggested, identification,	

KEMENTERIAN AGAMA
 Mengembangkan
 Dekan
 Dr. Zellvia Uska Afriani M. Ag, M. Pd
 NIP. 199404202018012003
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 REPUBLIK INDONESIA

Bengkulu, 09 April 2021

Pembimbing I/II

 Zellvia Uska Afriani, M. Pd
 NIP. 199404202018012003



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Nama Mahasiswa : Tesep Tika Ayu
 NIM : 1611230120
 Jurusan : Tadris
 Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Zelvia Lisca Afriani, M.Pd.
 Judul Skripsi : English Teacher Teaching Approaches in Applying the 2013 Curriculum of SMAN Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN Bengkulu Selatan)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
			theory in chapter II, methodology	
5.	12/03/2021	Chapter 3	Revisi as suggested Tambah instrument	
6.	17/03/2021	Chap 3 + Instrument.	- Perbaiki cara menulis dari chapter 1-3 Gunakan bodynote. Uraikan APA 6th guidelines.	

- Perbaiki chap 3

Bengkulu, 09 April 2021

Pembimbing I/II

Zelvia Lisca Afriani, M.Pd
 NIP. 199904202018012003

Dr. Zuhrotul M. Ag, M.Pd
 NIP. 196902081996031005



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Nama Mahasiswa
 NIM
 Jurusan
 Program Studi

Yesep Tika Ayu
 1611230150
 Tadris
 Tadris Bahasa Inggris

Pembimbing I/II Zelvia Liska Afrioni, M.Pd
 Judul Skripsi: English Teacher's Teaching
 Approaches The 2013 Curriculum of
 SMA N 04 Bengkulu Selatan.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
7.	07/2021 04	Chapter 3	Revise as suggested	
8.	09/2021 04	ACC to seminar proposal		

Mengesahkan,

 D. Zubair, M. Ag, M.Pd
 NIP. 196903081996031005

Bengkulu, 09 April 2021

Pembimbing I/II

 Zelvia Liska Afrioni, M.Pd
 NIP. 19940420201801012003



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Nama Mahasiswa : Yese P. Tika Ayu
 NIM : 16.11230150
 Jurusan : Tadris
 Program Studi : Tadris Bahasa Inggris
 Pembimbing I/II : Zelvia Liska Afriani, M.Pd
 Judul Skripsi : English Teachers' Teaching Approaches in Applying The 2013 Curriculum of SMAN 9 Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	14 / 2021 8	Chapter 1,2,3 4,5	- Perbaiki tense, karena sudah melakukan penelitian maka tidak menggunakan future tense lagi, bisa gunakan present tense / past tense	
2.	17 / 2021 8	Chapter 1,2,3 4,5	- Bab 2, tambahkan lagi literature review, tambahkan teori moyang dan lain-lain. - Perbaiki, grammar dan tense	
3.	23 / 2021 8	Chapter 1,2 3,4,5	- Pelajari bagaimana cara menulis hasil diskusi yang bagus - Perhatikan cara menyimpulkan dan mengalaskan data dari observasi dan wawancara	
4.	28 / 2021 8		- ACC to munafosah	

Bengkulu, ~~2 Agustus 2021~~ 28-8-2021
 Pembimbing I / II

Mengetahui
 Dekan

 Dr. Zubaidi M. Ag., M.Pd
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Zelvia Liska Afriani, M.Pd
 NIP. 199404202018012003



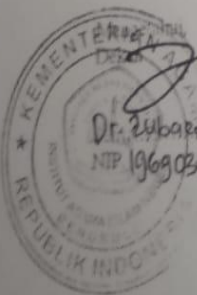
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No. Mahasiswa: Yesep Tika Ayu
 NIM: 1611230150
 Jurusan: Tadris
 Program Studi: Tadris Bahasa Inggris

Pembimbing I/II: Riswanto, Ph.D.
 Judul Skripsi: English Teacher Teaching Approaches in Applying the 2013 Curriculum of SMA 4 Bengkulu Selatan (A Descriptive Study of English Teachers of SMAN 4 Bengkulu Selatan)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	15/2/2021	Kejelasan proposal		
2	17/2/2021	Baca teori Tj Kurikulum/teori pengajaran	pel-u	
3	12/3/2021	pelajari secara kurikul/propose	pel-u	
4	14/3/2021	laporan kegunaan penelitian	pel-u	
5	14/4/2021	ACC Seminar proposal	pel-u	



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

Bengkulu, 16 April 2021

Pembimbing I

NIP. 1972071019991032002



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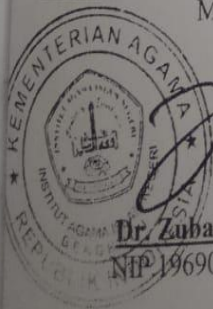
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KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : TESEP TIKA AYU Pembimbing I/II : Riswanto, Ph.D...
 NIM : 161230150 Judul Skripsi : English Teachers'...
 Jurusan : Tadris Bahasa Inggris : Teaching Approaches in Applying The
 Program Studi : Tadris Bahasa Inggris 2013 Curriculum of SMAN 9 Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	3/8/2021	Outline - 5	Pel-	
2	6/8/2021	Revisi chapter 1-5 foto / caption jurnal	Pel-	
	12/8/2021	ACE cycle Skripsi		

Mengetahui
 Dekan



Dr. Zubaedi, M.Ag., M.Pd
 NIP. 19690308 199603 1 001

Bengkulu, 16. ~~Agustus~~ Agustus 2021
 Pembimbing I / II

Riswanto, Ph.D
 NIP. 197204101999031004