

**THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING ENGLISH AT
THE GRADE 4 OF TENAYAN RAYA**

A THESIS

*Intended to Fullfill One of the Requirements For the Award of Sarjana Degree In English
Language Teaching of Education Faculty of the Islamic University of Riau*



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2020**

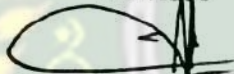
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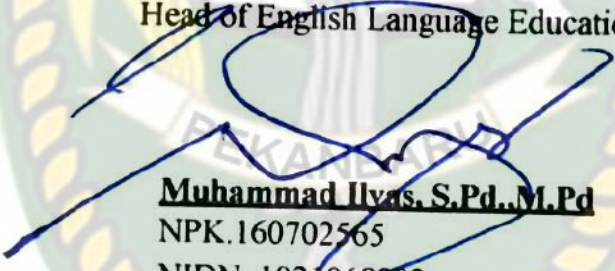
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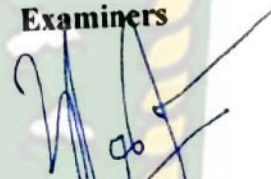
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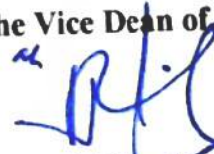


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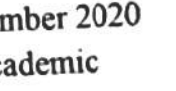



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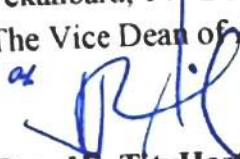
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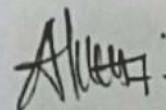
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis

Pekanbaru, November 2020

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Finally, I am as the researcher, always give chance to the readers and the next researchers to give comments, critics, and suggestions to develop this thesis. Hopefully, this thesis will be useful for readers.

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ABSTRACT

Tri kristiani,2020. The implementation of the 2013 curriculum in teaching English at grade 4 of tenayan raya.

Key Words: Implementation, Scientific Approach, Teaching English, 2013 Curriculum

Teaching English for children is very contrast with teaching teenagers way that they are often more enthusiastic, active and easily adaptive than adults. In primary school, English teachers have some methods and strategies in teaching English such as translation, memorization, sing a song, playing games and etc. The purpose of the study is to know how the teaching and learning activity in implementing the curriculum of 2013 at grade 4 in Tenayan Raya Pekanbaru.

This research is descriptive qualitative. The researcher used of observation and interview to know the process of learning activities at grade 4 in Tenayan Raya Pekanbaru. Based on the research findings, data of the research were taken from observation and interview, observation in the classroom, then the researchers interviewed the English teachers to know the extent to which the implementation of scientific approach in teaching and learning process related to observing, questioning, experimenting, associating and communicating and the problems in teaching and learning process were identified.

The result of this research showed that the implementations of curriculum of 2013 the teachers did not follow all the steps in the scientific approach implemented by English teachers. However, the English teachers only used several steps in scientific approach based on curriculum of 2013. Afterwards there were problems faced by English teachers in the learning process in each steps of scientific approach to the aspects of the curriculum of 2013.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is the international language which is used in most population in the world, therefore it is taught from the primary to university, in the primary level the English teaching process is introduced to know the language used in communication. Indonesia is a nation in which the most population used Bahasa Indonesia as the lingua franca, and English is considered as a foreign language. But in most central cities in Indonesia, English is used on many occasions in delivering speech, material and also the message in one interaction. Up to now in Indonesia, the appropriate age for introducing English as a second language to young learner still invites many controversies from many education experts, and it is still being unresolved issue in the field of second language acquisition up to now, because age is one of the crucial issues in the field of child second language acquisition and their cognitive development.

The 2013 curriculum is a series of revision of the curriculum based competency in 2004 and continued with 2006 or *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. In the 2013 curriculum, the competency to be achieved by students is an aspect of cognitive, psychomotor, and affective (Mulyoto, 2013:115). Students are required to be active, creative, and innovative to solve their problems faced at school. And the most important, this curriculum

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. In this curriculum, the teachers are suggested to follow the procedures of teaching according to the scientific approach like observe, question, explore, experiment, associate, and communicate.

Teaching English for children is very contrast with teaching teenagers way that they are often more enthusiastic, active and easily adaptive than adults. Hafield (1995:92) states that primary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

In primary school, English teachers have some methods and strategies in teaching English such as translation, memorization, sing a song, playing games and etc. The teachers also use media such as picture, realia/ real things, video and etc. However the teachers already used several methods and strategies but the students still are hard in learning English, because the teachers always teach the students by using Grammar translation Method. It means that methods and strategies used by teacher absolutely inappropriate with the curriculum 2013. In curriculum 2013, the students are targeted to be students center and more active in studying English. The students are demanded to be able to communicate and interact with others particularly around them.

In addition, the learning teaching process sometimes the students feel

confused and confused what teacher says because in teaching English the teacher must use the English language when explain the material. Consequently, the students do not give attention to the lesson they think that English is hard to understand for them.

Thus, the teacher must improve the way of teaching strategy helps the students to understand about the material well, and the students give pay attention for the teacher's explanation. The implementation of 2013 curriculum has significant differences with the implementation of KTSP. One of the differences is in teaching and learning process.

With regard to the explanation, the researcher intended to give description about the implementation of the 2013 curriculum and English teachers in using language teaching methods, entitle "The implementation of the 2013 curriculum in teaching English at the grade 4 of Tenayan Raya"

1.2 Identification of the Problem

Based on the discussion above, the researcher identified the problem of the research was the target to be active, creative, and innovative to solve students' problems faced at school. And the most important, this curriculum 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 on 2013 curriculum. However it contrasts with the teachers' method in teaching at the class. The teachers always use Grammar translation method.

1.3 Focus of the Problem

Based on what is explained in the background of the research above, the main focus of this research is on the implementation of the 2013 curriculum, in this case especially in English language teaching at grade 4 of Tenayan Raya.

1.4 Research Questions

The problem of this research can be formulated as in the following questions:

- a. How is the implementation of the 2013 curriculum in the learning process at grade 4 of Tenayan Raya district?
- b. What is the language teaching method used by teachers in the teaching-learning process at grade 4 of Tenayan Raya?

1.5 Objective of the Research

The main objectives of the research were:

- a. To know the implementation of the 2013 curriculum in the learning process at grade 4 of Tenayan Raya district.
- b. To know the language teaching method used by teachers in the teaching-learning process at grade 4 of Tenayan Raya.

1.6 Significance of the Research

There are some significances of this research that are encountered below:

1. For the teacher

This thesis can enrich their knowledge about the 2013 curriculum as a new curriculum in Indonesia. The teacher can also improve the quality of the teaching learning process and the teacher will be more creative in making some creation of teaching English with steps or procedures of teaching using the 2013 curriculum appropriately.

2. For the students

Hopefully, the student will enjoy and fun in learning English and this study will give input knowledge that useful in daily life.

3. For the Readers

It is hoped that this study will enlarge the reader's knowledge about the 2013 curriculum and the implementation in teaching learning process.

4. For the Other Researchers

The other researchers will indirectly enlarge knowledge and get a new experience that can be implemented for their own research.

1.7 Definition of Key Terms

In order to avoid the readers misunderstanding or interpretation, the researcher gives some definitions of the key terms. Definitions of key terms are the following:

a. Teaching English Language

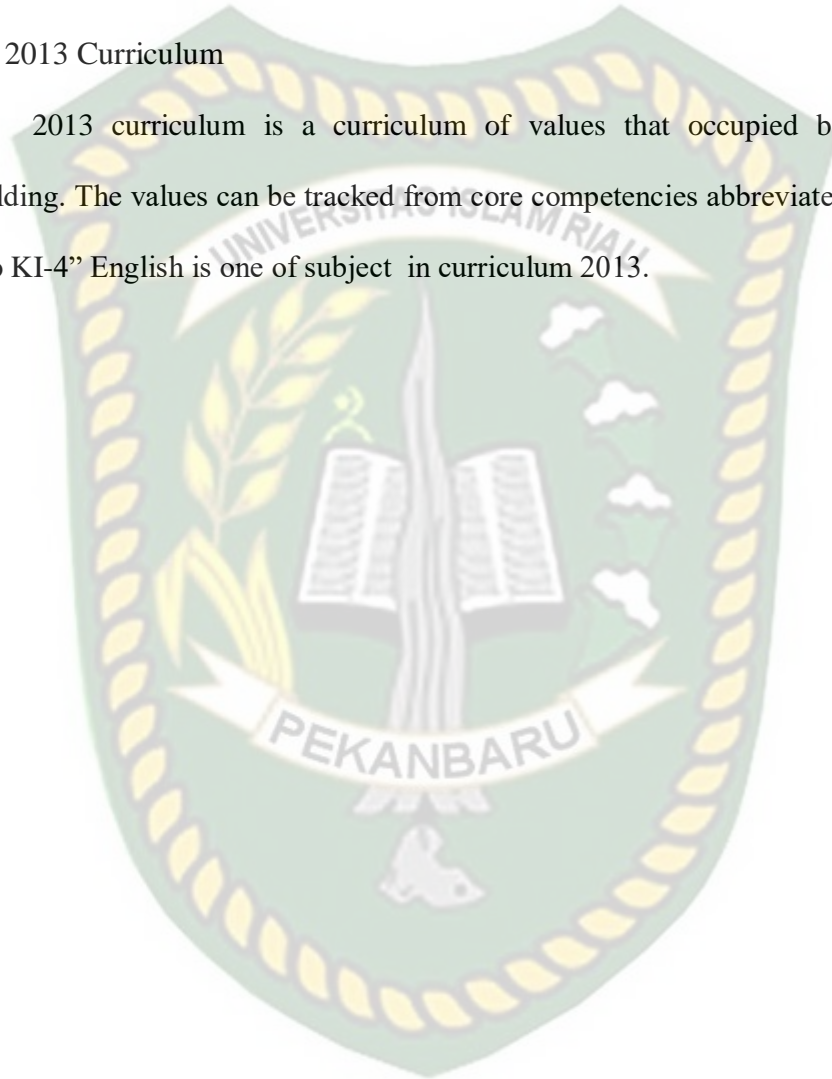
Teaching English is guiding and facilitating learning in enabling the learners to learn, and sitting the conditions for learning (Brown, 2000:7). Learning is human activity which is done since they were doing until they die. The word "learning" derived from the word "learn". Learning is acquiring or

getting of knowledge of a subject or a skill by study, experience, or instruction.

(Brown, 2000:7)

b. 2013 Curriculum

2013 curriculum is a curriculum of values that occupied by character building. The values can be tracked from core competencies abbreviated with “KI-1 to KI-4” English is one of subject in curriculum 2013.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Curriculum

Etymologically, curriculum means a place to run, derived from the Latin “*Curir*” means runners, and “*Curere*” means the place running. In its history, the curriculum is a distance that must be taken by runners start from the beginning or start line to the finish, then this understanding of the curriculum also have a place in education, with the understanding as plans and arrangements about the number of subjects that must be studied by learners in taking education in educational institutions.

Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities (Rodgers in Richards, 2001:39).

Curriculum as an idea has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society (Bobbitt in Kurniasih, 2014: 3).

A curriculum is a planned sequence of learning experiences. Curriculum is an actual sequence of instructional blocks operating in a school.

The sequence may cover all grades and subjects, or some grades and subjects (a middle school science curriculum), and be intended for all students (a core curriculum), or only some students (a college-preparatory curriculum). (Nation, 2010: 43)

In Indonesia (*Pasal 1 butir 19 UU No 20 Tahun 2003*), curriculum is a set of plans and arrangements of goal, content, materials and methods is used to guide the organization of learning activities to achieve the goal of education. Based on the definitions above, the writer conclude that curriculum is a concept, planning to reach the goal of education.

2.1.2 History of Curriculum

A syllabus is a specification of the content of the course of instruction and lists what will be taught and tested. While syllabus design is the process of developing a syllabus. Then, curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. Many methods have come and gone in the last 100 years in pursuit of the "best method", as the following chronology illustrates, with dates suggesting periods of greatest dominance:

a. The Direct Method

The Direct Method, also called *Natural Method*, was established in Germany and France around 1900. It appeared as an answer to the shortcomings of the Grammar Translation Method. It is a method for teaching foreign languages that uses the target language, discarding any use of mother tongue in the classroom. As teachers became frustrated with the students inability to communicate orally, they began to experiment with new techniques. The idea was that foreign language teaching must be carried out in the same way people learn their mother tongue.

b. The Audio Lingual Method

The Audio-Lingual method of teaching English as a second language had its origins during World War II when it became known as the Army method. It was developed as a reaction to the grammar-translation method of teaching foreign languages. Grammar-translation had been used to teach for thousands of years, but the method was perceived as taking too long for learners to be able to speak in the target language. The Audio-Lingual method set out to achieve quick communicative competence through innovative methods. From about 1947-1967 the Audio-Lingual approach was the dominant foreign language teaching method in the United States.

The Audio-Lingual method is based on the theory that language learning is a question of habit formation. It has its origins in Skinner's principles of behavior theory. Since learning is thought to be a question of habit formation, errors are considered to be bad and to be avoided. Further, teachers reward students by saying Good! and praising the class when they perform well.

The Audio-Lingual method addresses a need for people to learn foreign languages rapidly. It is best for beginning level English classes in a foreign language setting. All instruction in the class are given in English. A dialog is presented for memorization. The teacher asks the class to repeat each line of the dialog. Expansion drills are used for difficult sentences. The teacher starts with the end of the sentence and the class repeats just two words. A series of pattern practice drills then follow the introduction of the dialog.

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

c. Communicative Language Teaching

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high

priority.

d. Total Physical Response

Total physical response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language with body movements, and students respond with whole-body actions. The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language

learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

e. Silent Way Method

The Silent Way was founded in the early 1970s by the Egyptian mathematician and educator Caleb Gattegno. It is based on the idea that language learning can be enhanced in three main ways: discovery rather than teaching; problem-solving in the target language; the use of physical tools. Above all, like Victorian children, the teacher should be seen and not heard. In the Silent Way, the teacher is a facilitator, intervening vocally only if absolutely necessary. Learning is achieved through the use of colour-coded charts that represent the sounds and spellings of language and small, coloured, multi-length blocks of wood called Cuisenaire rods (originally designed for mathematics). An essential tenet of the Silent Way is that the teacher does not teach but helps the learner learn.

f. Community Language Learning

Community Language Learning (CLL) is a teaching method developed in the 1970s in the USA by Jesuit priest, psychologist and educator Charles Curran. Drawing on principles of counselling therapy then prevalent, CLL emphasizes the importance of the learners themselves by calling them "clients" and letting them design lesson content. The teacher plays the part of "counsellor", while the learners are

encouraged to work together, interacting and helping each other personally in a supportive community. The method, which aims to alleviate the anxiety and threat so often felt by language learners, is sometimes described as "counselling learning".

g. Natural Approach

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.

The natural approach has become closely associated with Krashen's monitor model, and it is often seen as an application of the theory to language teaching. Despite this perception, there are some differences, particularly Terrell's view that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell sees as promoting subconscious language acquisition. He divides these activities into four main areas: content activities,

such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favorite music; games; and problem-solving activities.

h. Suggestopedia

Suggestopedia is a teaching method, developed by the Bulgarian scholar Professor Georgi Lozanov – a physician, psychiatrist and brain physiologist. The term was coined and published for the first time in Bulgarian in 1965 and in English in 1967. Suggestopedia was founded in the 70s by Professor Lozanov and it was acknowledged in the late 70s by an international group of UNESCO experts.

1. Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods.
2. Standards should be set up for the training, certification and maintaining of standards of suggestopedic training.
3. Suggestopedic training of teachers of various competences should be started as soon as possible.

2.1.1.3 Function of Curriculum

Curriculum is a criteria to provide experiences to the learners toward the maximum growth of their personalities (Richard,2007:155). Same is the

objective of education itself. Various functions of curriculum are described and listed as follows.

a. Development of Individuals

Each individual has got his own Peculiar abilities, talents, interests, knowledge, attitudes, ideals, appreciations, skills and understandings. All learners do not learn equally well. But the type of curriculum, the design of curriculum, the methods applied and the techniques followed can offer opportunities to the learners to benefit from them according to their own capabilities. So it is the function of the curriculum to help the students by providing them such type of experiences which met the need of all the students. As the curriculum consists of curricular and co-curricular activities, it plays important role in mental, moral, social, emotional and physical development. The curricular activities help in the intellectual growth while co-curricular activities help in around development of the learners in order to produce balanced personalities.

b. Producing Responsible Citizens

Responsible and useful citizens can be produced by a well-organized educational program. Curriculum plays a pivot role in providing knowledge about rights and responsibilities of the citizens and helping them in the development of desirable and useful skills to be applied in daily life.

c. To Develop Basic Skills

Basic skills like, reading, writing, speaking and understanding in certain language can be developed properly by applying suitable curriculum.

d. Preservation and Transmission of Cultural Heritage

The function of each society is to preserve its culture and to transmit it to its next generation. This function can be performed in a suitable way by the curriculum. The curriculum preserves the culture in literature and with the help of suitable teaching learning situation it is transmitted to the next generation.

2.1.1.4 Components of Curriculum

According to Lindo (2011:2) Curriculum plays an important role in an educational system. It is somehow a blueprint which leads the teacher and the learner to reach the desired objectives. As a result, authorities have to design it in such a way that it could lead the teacher and the learner meet the desired learning outcomes.

The four components of the curriculum are :

1. Curriculum Aims, Goals and Objectives
2. Curriculum Content or Subject Matter
3. Curriculum Experience
4. Curriculum Evaluation

These four components of the curriculum are essential. These are interrelated to each other. Each of these has a connection to one another.

1. Aims, goals, and objectives can be simplified as “what is to be done”, the subject matter/content: what subject matter is to be included, the learning experience” what instructional strategies, resources and

activities will be employed, and the evaluation approaches , while curriculum evaluation is“ what methods and instruments will be used to assess the results of the curriculum.The curriculum aims, goals and objectives spell out what is to be done. It tries to capture what goals are to be achieved, the vision, the philosophy, the mission statement and objectives. Further, it clearly defines the purpose and what the curriculum is to be acted upon and try what to drive at.

2. Curriculum has a content. In here, it contains information to be learned in school. It is an element or a medium through which the objectives are accomplished. A primordial concern of formal education is primarily to transmit organized knowledge in distilled form to a new generation of young learners.
3. For the third component, the curriculum experience, instructional strategies and methods are the core of the curriculum. These instructional strategies and methods will put into action the goals and use of the content in order to produce an outcome. These would convert the written curriculum to instruction. Moreover, mastery is the function of the teacher direction and student activity with the teacher supervision.
4. For the fourth component, the curriculum evaluation is an element of an effective curriculum. It identifies the quality, effectiveness of the program, process and product of the curriculum.

In summary, the components of a curriculum are distinct but interrelated to each other. These four components should be always present in a curriculum. I could say that these are essential ingredients to have an

2.1.1.5 Principles of Curriculum

Curriculum is a scientific process which involves basic principles on which its credibility exists. It is not just collection of topics, because it reflects ethos (philosophy/culture) of the society: themes of the subject and learning variability.

1. Principle of Child-Centeredness

Curriculum is mainly for the students. So, the age, interest, capability, capacity, aspiration, needs and psychology of the learner should be taken in to an account.

2. Principle of Community-Centeredness

The social needs and the local needs of the learner should be taken in to account while we construct the curriculum. It should be reflect the values of democracy, ethos and main concerns of the country.

3. Principle of Balance / Integration (Child = Community)

It is also called principle of Integration. The curriculum should integrate:

1. Cognitive, affective and psychomotor objectives and abilities
2. Knowledge and experience
3. Objectives and content
4. Child's activity and needs with the society needs and activity.

It should be related to the social environment of the students. Here the equal/ balance importance should be given to the need of the Child and need of the Community.

4. Principle of Need

Curriculum helps in fulfilling the various needs of the learner. Each learner has his needs which are generally related to physical, emotional and social development. A well planned curriculum provides all such opportunities through many fold activities which satisfies the need of the learner. It should not be merely the academic but it should include all other equally important activities too.

5. Principle of Utility

One of the purposes of education is to prepare the child for living and learning. This is the most important consideration, so that the child can live a fruitful and self-fulfilling life. Curriculum should provide rich experiences, both academic and social to the students. The content, activities and experience of the curriculum at a particular stage / grade are useful to the learner for the further/higher studies.

6. Principle of Creativity

It should place the pupil in the place of the discoverer and provision should be made the creative type of activities.

7. Principle of Preservation/Conservation

It should help in the preservation /conservation and transmitting the knowledge, traditions, standards of conduct on which the culture and civilization depend.

8. Principle of Variety

In a classroom there are different types of the students on the basis of intelligence, ability, aptitude and attitude.

2.1.2 2013 Curriculum

2.1.2.1 Characteristics of 2013 Curriculum

Ministry of Education and Culture of Indonesia, Prof. Ir. Mohammad Nuh, DEA, has published a new curriculum for Indonesia's education. It is called the 2013 curriculum. The 2013 curriculum will change the last curriculum (*KTSP*). By variety of reasons, the 2013 curriculum is expected to be able to increase Indonesia's education in this globalization era. The curriculum is implemented in stages starting in the academic year 2013/2014. The 2013 curriculum was designed as an effort to prepare generations of Indonesia in 2045 (100 years of Indonesia's independence), while utilizing the momentum of the productive-age population numbers are very abundant in order to become a demographic bonus and not a demographic disaster. (Mohammad Nuh, 2013: X). The goals of learning in the 2013 English curriculum are organized under the Core Competences and Basic Competence. The four Core Competences are:

- a) Appreciate and implement the religion teachings.
- b) Have good social relationship as the member of the society.
- c) Get the factual, conceptual, and procedural knowledge.
- d) Have experiment, organize, and present in the concrete and abstract domain. (Kemendikbud 2013)

The 2013 curriculum is a follow-up of the competency-based curriculum that is ever tested in 2004. Competency Based Curriculum as a

reference and guidance for the implementation of education to develop several of educational domains (knowledge, skills and attitudes) in all levels and education access, especially in school education. In essence, competence is a combination of knowledge, skills, and attitudes are reflected in the habit of thinking and acting.

Competency is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors (Burke in Mulyasa, 2013:66). In this case, competence is defined as knowledge, skills and abilities controlled by someone who has become part of him, so he can do the behaviors of cognitive, affective, and psychomotor as well as possible. The definition means that competence is the mastery of a task, skill, attitude, and appreciation necessary for the success. Thus, there is a link between the tasks that students learn at school with the skills needed by the work world. So, the curriculum requires cooperation between education and the world of work, particularly in identifying and analyzing the competencies that need to be taught for students at school.

Some of the aspects contained in the concept of competence are as follows:

1. Knowledge; it's consciousness in cognitive aspect, for example a teacher know to identify learning needs, and how to conduct the study in accordance with the learner needs.
2. Understanding; it is the depth of cognitive and affective owned by individuals. For example, a teacher who will carry out the learning

must have a good understanding of the characteristics and conditions of learners, in order to do effective and efficient learning.

3. Skill; it's something that is owned by an individual to do the task or assignment assigned for him. For example the teacher's ability in selecting and making simple props to make students easy in learning material.
4. Value; it's a standard of behavior that has been believed and psychologically have fused in a person. For example the teacher's behavior standard in learning such as honesty, openness, democratic, etc.
5. Attitude; it's feeling (happy or unhappy, like or dislike) or a reaction of stimulus that comes from the outside. For example, a reaction of economic crisis, feelings toward salary increases.
6. Interest; it's the tendency of person to do act. For example, interest in learning or doing something. (Mulyasa, 2013: 67-68)

2.1.2.2 Excellence of 2013 Curriculum

Based on the competence analysis above, the 2013 competency-based curriculum can be interpreted as a concept of curriculum that emphasizes the development of the ability to do (competence) tasks with certain performance standards, so the results can be felt by learners, mastery of a specific set of competencies. The curriculum is aimed to develop the knowledge, understanding, abilities, values, attitudes, and interests of learners to be able to do something in the form of skillfulness, accuracy, and success with full responsibility. The tasks that have not been studied, but the tasks were still within the range of abilities, or tasks were in the zone of proximal development, i.e. area between the current level of child development, which is

defined as the ability of problem solving under adult guidance or more capable peers.

Implementation of learning activities which refers to Vygotsky's theory by applying the scaffolding (*perancahan*). *Perancahan* refers to the help which given by peers or adults who are more competent. It's mean that a large amount of support given for childrens during the early stages of learning, which is then it further reduced to give opportunities for childrens to take on greater responsibility as soon as he was able to do it alone. (Permendikbud, 2014: 4). It is supported by Ekawati (2018:4) regarding the effectiveness of the 2013 curriculum implementation, data from observation and documents show that results categorized into three categorizations. First, in "Preparing Lesson Plan". Second, Applying the Steps of Teaching Learning Activities. Third, in "Making Evaluation and closing".

2.1.2.3 Teaching Method in Curriculum 2013

Based on Permendikbud 65/2013, the main activity of teaching and learning process that using curriculum 13 used models, methods, media, and learning resources which are appropriate with the characteristics of the students and the subject matter. The choice of approaches whether the teacher will use thematic, integrated thematic, scientific, inquiry, discovery, or project-based learning is based on the characteristics of competency and educational levels.

The steps for strengthening process of curriculum 13 are as follows: (1) using scientific approach through observing, questioning, experimenting,

associating, and communicating; (2) using science as learning movement of all subjects; (3) guiding the students to discover knowledge which is not being told (discovery learning); (4) emphasizing language competence as a means for communicating, getting knowledge, and thinking logically, systematically, and creatively; (5) measuring the students' thinking levels from low to high; (6) emphasizing on questions which support deep thinking (not solely retention); (7) measuring the students' working process, not only the results; and (8) using the students' learning portfolio.

Educational Ministry Regulation number 41 the year of 2007 about the Process Standard states that every teacher should make Lesson Plans to foster the teaching and learning process to be interactive, inspiring, joyful, challenging, and motivating the students to participate actively, and giving enough opportunities to them to be innovative, creative and self-reliance according to their talents, motivations, and physical as well as psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes. By considering the nature of this teaching learning process, we agree to call this teaching method Inquiry-Based Instruction

1. This inquiry-based teaching approach is based on three distinct phases of instruction: (1) exploration provides students with firsthand experiences with science phenomena; (2) concept introduction allows students to build science ideas through interaction with peers, texts, and teachers; and (3)

concept application asks students to apply the science ideas to new situations or problems.

2. Project-based learning is teaching and learning process which involves individual's or group's projects conducted in a certain time. Project-based learning can be used to develop one English skill or more integrated English skills. The characteristics of project-based learning are: (1) student-centred; (2) communicative because the students should communicate to finish the project; (3) contextual; and (4) developing the students' soft skill.
3. Cooperative learning is an innovative method which can encourage the students to be active in working together to discuss and find the knowledge and skill by themselves. Cooperative learning, according to some experts, is defined as: a model of teaching that goes beyond helping students learn academic content and skills to address important social goals and objectives a diverse group of instructional methods in which small groups of students work together and help each other in completing academic task an instructional use of small groups so that students work together to maximize their own and each other's learning and principles and techniques for helping students work together more effectively a teaching method where students work in small groups to help one another learn academic material, find answers to questions, rather than seeking answers from the instructor, and make sure that everyone in the group understands the concepts and a small group interactive instructional strategy that allows

students to collaboratively work on meaningful tasks and to help themselves and others in the group to learn through social interaction (Johnson, et al.)

4. One of the cooperative learning is jigsaw. The procedure of jigsaw is as follows: (1) Teacher chooses learning material that can be broken into parts; (2) The teacher gives out different assignment (part of the material) to different groups of students. Each group is assigned to read, discuss, and learn the material given to them; (3) After the study period, the teacher forms „jigsaw learning“ groups. Such groups contain a representative of every study group in the class. The member of each group then forms jigsaw learning groups with students from other groups. In this group everyone has learned or studied different segments or parts of the whole materials; (4) Members of the jigsaw group teach each other what they have learned; and (5) The teacher finally reconvenes the full class for reviewing the remaining questions to ensure accurate understanding.

2.1.2.4 Assessment in Curriculum 2013

Based on UU No.20 Year 2003. There are two basic assessments in Curriculum 2013. They are standard assessment and involves assessment. Standard of assessment is mechanism, procedure and instrument of assessment in assessing the students' result in learning. It involves: authentic assessment, peer assessment, portfolio, exam, daily exam, mid-term exam, final exam, competence level examination, national examination, school examination.

- a. Authentic Assessment is an assessment which is conducted comprehensively in order to assess from the input, the process, and the output of learning.
- b. Self-Assessment is an assessment which is done individually by students in reflective way to compare their relative position towards the criteria.
- c. Portfolio based Assessment is an assessment which is conducted to assess the whole learning process. It includes individual assignment and group assignment inside and / outside the class for attitude and skill assessment.
- d. Examination is a process which is done to measure achievement in competence continually in the process of learning. It can be used to observe progress and remedy of students' result in learning.
- e. Daily test is an activity which is conducted periodically to measure students' competence after finishing one Basic Competence (KD) or more.
- f. Mid-term examination is an activity which is done by teacher to measure students' achievement in competence after finishing 8 – 9 weeks learning process. The coverage of the midterm test involves all indicators which represent the whole KD in those periods.
- g. Final Test is an activity which is done by teacher to measure students' competence achievement at the end of the semester. The coverage of

the midterm test involves all indicators which represent the whole KD in those periods.

- h. Competence Level Examination is an assessment activity which is done by education institution to find out the level of competence achievement. The coverage of UMTK involves Basic Competences which represent Core Competences in the level of competence.

2.1.3 Implementation of 2013 Curriculum

2.1.3.1 Characteristics of Elementary Students

Elementary school students are learners that can imitate something easily, such as language. In learning a language, the students need an environment surrounded by targeted language that is meaningful because of the context and because of the way the teacher speak to them. In teaching young learners, teachers should know their characteristics in order to have simplicity in understanding them. The characteristics cover their ways of thinking, attitude, aptitude, and learning language. Brumfit (1991) gives a list of the characteristics of young learners. First, young learners are just starting their learning at school, so that teachers have a major opportunity to mold their expectations of life in school. Second, they are potentially more differentiated than secondary or adult learners, because they are closer to their varied home cultures. Third, they tend to be keen and enthusiastic learners.

Fourth, their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal learning. Last, they need physical movement and activity as much as

stimulation for their thinking. Halliwell (1992) clarifies several characteristics of children as young learners. First, they are already very good in interpreting meaning without necessarily understanding the individual word. Next, they already have great skill in using limited language creativity. Then, they frequently learn indirectly rather than directly. After that, they also take good pleasure in finding and creating fun in what they do. Last, they have a complete imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment. furthermore, it can be concluded that the characteristics of young learners are very different from adult learners. They are very active and need to be stimulated through physical activities. They are also easily interested new things that they had never known before. Because of that, teaching English as foreign language is something unique for them. Teachers need to be creative and have big challenge in teaching and learning process.

2.1.3.2 Learning Method in Elementary Students

A learning method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.^[1] In today's school the trend is that it

encourages a lot of creativity. It is a known fact that human advancement comes through reasoning.

a. Explanation

The most basic teaching method is explanation. Explanation is characterized by its function as "a tool that is used by a speaker for understanding or 'giving a sense' to the object of communication, of a debate, or a discussion. The role of an explanation is to make clearer the meaning of an object (method, term, assignment) maintaining formally the necessary distance between the object of the action or study and the tools. In the learning/teaching process, explanation is a tool used by both, teacher and students. Its goal is to manifest comprehension.

b. Lecturing

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan.

c. Demonstrating

Demonstrating, which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

d. Collaborating

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

2.1.3.3 Learning Model in Elementary Students

The classic definition of teaching is the design and creation of environments. Students learn by interacting with those environment and they study how to learn A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students while the lesson is presented through that model. Models of teaching

enable the students to engage in robust cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used. Eggen (1979) defines that Models are prescriptive teaching strategies which help to realize specific instructional goals. Models of teaching are really models of learning. It helps students to acquire information, ideas, skills, value, way of thinking and means of expressing themselves. Hence models of teaching train the student on how to learn. In fact the most important long term outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to create powerful learners. Using simulations for a basic level class, it is a good idea to use or create simple simulations with less complicated processes. Hyland (1993) proposes four-part structure in implementing a simulation:

1. Preparation

- a. In preparation, the teacher ensure the students familiarity and confidence with interactive learning. For some children, meeting new friend, new environment can be a scary thing. So the teacher

must have a good way to make the students feel confident to interact with other friends.

- b. Assessing students' needs, interests, and abilities. To assess the students' need and interest, a teacher can observe what do they usually want and do in the Classroom or a teacher can ask what they want to do in the classroom. Spontaneously they will answer honestly.
- c. After knowing the students' need and interest, the teacher selects or writes the simulation
- d. Then the last step in preparation is organising the room and gathering resources. As it is discussed above that simulation uses real-world setting, so the room or class must be completed with some media or tools which support the activity.

2. Introduction

- a. Information input: tasks, roles, background.

In determining the task, a teacher must consider several things, one of them is identifying the target of the task itself. In this case a good task is a task that can provide opportunity for students to develop their language skills relevant to their real world needs. In this step the students were briefed about the task of what they should do in simulation. Different activities in a simulation create a different role for each student. In a simulation, a teacher must determine which role will be played by the students. So, explanation of the

role to be performed is very important to the students so that the purpose of a simulation can be achieved Then, the teacher gives some information about the condition and situation in the simulation

b. learners engage in information collection tasks.

Students' engagement in information collection task is very important in order to understand what they will do and further their engagement will make them become independent learners.

c. Language input: useful lexis, structures, genres, etc.

Before starting the simulation, the teacher should also provide language input that is related to what they will need to interact, such as a list of vocabulary or expression because of their limitations in the mastery of vocabulary and phrases used in a particular topic

3. Activity

After entering the stage of activity, a teacher can have multiple roles depending on the planned activities. a teacher may be the observer of the performance of their students, or a teacher can also participate actively involved in the simulation in other words, teachers also play a role in the simulation. The role of a teacher is also determined by the model of student learning, whether students perform simulations in the form of small groups or large groups or even individuals. Therefore the determination of the main activities in the simulation becomes very

important, because the success or failure of the simulation depends on whether the activities designed by teachers

4. Debriefing

Debriefing is essential element of simulation. The teacher helps students

understand the exercise, review the language used, and build on weaknesses. Debriefing after simulation activities is very important. Debriefing is not just summing up the event; in fact, it is the most critical stage of the simulation process.

2.1.3.4 Learning Media in Elementary Students

Media are very important to help students in understanding English as the foreign language. There are many kinds of media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Clearly, there are many kinds of media that can be used by the teacher in English teaching-learning process to the young learners such as audio media, visual media, audio-visual media and the teacher herself as a model. In this study, the researcher hopes to English teacher in order to teach English by

using various instructional materials as media, therefore the teacher can make the students interest to study English language everywhere, in classroom or outside the classroom.

2.2 Relevance Studies

In this part, the researcher described some related findings which support the research as follows:

First, Gunawan, Heri (2018) who conducted a research entitled “The Implementation of 2013 Curriculum in English at SD At taubah Siak”. He found that the teachers have implemented the scientific approach relatively well. However, the data show that all teachers experienced some problems in implementing the curriculum. In general, the problems can be classified into: (a) insufficient English teaching hour; (b) the students’ high diversity in terms of ability; (c) discrepancy between curriculum and national examination contents; and (d) lack of facilities.

Second, Astria, Widia (2017). She has conducted the research entitled “The Implementation Of Curriculum 2013 In Teaching English At SD Donbosco Padang. She found that there was 88.21% of the lesson plans had been designed by the teachers based on the requirements of Curriculum 2013. But, in the teaching and learning process there were only 65% of aspects in the 2013 Curriculum have been implemented in teaching learning process. From the finding, it showed that 55% of activities in observing, questioning, associating steps had been done by the teachers. Meanwhile, there were 65% of activities in experimenting steps had been done by teachers. Then, there were 75% of activities in communicating step had been done well by the teachers.

Third, Mutohhar (2012). He conducted the research entitled “English language Method in Teaching English for Elementary School Students”. The purpose of his research was To know how the English language Method implemented by teacher. He got the results that by using direct method, the students will get more chances to practice their English grammatically and pragmatically, because it makes them in a real world.

The fourth, Syarif, Ahmad (2017). He conducted the research entitles “The Implementation of 2013 Curriculum in Elementary Schools”. He got the result that The result of interdisciplinary integrative thematic learning is gotten from the physics, sports, and health teachers of first and fourth grade by integrating the dimension of attitude, knowledge, and skills into a unified whole. This integrative thematic learning provides an opportunity for students to develop three main domains of educational goals simultaneously from attitudes, knowledge and skills, enabling students to integrate information and topics in a variety of learning experiences. Implementing a new curriculum in the world of education began from the implementation of the 2013 curriculum in elementary schools. Implementation of the 2013 curriculum is expected to provide impetus for improvement in the quality of management and processing as an effort to improve education in every dispensation. Outcomes of students’ learning with the curriculum in Indonesia have internal challenges related to the eight national education standards.

The Fifth, Sepyanda, Marsika (2017). He conducted the research entitled “The Importance of English Subject In Elementary School Curriculum”. He

found that some people state that it is important because English is international language that should be learnt by everyone in the world. Then, Elementary School is the right level to start introducing English as foreign language because of the students' golden age. They will get easier to learn this subject in the next school levels. In fact, English as foreign language is very important to be learnt since early age especially for the students in Elementary School. They have to learn English in line with *Bahasa Indonesia* that being learnt as their first language. Elementary School students as young learners need to get English as one of subject in their school, because they have high interest in learning new things such as English that starting commonly used in daily life. So, it is important to take English as one of subject in Elementary School curriculum with several considerations.

2.3 Conceptual Framework

The 2013 Curriculum is being the latest news in the world of education in Indonesia today. The 2013 curriculum is expected to be able to increase of Indonesia education in this globalization era. Then now the 2013 curriculum is still being discussed as pros and cons issue. The new curriculum fulfills play three components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lessons like sports and attitude is reflected by implementing the additional time for religion subjects.

Teachers are required to be more creative and professionally designing effective and meaningful learning (fun learning), organizing

learning, choose an appropriate learning approach. And the teachers are suggested to follow the procedures of teaching according to the scientific approach (observing, questioning, exploring/experimenting, associating, and communicating).



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research was a qualitative research that consists of one variable. The method used in this study is categorized into descriptive qualitative research. In doing this research, the researcher conducted qualitative research. Fraenkel (2009:422) qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials. It means that it used to examine questions that can best be answered by verbally describing how describing how participant in this study perceive and various aspects of their environment. Descriptive study determines and describes the ways things are. In other words the purpose of descriptive research is to explain the condition or situation of something. Descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation

3.2 Source of Data

The data sources used for the excavation and data collection were: the processes of teaching and learning activities using 2013 curriculum; the informants, involving the teachers and the documentation, file and archives associated with 2013 curriculum instruments. The data will be collected through the observations, documents, and interviews. The data analysis is

furthermore presented descriptively. The participants of this study are English teachers who are teaching at grade 4 of Tenayan Raya.

3.3 Data Collection Technique

In this research the researcher collected some data by using several steps. They were observations, documents, and interviews.

3.3.1 Observation

Observation is base of sciences, because the data became fact about the real are obtained by observation. The researcher is given the opportunity to look at what is taking place in situ rather than at second hand. This enables researchers to understand the context of programs, to be open ended and inductive, to see things that might otherwise be unconsciously missed. In this observation, the observations' objects are teacher and activities in teaching learning process. In other words, this observation aimed to know the method used by teacher, and the implementation of the used method. By doing observation, the researcher will monitor the teacher's strategies in English language teaching for grade 4 class.

Table 3.1 Observation Checklist of Indicators

No	Indicators	Sub-Indicator	Items	Total
1	Opening Activity	Appreciation and Motivation	1,2,3,4,5,6,7	7
2	Main Activity/ Whilst Activity	1. Mastery of Learning Material	8,9,10,11	4
		2. Applying the strategy of learning	12,13,14,15	4
3	Closing Activity	Closing	16,17,18,19	4

Adopted from Ekawati (2018)

3.3.2 Interview

The teachers are interviewed using some questions regarding with the implementation of 2013 curriculum in their school. In this research the data collection techniques used are interviews to retrieve data in the form of events, in-depth interviews to retrieve data from informants. The indicators of interview were adopted from Ekawati (2018)

Table 3.2 Interview of Indicators

No	Indicators	Sub-Indicator	Items	Total Numbers
1	Learning Plan	-Implementation of Curriculum 2013	1,2,3	3
		-Develop of Lesson Plan	3	1
		-Planning of before teaching	4	1
2	Implementation of Learning	-The learning Method Used	-6,7,8,9,10	5
		-Learning Media Used	-10,11	-2
		-Learning Resources used	-13	-1
3	Assessment of Learning	-Assessment of Learning	-14	1
		-Follow-up of Learning Outcomes	-15	1
		-Constraints and coping effort	-16,17	2
	Total			17

Adopted from Ekawati (2018)

3.3.3 Documents

It is conducted to obtain the written data, such as lesson plan, syllabus, students' worksheet, note, transcript, newspaper, magazine, agenda, etc. The researcher will use this technique to obtain document related to this research. In this study, the researcher will use documentations from the correction to describe the condition of correction, students, and process of teaching and learning at elementary school grade 4. It is also supported the data such as; syllabus, standard of curriculum of exceptional school, and profile of school.

3.4 Data Analysis Technique

The study used qualitative analysis. Qualitative analysis is used to describe about the teaching English related to the implementation of the 2013 curriculum. The techniques of analyzing the data are as follow:

1. Coding

The researcher will record information or teaching-learning process from the fourth grade students and the English teacher.

2. Decoding

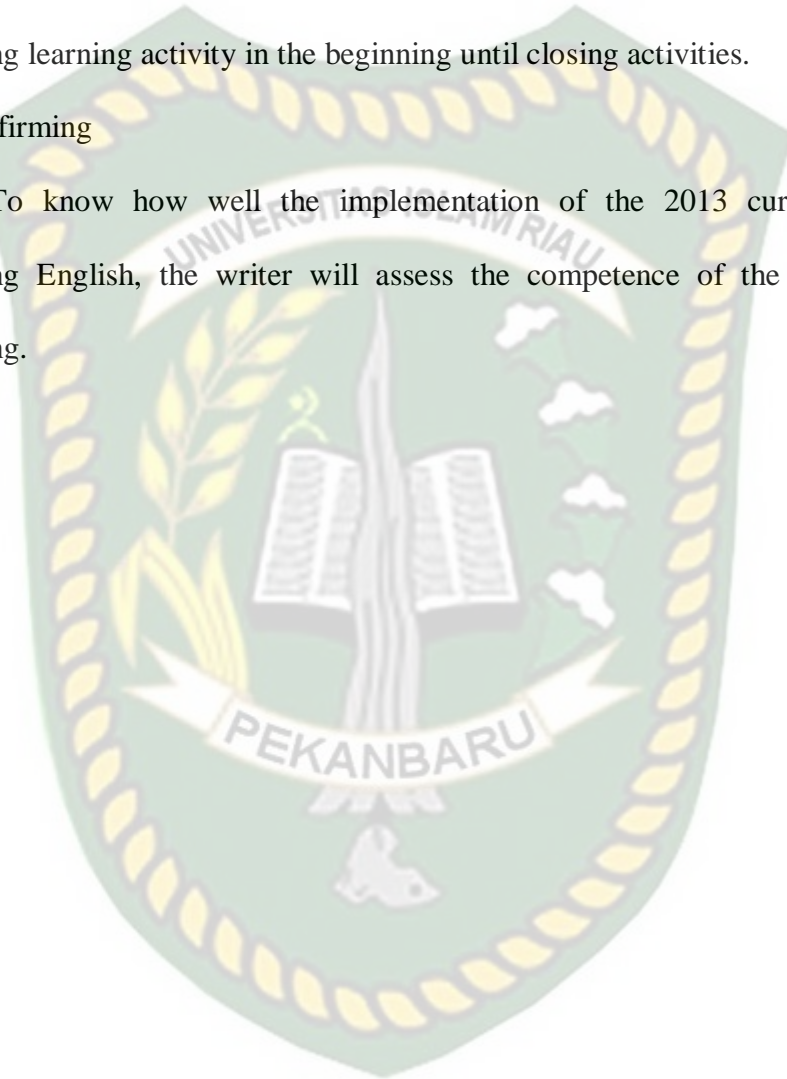
The researcher will make a transcription result. It comes from the interviews data of teachers. To get more information, the researcher will use recorder.

3. Categorizing

The researcher will make the categorization by checklist of the analysis table of learning process; they are students and teacher's activities in teaching learning process, the teaching method and media that teacher used, and the teaching learning activity in the beginning until closing activities.

4. Confirming

To know how well the implementation of the 2013 curriculum in teaching English, the writer will assess the competence of the teacher in teaching.



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

This research was conducted to know the English teachers implemented curriculum of 2013 in teaching-learning process at grade 4 in Tenayan Raya. The object of this research is the implementations of teaching-learning process English on curriculum of 2013 by English teacher in the classroom. The data has been collected in one meeting for one teacher. This research was descriptive research which name at describing do finding in qualitative ways. In investigated which are obtained from observations and interview in some English classroom and record during English learning take a place.

Observation in this research, the researcher had five teachers in different schools and the researcher observed where the teachers taught the students by using online class. Here, the teachers were teaching grade 4. It is used to get the data observation was done by the researcher with seen English teacher by observing some observation checklists. In terms of observation checklist, the researcher explained how research based on observation checklist can be seen in appendices.

4.1. 1 Observation Checklist in Learning Process

4.1.1.1 Observation Checklist in Learning Process of Teacher A

From the observations of the teacher A, the teacher A began teaching activity prepares physical and psychic learners by inviting students to pray and greet, and then the teacher checked the attendance of the students. The teacher asked the students about how many do you have friends and the students replied, “we have many students”. After that the teacher asked the students could you tell their name, the students answered Meta, Fauzan, Fira and so on. The teacher attached on online media .In observations indicator teacher A did not give motivation study to the students. Then, teacher gave questions directly to students without giving explanations before.

The main activity from teacher A was able to adjust the learning with learning objectives. The teacher explained the meanings of friends’ example of best friend and also explained what the meanings of friends and precisely so the students could receive and respond well delivered from the teachers, when the teacher explained more deeply about friends the students could repeat the teacher explanations. In this case, the teacher did not feel the difficulty when entering a new theme even in grade 4 of the newly graduated from elementary school, Not only set but the students also remembered about their friends in printed books or that have been given the teacher, such as the teacher was giving media to the students on online by using pictures about friends and the students were able to describe the text properly and correctly. The activity

carry out all is associating. In this activity the teacher and the students are required to make a conclusion from the core activities that have been carried out. It made the teacher and the students more effective in the learning process activities that have taken place and the last is communicating or networking conducted by the teacher to students in the interactions when the learning process when the teachers gives materials about friends until the teacher gave exercises and assignments to be done to the students. Done in this activity done in this activity students are able to accept well what is conveyed by the teacher and be able to accept criticism if do work done it's not in accordance with what has been delivered by the teacher.

The teachers in for all the students in utilizing media and learning resources on learning activities, involving all the students on media and teachers quizzes can see first-hand students active nurse call Matt cheerful or and two seasons learners in learning and the teachers can carry out authentic assessment when the students are directly involved in quiz. The use of spoken language used by the teachers in learning is clear and fluently. The teacher used in the nationality language and English mix languages so that the students can understand what the teacher says.

At the ends the activity, the teacher fights and guides the students to relearn what they have learned from the teacher. The teachers did not provide training, but the teacher gave oral test in the form of quizzes in learning activities. 5 minutes before the ends of the class the teacher gave homework to the students by using online media. Based on the results above the observation

from the teacher A was a fairly good. The teacher was already applied the curriculum of 2013 in the implementation of learning, the teacher A foster active participation in class by giving questions and always using the media and made the students will be more enthusiastic. The teacher A was a Mastered by learning material was very well.

4.1.1.2 Observation Checklist in Learning Process of Teacher B

From the observation of teacher B, The teacher B began the activity learning process by preparing physical and psychic learners by inviting students to pray and greet. After praying and greeting together, the teacher asked the students “have got breakfast students?” and all the students answered the teacher B question together. After that the teacher asked the student “who did prepare your breakfast? And the students answered together, my mom. The teacher B asked this question to give motivation to the students by character building. The teacher B gave motivation that, students must prepare breakfast by themselves; they may help their mom and their father. It meant that the teacher asked the students to help their parents at home.

After giving the motivation, teacher B taught the students about material, here was core activity or main activity. The teacher B explained the material about Parts of Body. Here the teacher B explained in details to the students about three main parts of body. The teacher B asked the students, what the three parts are of body that. Then the students answered, there are mom, head, body and leg. Then the teacher asked another question, about head of

body. The teacher B gave stimulus to all students. And the students answered together.

After explaining the material, the teacher gave exercise to all the students. The students were asked to write down on their book the parts of body. The teacher B asked the students to submit the exercise by using online media. After the students did their exercise. The teacher asked again as conforming to the students whether the students already understood or not. Then the students answered they already understood.

Before class was closed, the teacher asked students to make a picture of the parts of body as homework. The teachers explained about the homework in detail. After that the teacher asked again to the students, any question students? And the students answered together no mom. After hearing the students' answer, the teacher closed the class by praying and greeting.

From the activities which done by the teacher C, the researcher concluded that the teacher B was applying the steps in curriculum in 2013. The teacher B was applying the steps in curriculum of 2013 well. It can be seen from the steps in opening, main activities and closing. Hence, the researcher took the point that the teacher B was master in applying curriculum of 2013.

4.1.1.3 Observation Checklist in Learning Process of Teacher C

From the observations of the teacher C. The teacher C begins teaching learning process activities prepares the physical and physical learners by

praying and greeting. Then the teacher checked the attendance of the students. The teacher opened the learning with interactions to the students asking what did you do in this morning? The students answered I woke up and breakfast this morning. The teacher C asked students to describe about their activities this morning. The teacher C did not convey the competencies that the students would achieve. Thus, in the preliminary activities of the teacher C did not implement the appropriate learning indicators of curriculum of 2013.

In terms of Main activity, the teacher C asked the students “please tell your activities in the morning until afternoon” and then the students raised their hand on social media online is asked two tail their activities in front of the media online and write students opinions about the questions asked you to advise teacher. The teacher C asked not involve all the students in answer questions, while students who close camera never express their opinions. So, the teacher was mastering the class. Therefore, the teacher explained again about the material, then the teacher C gave instructions to the students by using online media to read out the contents of defects about daily active and they have to read the text. The learning activities implemented by teacher C. For students less motivation, less creative, less active, and it matched to this board with the methods by teacher C.

Moreover, the teacher C did not implement the learning coherently and didn't implement the learning in accordance with the competence to be achieved dot the teacher did not explain the material to the students but the students actually learn themselves by the books and find out about daily

activities, so that the implementations of learning did not foster the active participation of the student on the source of learning and in expressing their opinions. The students who are active in the classroom were only few. It can be counted the students who always asked teacher. The allegations of time in implementing learning is not in accordance with the plan because at the beginning of the teacher activity to warm up for 5 minutes, and give students time to discuss long enough.

The teacher C did not apply the full scientific approach, the teacher C only facilitates the students and present activities for the students to answer the daily activities given by the teacher. The teacher did not provoke the student to ask, otherwise the teacher just asked about the material being learned. In these reservations of learning resources or media in the learning of teacher C was not and even difficult to show the skills, learning resources and media usage, the pictures only give the media and create groups on online media then the students are taught to discuss. The teacher C has lack of knowledge of electronics such as laptops the lack of teacher ideas in utilizing the existing media an old age is the second reason. The teacher did not produce an interesting message, the picture did not perform authentic assessment due to do boring teaching teachers way so that the let-go cheerfulness and enthusiasm of the students when the lessons and difficulty of growing the active participation of the students by teacher interactions, learning resources and media. But the teacher did not show conducive interpersonal relationship. The

use of spoken and written language in explaining the materials are quiet clear and true.

Then the last activity, the teacher C did not facilitate the students to summarize lessons, the teacher did not provide any oral or written exam even though but using online media. the teacher guess the group that's of making daily activities with different themes, according to research has this way is less effective because it would be better if students work together and they are going to ask each other so it will be more cheerful, active, and work together. Based on observations in class the teacher C was not master in applying implementing of the curriculum 2013.

4.1.1.4 Observation Checklist in Learning Process of Teacher D

Pertaining to the observation from the teacher D, the teacher D already implemented the curriculum Of 2013 well. The teacher applied all the steps in curriculum of 2013. It can be seen from the activities. The teacher B began the activity learning process by preparing physical and psychic learners by inviting students to pray and greet. After praying and greeting together, the teacher D checked the students' attendance lists. The teacher D called the students' name one by one. It has the function to make sure the students already joined in online class or not yet.

After checking the students' attendance list, the teacher D asked the students "what day is today?". Then the students answered that today is Monday. And the teacher asked the students, after this day what day is two

days later? And one of the students answered Thursday. The teacher asked students again, what day is two days later? And one of students raised his hand, he wanted to answer. The teacher gave the chance to the student. The teacher asked “what day is two days later?” and the smart student answered Wednesday mom. The teacher answered yes correct. Then the teacher gave point to the student who answered by correctly. After giving warming up to the students, the teacher D explained the topic about “Days”. The teacher explained the topic in details. The teacher gave the explanation and notes to the students even though the material was explained by online class.

In term of confirming, the teacher asked the students about material today. The teacher asked the students “any questions students?” and the students answered “no sir”. In this activity, the teacher did to make sure that the students understood or not. Before class was closed, the teacher D asked students to remember the days as homework. The teachers explained about the homework in detail. After that the teacher asked again to the students, any question students? And the students answered together no mom. After hearing the students’ answer, the teacher closed the class by praying and greeting.

From the activities which done by the teacher D, the researcher concluded that the teacher D was applying the steps in curriculum in 2013. The teacher D was applying the steps in curriculum of 2013 well. It can be seen from the steps in opening, main activities and closing. Hence, the researcher concluded that the teacher D was master in applying curriculum of 2013.

4.1.1.5 Observation Checklist in Learning Process of Teacher E

Relating to the observation from the teacher E, the teacher E was already implemented the curriculum Of 2013 well. The teacher applied all the steps in curriculum of 2013. It can be seen from the activities. The teacher E began the activity learning process by preparing physical and psychic learners by inviting students to pray and greet. After praying and greeting together, the teacher E checked the students' attendance lists. The teacher E called the students' name one by one. It has the function to make sure the students already joined in online class or not yet.

After checking the students' attendance list, the teacher E gave motivation to the students that the students must diligent and help the parents at home. After that the teacher E asked the students "what the food and drink that are good for our body?". Then the students answered that rice, fruits and milk. And the teacher asked the students, what else? And one of the students answered rice, fruits, vegetables, and milk. The teacher asked students again, what food and drink are good for our health? One of students raised his hand, he wanted to answer. The teacher gave the chance to the student. The teacher asked "what food and drink are good for our health?" and the student answered rice, fish, vegetables, fruits, water and milk mom. The teacher answered yes correct. Then the teacher gave point to the student who answered by correctly. After giving warming up to the students, the teacher E explained the topic about "Food and Drink". The teacher explained the topic in details. The teacher

gave the explanation and notes to the students even though the material was explained by online class.

In term of confirming, the teacher asked the students about material today. The teacher asked the students “any questions students?” and the students answered “no sir”. In this activity, the teacher did to make sure that the students understood or not. Before class was closed, the teacher D asked students to make the lists of good foods and drinks for our body as homework. The teachers explained about the homework in detail. After that the teacher asked again to the students, any question students? And the students answered together no mom. After hearing the students’ answer, the teacher closed the class by praying and greeting.

From the activities which done by the teacher E, the researcher concluded that the teacher E was applying the steps in curriculum in 2013. The teacher E was applying the steps in curriculum of 2013 well. It can be seen from the steps in opening, main activities and closing. Hence, the researcher concluded that the teacher E was master in applying curriculum of 2013.

4.1.2 The results of interview

The results of the research that will be presented in the section consisted of three aspects of learning planning, implementations of learning, and assessment learning.

4.1.2.1 Learning Plan

The results obtained through observation and interviews showed that overall all English teachers have implemented the learning plan were good. In applying, this curriculum, the teachers' knowledge and understanding were enough to be able to apply the curriculum of 2013 good and maximally. In its application it was good and consistent. They had strength experiments so, but for the teacher C the applications of the overall curriculum have not been done optimally. All of the teachers (four teachers A,B, D, and E) have implemented curriculum of 2013 maximally. Even though, the teacher C was not maximally because there were obstacles in preparing of lesson plan in curriculum of 2013.

At the same time, this research all of the English teachers were good for in the have no difficulty in preparing the lesson plans because all teachers have received training from government and school and all teachers can receive the syllabus from the school. Accordingly, the teachers have to build lesson plans best on the syllabus. One of constituent that must be in implementations of learning is a lesson plan. The teachers were required to make a plan in the form of learning tools before the teachers start the learning teaching process in the classroom. Planning or preparations from the teachers before teaching in general were to make a lesson plan from making a syllabus and developing it and signing the implementation or making a lesson plan.

All teachers used lesson plan from the documentations based on the lesson plan made by teachers were appropriate in the principal of preparation

of lesson plans in general that content with core competencies basic competencies and indicators, learning objectives, learning materials, learning methods using scientific approach, media and learning tools, learning resources, and assessment rubrics like (attitude, knowledge and Skills). Within the plan, a reading rubric has been specified with indicators of achievement of competence and refers to the assessment standard.

So, the successful the implementations of curriculum development depends on the role of the teachers in improving the quality. Also preparing the lesson plans, the next activity was to prepare all the components of teaching-learning process such as teaching materials, learning resources and learning media. The teachers should be prepared all of the materials research from student handbooks and the teacher handbook in a decision teacher even used Internet resources if they needed.

On the other hand, blending or preparing media that had made as attractive as possible with the material is also very necessary to support the implementation of a fan in learning. The media used is also adjusted to the material to be delivered, and then the teacher used a kinds of media that made by the teachers just no the teachers who used laptop or online media.

All of the English teachers were not difficulties when they want to learning planning the teachers had also been trained periodically, so there was no difficulty in developing lesson plans in accordance with new curriculum guidelines. It was just that the teacher C said it caused by age. She was old. So

It made it very difficult to be creative in creating a unique and diverse media using a laptop or media online. From the analysis of qualitative data can be concluded that English subject the teachers have implemented a good learning plan.

4.1.2.2 Implementations of Learning

English teacher A, B, D and E implemented the curriculum of 2013 in class maximally and consistent but the teacher C implemented the curriculum of 2013 was not maximally. Based on the teacher A, the strategy in implementing curriculum of 2013 in learning process is the way the teachers are more able to convey and creative so that students don't get bored and feel bored at the time of learning take place. The teacher B said motivation given to the students can make to build the students characters. The teacher C said that was using strategies that can make the students more active in the learning teaching process. The teacher D said that the implementation curriculum of 2013 made the teachers no longer use a centralized but student center teacher system. The last, the teacher E said that in curriculum of 2013, the children are expected to find out something and analyzing, so they can create everything by themselves.

Based on the data obtained from the observation was supported by the results of interview by a researcher. In general, all in the subject the teachers have implemented curriculum of 2013. The implementations of learning were grouped into three major activities are: preliminary activities, core/main

activities and closing activities. The three activities were organized into one in a teaching learning process activity and could not be separated from one another.

To draw interest and evoked the awareness of students, In the initial or preliminary activities the most important thing was the motivation to train and convey the objective of learning and provide a stimulus about the material to be studied. It was expected that the students are really ready in following the learning process in a class.

The core activities in learning play an important role to get the goals of learning and in shaping competence of students who have been established. In the core activities or implementations of learning, the teachers have applied scientific approach are: observes, asks, gathers, associates, and communicates. Teacher A, B, D, and E used picture, and mind mapping learning strategy in online communicating. In the delivery of materials the teachers already had spoken and written language clearly and easily by the students.

Then, the classroom management done by the teacher has been very good, the teachers go around approaching the students to monitor is progress in online class. The interaction between the students and the teachers were very well created.

The final activities, the teachers let the students to make conclusions questions on the material when they were studying, provide feedback on the learning process and outcomes, assign tasks, and submit lesson plans to be

delivered at the next meeting. in command the evaluation, the teachers gave applied authentic assessment to the students. The lesson planned in the curriculum of 2013 with the key ideas or point of learning process and good results in classroom, the good teacher management was required. So it can be concluded that the teachers have implemented the English language learning according to the curriculum of 2013 good.

4.1.2.3 Assessments of Learning

The results required through observations, interview and show that overall all English teachers at grade 4 of Tenayan Raya Pekanbaru have done the assessment of learning English very well, in the process of learning, the success of students in learning can be seen from the comprehensiveness of achievement of learning result acquired. If the learning process outcomes acquired by the students exit the predetermined standard the learners have completed in mastering the predetermined competencies.

Therefore, the assessment of learning outcomes can be used as to the success of learning by the teachers, although the level of achievements of students against the competencies that have been determined. The follow-up program was designed for the students who were very complete and unfinished.

Here, the very complete means that students who achieve value for beyond the standard value. For the students who entered the category very

thoroughly given enrichment programs and the students who have not completed following the remedial program.

Assessment strategies implemented by the teachers have been very good in adaptability with the curriculum of 2013. Then, an application has not been done in full. Authentic assessment includes the areas of attitude, skills, and knowledge. The teachers constraint in applying this new curriculum is an assessment. However, all of the teachers have applied the authentic assessment. These obstacles can be overcome by a regular training, reading the literature on assessment, and evaluating with English teachers.

In learning English, the teachers should be conducted and assessment of the attitude of the students in each meeting. So, in writing the knowledge of the students, the teachers must use the written test like daily test, assignments, and semester practice. Then, in the skill assessment, the teachers should collect the students' tasks in the form of writing skills, crafts making skills but they are all tailored to the material representative. The teachers have done a portfolio assessment by collecting tasks from the students, so the tasks were not ready to take at home by the students. It can be concluded that the teachers have implemented the English curriculum assessment in curriculum of 2013 was good.

4.2 Data Analysis

From the data description above, the researcher analyzed that the evaluation of implementation teaching English based on curriculum of 2013 in

learning process in the classroom at grade 4 of Tenayan Raya Pekanbaru. It was found that there were five teachers who applied in scientific approach there where teacher A, B, C, D, and E. Each of them conducted it for one meeting.

Then, that there was one topic taught by each of teachers, they were about friends, daily activities, parts of body, Days and Foods and Drinks. The Data was described related to the teaching and learning process. The teacher A, B, D, and E was already implemented curriculum of 2013 maximally and consistent. It can be seen from observation and interviews it. An observation the teachers meant by researchers the teaching what has implemented the curriculum of 2013 in accordance with government regulation and accordance with the indicators and aspect observed by the researchers

These aspects include: first preliminary activities conducted by the teachers to the students, second is core activities or main activities. The core activity is supported by several questions on observation said that the teachers are able to convey the activities monthly. Next is applications of learning strategies that indicate the activity pictures to meet all available material to the sequential learning material. And also it used the time efficiently and appropriately. The teachers also conducted a scientific approach of observing, questioning, experimenting, associating, and communicating. The teachers almost followed all activities in the steps. Next is the assessment, it used by the teachers as the authentic assessment of the students by observing directly behavior of the students learning process in the classroom begins.

The teachers always associate with the students do foster active participation in asking questions in expressing opinions. The teachers frequently used media such as pictures or object in each material to help them in teaching, it can make the students more interested and enthusiastic when the teacher Express about the material and asked questions. The teachers gave praise to the students who can answer the teachers' questions. At the ends of the activity the pictures in online media and guards the students to relearned what they have learnt from the teacher. And then, an interview to teachers had also answer all the questions they are among those questions in applications of the curriculum of 2013 were a process learning activity in the classroom centered on students (student center).

In addition, the teachers engaged the students in the use of instructional media such as picture one using the pictures media in teaching about daily activity such as wake up, breakfast, and clean up the bedroom. The teacher invited one of the students to tell about the pictures in front of the online that the teacher has prepared. Then, the student was asked to invite his friend and do it again. Here, the teachers directly assessed the oral and students understanding of the material being taught. The teachers were ready to apply the curriculum of 2013 in implementations of learning, the teachers can foster active participation in grade 4 by giving questions and always choosing to Media each enter new material which the aims of the students will be more enthusiastic. The teachers use media like text book, handbook, and picture. The teachers can be said master in the learning materials.

According to the observations about teachers of English that was on the curriculum of 2013 at primary at Tenayan Raya previous explanation, the teachers' ability to master several things in the curriculum 2013 in accordance with the Ministry of Education related to curriculum 2004 English subject training material states that:

“ Proses pembelajaran dikembangkan atas prinsip pembelajaran siswa aktif melalui kegiatan mengamati(melihat, membaca mendengar atau menyimak). menanya (lisan, tulis) menganalisis (menghubungkan, menentukan keterkaitan, membangun cerita atau konsep) mengkomunikasikan (lisan, tulis, gambar grafik tabel, B dan lain-lain) dan kurikulum berpusat pada potensi perkembangan kebutuhan dan kepentingan peserta didik dan lingkungannya. kurikulum dikembangkan berdasarkan prinsip bahwa peserta didik berada pada posisi sentral dan aktif dalam belajar”.

It showed us from observation sheet in appendix that the teachers were mastering in the learning concept based curriculum of 2013, construct a lesson plan, and implement the learning activity based on curriculum of 2013 also access based on the rule in curriculum of 2013, although in practice there were still steps that have not been carried out by the pictures in accordance with the Ministry of Education.

Based on the interview was done with the five teachers, it could be known the teachers were still have a problem in conducting, observing, questioning, experimenting, associating and communicating step. The one of the teachers' problem in curriculum of 2013 are lack of time in teaching-

learning process in the classroom. To analyze the interview data out from the teachers, the researcher will explain in detail the existing questions below:

The question from teacher A:

1. *1. Apakah anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas?*
Jawab: Ya sudah

The question from teacher B:

1. *1. Apakah anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas?*
2. *Jawab: Ya sudah*

The question from teacher C:

1. *1. Apakah anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas?*
Jawab: Ya sudah

The question from teacher D:

1. *1. Apakah anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas?*
Jawab: Ya sudah

The question from teacher E:

1. *1. Apakah anda sudah menerapkan implementasi Kurikulum*

2013 didalam kelas?

Jawab: Ya sudah

From the question no 1, all the teachers already implemented the curriculum of 2013 on their class in grade 4 at Tenayan Raya. The teachers followed the regulation and rules of the Ministry of Education in Indonesian. It meant that, all the teachers in Tenayan Raya implemented the curriculum of 2013 especially in English subject.

The question from teacher A:

2. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?

Jawab: Sudah dengan baik kami laksanakan dan kami terapkan

The question from teacher B:

2. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?

Jawab: Sudah dengan baik kami laksanakan tapi terkadang saya harus menyesuaikan dengan materi yang akan saya ajarkan.

The question from teacher C:

2. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?

Jawab: sudah baik namun perlu perbaikan sesuai dengan kondisi belajarnya.

The question from teacher D:

2. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?

Jawab: sudah baik namun perlu perbaikan sesuai dengan kondisi belajarnya.

The question from teacher E:

2. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?

Jawab: sudah baik, tapi guru-guru harus pandai-pandai menyesuaikan dengan pelajaran yang akan diajarkan.

Second, from the questions teachers A-E answered that in implementing the curriculum of 2013 in teaching process the teaching needs to be adjusted to the learning material of the students in the classroom. Where the teachers used the existing learning strategies in the 2013 curriculum such as PBL (Project based learning), Discovery learning or Inquiry learning.

The question from teacher A:

3. Apakah penerapan kurikulum 2013 efektif membentuk karakter siswa? Jika iya sebutkan alasannya!

Jawab: iya, benar sekali karena di K13 ini siswa dinilai sikapnya oleh guru, tidak hanya kognitifnya saja.

The question from teacher B:

3. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?!
Jawab: saya rasa ya efektif. Karena disini di rapor siswa juga dinilai sikapnya

The question from teacher C:

3. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?
Jawab: ya efektif, karena karakter siswa lebih baik

The question from teacher D:

3. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?
Jawab: ya efektif, karena karakter siswa lebih baik

The question from teacher E:

3. Bagaimanakah strategi implementasi Kurikulum 2013 dalam proses pembelajaran?
Jawab: ya efektif, karena disini siswa dinilai sikapnya oleh guru dan dinilai oleh teman nya.

Third, from the questions answers by the teachers, the teachers agreed that in curriculum of 203 the students demanded to have a good character. Then, the students will be given the score not only cognitive, but also the adaptive.

The question from teacher A:

4. Persiapan apa saja yang anda lakukan terlebih dahulu sebelum mengajar?

Jawab: dimasa sekarang ini saya harus menyiapkan media seperti gambar yang terkait materi yang akan saya ajarkan

The question from teacher B:

4. Persiapan apa saja yang anda lakukan terlebih dahulu sebelum mengajar?

Jawab: biasanya saya mencari sumber belajar dari sumber internet.

The question from teacher C:

4.Persiapan apa saja yang anda lakukan terlebih dahulu sebelum mengajar?

Jawab: saya biasanya membuat video dan merekamnya.

The question from teacher D:

4.Persiapan apa saja yang anda lakukan terlebih dahulu sebelum mengajar?

Jawab: saya terlebih dahulu menguasai materi sebelum mengajar.

The question from teacher E:

4.Persiapan apa saja yang anda lakukan terlebih dahulu sebelum mengajar?

Jawab: saya baca dan menguasai materi lalu mencari sumber belajar yg lainnya.

Fourth, from the questions before teaching in class, teachers answered that before teaching-learning process they need to prepare media related to the material being taught and find sources according to the content standard based on the regulation of the minister of education and cultures of the Republic Indonesia number 21 of 2016 (Kemendikbud no 21 tahun 2016). From the answer of all the teachers in accordance with the Kemendikbud number 21 of 2016 that before teaching in the classroom it is necessary to understand the teaching material before we start teaching students and then we apply the curriculum of 2013 effectively. there are some values in the curriculum of 2013 including religious, honest, tolerance, disciplines hot worked, creative, independent , Democratic , and patriotism, respect for achievement, communicate, and love others.

The question from teacher A:

5. Apakah RPP yang anda susun sudah sesuai dengan tujuan kurikulum 2013?

Jawab: ya sudah

The question from teacher B:

5. Apakah RPP yang anda susun sudah sesuai dengan tujuan kurikulum 2013?

Jawab: ya sudah

The question from teacher C:

5. Apakah RPP yang anda susun sudah sesuai dengan tujuan kurikulum

2013?

Jawab: ya sudah

The question from teacher D:

5. Apakah RPP yang anda susun sudah sesuai dengan tujuan kurikulum 2013?

Jawab: ya sudah

The question from teacher E:

5. Apakah RPP yang anda susun sudah sesuai dengan tujuan kurikulum 2013?

Jawab: ya sudah

Fifth, pertaining to the teachers' answers of this question, all the teachers made the lesson plan based on the curriculum of 2013. Since all the school must implement curriculum of 2013. The lesson plan which made by teachers must relate to the goals of curriculum of 2013, but the teachers may elaborate and develop the content of lesson plan. It must be appropriated with the students' needs.

The question from teacher A:

6. Apakah pembelajaran yang anda laksanakan sudah berpusat pada peserta didik?

Jawab: ya sudah

The question from teacher B:

*6. Apakah pembelajaran yang anda laksanakan sudah berpusat pada peserta didik?
Jawab: ya sudah, tapi tidak untuk semua siswa terkadang.*

The question from teacher C:

*6. Apakah pembelajaran yang anda laksanakan sudah berpusat pada peserta didik?
Jawab: ya sudah, kami sudah menerapkannya dikelas.*

The question from teacher D:

*6. Apakah pembelajaran yang anda laksanakan sudah berpusat pada peserta didik?
Jawab: ya sudah, tapi tidak untuk semua siswa terkadang.*

The question from teacher E:

*6. Apakah pembelajaran yang anda laksanakan sudah berpusat pada peserta didik?
Jawab: ya sudah*

Sixth, From the question during the learning process whether the teachers has implemented a student center in the classroom and all the teachers have answered. In the curriculum 2013 the students are required to be active than the teachers.

The question from teacher A:

7. *Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran scientific? Seperti apa pendekatan pembelajaran dengan scientific yang anda terapkan?*
Jawab: iya, saya sudah menerapkan pembelajaran menggunakan ini. Saya menggabungkan nya dengan Inquiry method.

The question from teacher B:

7. *Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran scientific? Seperti apa pendekatan pembelajaran dengan scientific yang anda terapkan?*
Jawab: iya, saya sudah menerapkan pembelajaran scientific. Tapi terkadang saya juga sering menggabungkannya dengan strategi pembelajaran yang lainnya.

The question from teacher C:

7. *Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran scientific? Seperti apa pendekatan pembelajaran dengan scientific yang anda terapkan?*
Jawab: iya, saya sudah menerapkan pembelajaran scientific. Tapi metode ini tidak selama nya bisa dipakai pada setiap siswa karena mereka berbeda karakter

The question from teacher D:

7. *Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran scientific? Seperti apa pendekatan pembelajaran dengan scientific yang anda terapkan?*

Jawab: iya, saya sudah menerapkan pembelajaran scientific.

The question from teacher E:

7. Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran scientific? Seperti apa pendekatan pembelajaran dengan scientific yang anda terapkan?

Jawab: iya, saya sudah menerapkan pembelajaran scientific. Tapi saya juga menggabungkannya dengan PBL.

Seventh, From the questions that the learning process of teachers already used the scientific approach in teaching and learning process. While, the teacher C has not used it for reasons of students' personalities are different. So we cannot apply it to all students.

The question from teacher A:

8. Apakah ada pendekatan yang lainnya digunakan selain pendekatan Scietific Approach?

Jawab: ya ada, saya menggunakan pendekatan Inquiry

The question from teacher B:

8. Apakah ada pendekatan yang lainnya digunakan selain pendekatan Scietific Approach?

Jawab: ya ada, saya menggunakan pendekatan yaitu problem solving

The question from teacher C:

8. Apakah ada pendekatan yang lainnya digunakan selain pendekatan Scietific Approach?

Jawab: ya ada, dalam proses mengajar saya biasanya menggunakan

pendekatan yaitu problem solving, supaya siswa mampu memecahkan masalah

The question from teacher D:

8. Apakah ada pendekatan yang lainnya digunakan selain pendekatan Scientific Approach?

Jawab: ya ada, dalam proses mengajar saya biasanya menggunakan 2 pendekatan yaitu konstruktivisme dan problem solving

The question from teacher E:

8. Apakah ada pendekatan yang lainnya digunakan selain pendekatan Scientific Approach?

Jawab: ya ada, saya menggunakan pendekatan inquiry.

Eight, pertaining to the teachers' answers, they used and implemented some approaches in teaching English at the class. They used inquiry, problem solving, and constructivism. They used it to help the students in solving the problems in learning. In problem solving, they will be determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. It meant that the others approaches used by teachers were in part of scientific approach. It could be seen from the steps in using and applying the scientific approach in curriculum 2013. Where it was the attempt to discern the activities by which that success is achieved. Among the activities often identified as characteristic of science are systematic observation and experimentation, inductive and deductive reasoning, and the formation.

The question from teacher A:

9. Apakah selama mengajar dengan menggunakan Kurikulum 2013, anda mengalami kesulitan-kesulitan? Jika iya sebutkan contoh kesulitannya!

Jawab: ya, saya selalu mengalami kendala dalam waktu.

The question from teacher B:

9. Apakah selama mengajar dengan menggunakan Kurikulum 2013, anda mengalami kesulitan-kesulitan? Jika iya sebutkan contoh kesulitannya!

Jawab: ya, saya selalu mengalami kendala dalam waktu dan manajemen kelas dengan baik.

The question from teacher C:

9. Apakah selama mengajar dengan menggunakan Kurikulum 2013, anda mengalami kesulitan-kesulitan? Jika iya sebutkan contoh kesulitannya!

Jawab: ya, saya selalu mengalami kendala dalam waktu dan manajemen kelas dengan baik.

The question from teacher D:

9. Apakah selama mengajar dengan menggunakan Kurikulum 2013, anda mengalami kesulitan-kesulitan? Jika iya sebutkan contoh kesulitannya!

Jawab: ya, saya selalu mengalami kendala serta manajemen kelas dengan baik.

The question from teacher E:

9. Apakah selama mengajar dengan menggunakan Kurikulum 2013, anda mengalami kesulitan-kesulitan? Jika iya sebutkan contoh kesulitannya!

Jawab: ya, saya selalu mengalami kendala dalam waktu dan pola tingkah laku siswa yang berbeda-beda.

Ninth, all the teachers said that they had problem about time management. It caused that the time was limited. So, the teachers were hard to elaborate and extract the material in details. Hence, it made the class was not efficient and effective.

The question from teacher A:

10. Apakah ada metode lain yang anda gunakan untuk mendukung penggunaan Kurikulum 2013?

Jawab: ya ada.

The question from teacher B:

10. Apakah ada metode lain yang anda gunakan untuk mendukung penggunaan Kurikulum 2013?

Jawab: ya ada.

The question from teacher C:

10. Apakah ada metode lain yang anda gunakan untuk mendukung penggunaan Kurikulum 2013?

Jawab: ya ada..

The question from teacher D:

10. Apakah ada metode lain yang anda gunakan untuk mendukung penggunaan Kurikulum 2013?

Jawab: ya ada.

The question from teacher E:

10. Apakah ada metode lain yang anda gunakan untuk mendukung penggunaan Kurikulum 2013?

Jawab: ya ada.

Tenth, based on the teachers' answers, all the teachers used others methods to support the use of curriculum of 2013. It had the function to make the students understand about lesson taught by teachers.

The question from teacher A:

11. Media apakah yang anda gunakan dalam mengajar bahasa inggris untuk mengimplementasikan Kurikulum 2013?

Jawab: biasanya saya menggunakan media realia

The question from teacher B:

11. Media apakah yang anda gunakan dalam mengajar bahasa inggris untuk mengimplementasikan Kurikulum 2013?

Jawab: biasanya saya menggunakan berbagai macam media seperti gambar.

The question from teacher C:

11. Media apakah yang anda gunakan dalam mengajar bahasa inggris untuk mengimplementasikan Kurikulum 2013?
Jawab: biasanya saya menggunakan berbagai macam media seperti koin, picture.

The question from teacher D:

11. Media apakah yang anda gunakan dalam mengajar bahasa inggris untuk mengimplementasikan Kurikulum 2013?
Jawab: biasanya saya menggunakan berbagai macam media seperti gambar, stik dll

The question from teacher E:

11. Media apakah yang anda gunakan dalam mengajar bahasa inggris untuk mengimplementasikan Kurikulum 2013?
Jawab: biasanya saya menggunakan berbagai macam media seperti gambar, realia, kartu.

Eleventh, based on the teachers' answers, all the teachers used some media to support the use of curriculum of 2013. It had the function to make the students understand about lesson taught by teachers. The teachers used some media such as realia, picture, card, stick, and coins.

The question from teacher A:

12. Kesulitan apa sajakah yang anda temukan dalam penggunaan media yang bervariasi dalam pengimplementasian Kurikulum 2013?
Jawab: Kesulitan dalam mencari media yang pas dan cocok untuk

materi yang akan diajarkan

The question from teacher B:

*12. Kesulitan apa sajakah yang anda temukan dalam penggunaan media yang bervariasi dalam pengimplementasian Kurikulum 2013?
Jawab: saya tidak menemukan kesulitan*

The question from teacher C:

*12. Kesulitan apa sajakah yang anda temukan dalam penggunaan media yang bervariasi dalam pengimplementasian Kurikulum 2013?
Jawab: kesulitannya yaitu kurang tersedianya media di sekolah*

The question from teacher D:

*12. Kesulitan apa sajakah yang anda temukan dalam penggunaan media yang bervariasi dalam pengimplementasian Kurikulum 2013?
Jawab: sampai saat ini saya tidak menemukan kesulitan*

The question from teacher E:

*12. Kesulitan apa sajakah yang anda temukan dalam penggunaan media yang bervariasi dalam pengimplementasian Kurikulum 2013?
Jawab: sampai saat ini mungkin karena kurangnya tersedia media tersebut*

Twelfth, based on the teachers' answers that, the teachers found the problem in terms of using media was the schools did not have enough media.

So the teacher would be hard in getting the media to teach the students. Some teachers said that they did not find the problem in term of using media.

The question from teacher A:

13. Apakah anda ada menggunakan sumber-sumber lain dalam proses pembelajaran sehingga pengimplementasian Kurikulum 2013 dapat tercapai? Jika iya, sebutkan contoh sumber-sumbernya!
Jawab: ya, saya menggunakan Buku, LK dan Media belajar

The question from teacher B:

13. Apakah anda ada menggunakan sumber-sumber lain dalam proses pembelajaran sehingga pengimplementasian Kurikulum 2013 dapat tercapai? Jika iya, sebutkan contoh sumber-sumbernya!
Jawab: ya, buku paket dan kamus

The question from teacher C:

13. Apakah anda ada menggunakan sumber-sumber lain dalam proses pembelajaran sehingga pengimplementasian Kurikulum 2013 dapat tercapai? Jika iya, sebutkan contoh sumber-sumbernya!
Jawab: ya, buku paket, LKS dan internet

The question from teacher D:

13. Apakah anda ada menggunakan sumber-sumber lain dalam proses pembelajaran sehingga pengimplementasian Kurikulum 2013 dapat tercapai? Jika iya, sebutkan contoh sumber-sumbernya!
Jawab: ya, saya menggunakan sumber buku dan internet

The question from teacher E:

13. Apakah anda ada menggunakan sumber-sumber lain dalam proses pembelajaran sehingga pengimplementasian Kurikulum 2013 dapat tercapai? Jika iya, sebutkan contoh sumber-sumbernya!

Jawab: ya, saya menggunakan buku dan internet.

Thirteen, the learning bucket used by all the teachers in learning were textbooks, exercise books, dictionaries, internet, and others books that support lessons in the classroom the suitable with curriculum of 2013.

The question from teacher A:

14. Bagaimanakah cara anda menguji kemampuan siswa dalam pencapaian target kurikulum?

Jawab: cara saya yaitu dengan mengujikannya secara langsung

The question from teacher B:

14. Bagaimanakah cara anda menguji kemampuan siswa dalam pencapaian target kurikulum?

Jawab: cara saya yaitu dengan mengujikannya secara langsung

The question from teacher C:

14. Bagaimanakah cara anda menguji kemampuan siswa dalam pencapaian target kurikulum?

Jawab: cara saya yaitu dengan mengujikannya secara langsung dan membuat evaluasi berjangka.

The question from teacher D:

*14. Bagaimanakah cara anda menguji kemampuan siswa dalam pencapaian target kurikulum?
Jawab: cara saya yaitu dengan mengujikannya secara langsung*

The question from teacher E:

*14. Bagaimanakah cara anda menguji kemampuan siswa dalam pencapaian target kurikulum?
Jawab: cara saya yaitu dengan mengujikannya secara langsung*

Fourteenth, based on the teachers' answers, they tested the students directly and evaluated the students. It meant that the teachers carried out the authentic assessment. We know that the curriculum of 2013 at the time of the assessment process teachers are required to use authentic assessment of the students because that is what is characteristics in the curriculum of 2013.

The question from teacher A:

*15. Apakah tindak lanjut yang anda lakukan untuk melihat hasil dari pencapaian proses pembelajaran?
Jawab: saya biasanya memberikan remedial.*

The question from teacher B:

*15. Apakah tindak lanjut yang anda lakukan untuk melihat hasil dari pencapaian proses pembelajaran?
Jawab: saya biasanya memberikan tugas sebagai bentuk remedial.*

The question from teacher C:

*15. Apakah tindak lanjut yang anda lakukan untuk melihat hasil dari pencapaian proses pembelajaran?
Jawab: saya memberikan pengayaan dan remedial.*

The question from teacher D:

*15. Apakah tindak lanjut yang anda lakukan untuk melihat hasil dari pencapaian proses pembelajaran?
Jawab: saya biasanya memberikan remedial, pengayaan dan tugas-tugas*

The question from teacher E:

*15. Apakah tindak lanjut yang anda lakukan untuk melihat hasil dari pencapaian proses pembelajaran?
Jawab: saya biasanya memberikan remedial, pengayaan dan tugas-tugas*

Fifteenth, pertaining to the teachers' answers, the teachers carried out remedial daily tests, and provide other assignments in accordance with the material to carry out follow-up students' learning outcomes that have not been completed.

The question from teacher A:

*16. Apakah anda menemukan kendala-kendala dalam melakukan penilaian terhadap hasil belajar siswa?
Jawab: saya tidak menemukan kendala*

The question from teacher B:

*16. Apakah anda menemukan kendala-kendala dalam melakukan penilaian terhadap hasil belajar siswa?
Jawab: sampai saat ini saya tidak menemukan kendala*

The question from teacher C:

*15. Apakah anda menemukan kendala-kendala dalam melakukan penilaian terhadap hasil belajar siswa?
Jawab: saya tidak ada kendala*

The question from teacher D:

*16. Apakah anda menemukan kendala-kendala dalam melakukan penilaian terhadap hasil belajar siswa?
Jawab: saya tidak ada kendala*

The question from teacher E:

*16. Apakah anda menemukan kendala-kendala dalam melakukan penilaian terhadap hasil belajar siswa?
Jawab: saya tidak ada kendala sama-sekali*

Sixteenth, with regard to the teachers' answers, the teachers had no problems in assessing the students. It meant that all the activities conducted well by the teachers. The teachers already mastered in applying the terms of assessment to the students.

The question from teacher A:

17. Bagaimanakah cara anda mengatasi kendala-kendala yang anda temui pada hasil siswa yang belum mencapai target pembelajaran pada kurikulum 2013?

Jawab: saya memanfaatkan penggunaan internet dengan sebaik-baiknya.

The question from teacher B:

17. Bagaimanakah cara anda mengatasi kendala-kendala yang anda temui pada hasil siswa yang belum mencapai target pembelajaran pada kurikulum 2013?
Jawab: saya memanfaatkan IT untuk mengatasi kendala tersebut.

The question from teacher C:

17. Bagaimanakah cara anda mengatasi kendala-kendala yang anda temui pada hasil siswa yang belum mencapai target pembelajaran pada kurikulum 2013?
Jawab: saya menggunakan IT dan mengembangkan potensi diri untuk bisa mengatasi masalah itu.

The question from teacher D:

17. Bagaimanakah cara anda mengatasi kendala-kendala yang anda temui pada hasil siswa yang belum mencapai target pembelajaran pada kurikulum 2013?
Jawab: saya menggunakan IT dan cara lain untuk mensupport saya dalam mengatasi masalah dan kendala tersebut

The question from teacher E:

17. Bagaimanakah cara anda mengatasi kendala-kendala yang anda temui pada hasil siswa yang belum mencapai target pembelajaran pada kurikulum 2013?

Jawab: saya cenderung lebih menggunakan IT untuk mengatasi kendala tersebut.

Seventeenth, the last question in teachers' interviews, the teachers answered that to overcome this problem and as the solution or efforts made to obstacles in implementing the curriculum of 2013 was using technology as well as possible.

The finding showed that the teacher still was not able to apply at this to steps in the classroom yet. Based on the interview we could conclude that by using curriculum of 2013, the teachers conducted five steps of scientific approach well. Even though they could not apply the steps in every meeting but generally they had applied this approach was good enough. The teachers applied this that based on way in which it still concerned with the standard curriculum of 2013.

Based on this research the researcher found that, the teachers implemented the several aspects of the teaching where: the teachers gave the motivations to the students, explained the way to learn through the pictures, they gave exercises to students, the teachers guided to present the group discussions and guided them to make a summary.

Also the activities in the teaching learning process the teacher set the time a location with respect to the learning process, gave motivation for students to grow a passion in learning, implementing the discussion in the class, discussion is an appropriate things to create the students creative and

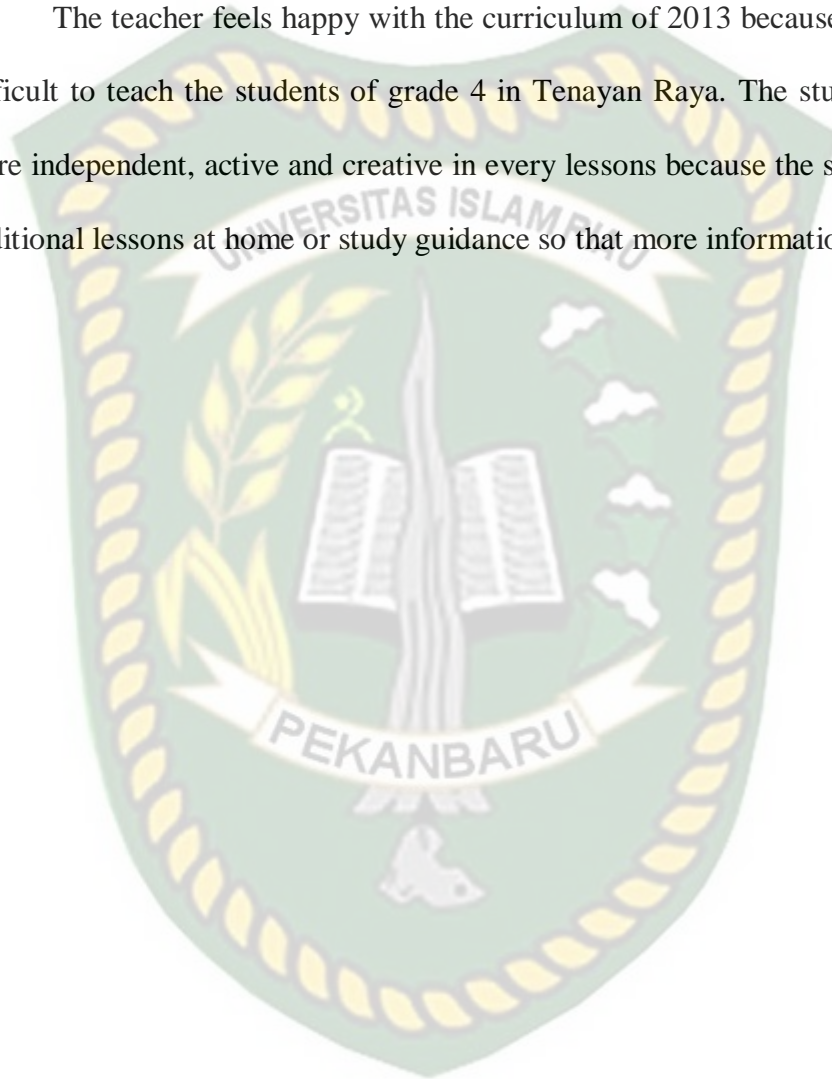
productive, observe the student teachers getting know the students who needs more exercise is, provide oral and written information with a simple and easy to understand by the students, give the problem,ask the questions and provide the responses and use the media or property.

Based on the interview teachers, they said that in implementing the curriculum of 2013 they used the scientific approach as the language teaching strategy. They used scientific approach to discern the activities by which that success is achieved. Among the activities often identified as characteristic of science are systematic observation and experimentation, inductive and deductive reasoning, and the formation. Not only that, to support the scientific approach the teachers used others language teaching method such as inquiry approach. The teachers used inquiry because it is part of scientific approach, and its procedures could support the scientific approach. It can be seen from the function of it is to emphasize the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.

Inquiry used different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion. inquiry-based learning actively engages students in the learning process. Students aren't just hearing or writing

what they are learning. Instead, students get the chance to explore a topic more deeply and learn from their own first-hand experiences.

The teacher feels happy with the curriculum of 2013 because it was not difficult to teach the students of grade 4 in Tenayan Raya. The students were more independent, active and creative in every lessons because the students got additional lessons at home or study guidance so that more information.



CHAPTER V

CONCLUSION AND SUGGESTION

This research conclusion is presented based on the data which have been analyzed in the previous chapters. After checking, describing and analyzing the an the results of the research, the researcher makes concussions about the implementations of teaching English based on curriculum of 2013 in Grade 4 at Tenayan Raya and some suggestions to the English Department lecturers at FKIP UIR Pekanbaru, for the English students and the last for the next researcher.

This chapter deals with the conclusions of implementation teaching English based on 2013 curriculum relates to the research questions. The researcher also tried to give some suggestions that might be beneficial, either theoretically or practically.

5.1 Conclusion

In making a planning or preparation by the teachers before teaching implicates preparing the lesson plans, preparing teaching materials, preparing teaching method, and the last is learning media. The English teachers still use lesson plans made by the schools. In doing learning process practice, the teachers have adopted a scientific approach and use a variety of media but did

not optimize the use of facilities and infrastructure available in school and learning.

The teachers have been carrying out authentic assessment and implement of learning outcomes according to the curriculum of 2013. On the whole, the implementations of teaching English based on Curriculum of 2013 at grade 4 in Tenayan Raya Pekanbaru is seen in terms of learning planning, learning implementation, assessment off learning is categorized as a very good.

Nevertheless, the English teacher has experienced obstacle in applying the curriculum of 2013. Planning or preparation was created by the teachers before teaching-learning process implicate preparing lesson plans, preparing a teaching materials, and the last learning media. However, the English teachers' experience obstacles in applying the curriculum of 2013. All difficulties can be recovered by searching learning with using media to material, creating a fun atmosphere and always held the curriculum of 2013 training by mentors from English teachers at Grade 4 in Tenayan Raya.

5.2. Suggestion

Based on the data that had been got and found, there are some suggestions would like to be delivered:

1. The teachers should be master in applying scientific approach as requirements of curriculum of 2013. Because it helps students to express their ideas not only based on their imagination but also reality.

2. Teacher is recommended to prepare the equipment well. It means that before teaching in the classroom. It will be better if teacher makes sure that the qualities of equipment used are good enough.
3. Teacher is recommended to plan the time well. They should be careful in selecting sources and media and considering its time duration and the length of time for classroom activity



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