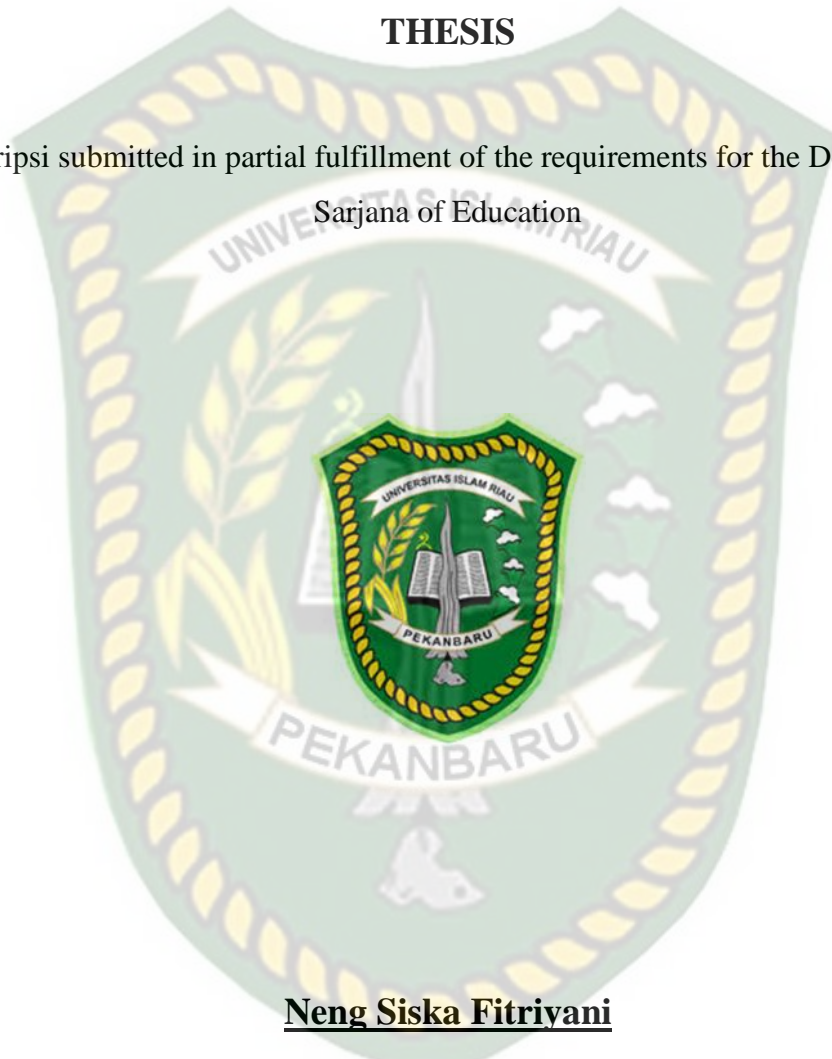


**THE IMPLEMENTATION OF TEACHING ENGLISH BASED  
ON CURRICULUM OF 2013 AT SMPN 35 PEKANBARU**

**THESIS**

Skripsi submitted in partial fulfillment of the requirements for the Degree of  
Sarjana of Education



**Neng Siska Fitriyani**

**NPM: 156310397**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
UNIVERSITAS ISLAM RIAU**

**2020**

THESIS

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CURRICULUM OF 2013 AT SMPN 35 PEKANBARU

Name : Neng Siska Fitriyani  
Student Number : 156310397  
Study Program : English Education  
Faculty : Teacher Training and Education

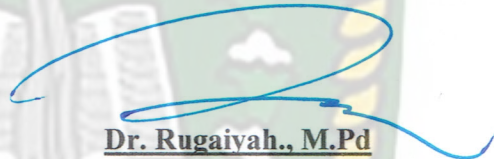
THE CANDIDATE HAS BEEN EXAMINED  
on Monday, 20<sup>th</sup> April 2019  
THE EXAMINERS COMMITTEE

Advisor



Marhamah, S.Pd., M.Ed  
NIDN. 1023127702

Examiners



Dr. Rugaivah., M.Pd  
NIDN. 1002066804

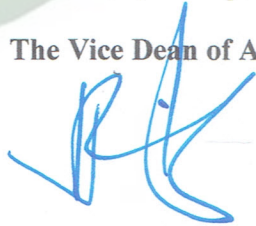


Fauzul Elvita, S.Pd., M.Pd  
NIDN.1030098901

This thesis is submitted in partial fulfillment of the requirements for the Degree  
of Sarjana in Universtas Islam Riau

Pekanbaru, 20<sup>th</sup> April 2020

The Vice Dean of Academic



Dr. Sri Amnah., S.Pd., M.Si  
NIDN. 0007107005  
NIP. 197010071998032002


THESIS APPROVAL

THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON  
CURRICULUM OF 2013 AT SMPN 35 PEKANBARU

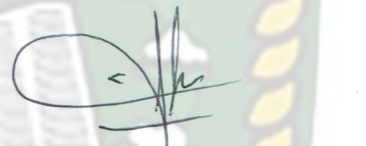
Name : Neng Siska Fitriyani  
Student Number : 156310397  
Study Program : English Education  
Faculty : Teacher Training and Education

Head of English Language Education

Advisor



Miranti Eka Putri., S.Pd., M.Ed  
NIDN. 1005068201

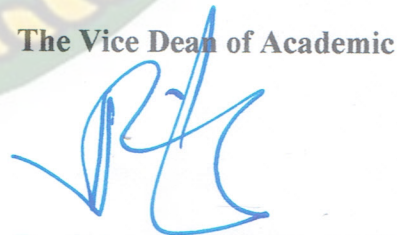


Marhamah., S.Pd., M.Ed  
NIDN. 1023127702

This thesis has been accepted to be the one requirements for the award to Sarjana Degree in English Study Program, Faculty of Teacher and Education, Universitas Islam Riau.

Pekanbaru 12<sup>th</sup> March 2020

The Vice Dean of Academic



Dr. Sri Amnah., S.Pd., M.Si  
NIDN. 0007107005  
NIP. 197010071998032002



LETTER OF NOTICE

I, the Head Advisor here by notice that:

Name : Neng Siska Fitriyani

Student Number : 156310397

Study Program : English Education

Faculty : Teacher Training and Education

Has completely written a thesis entitled:

**“THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON CURRICULUM OF 2013 AT SMPN 35 PEKANBARU”**

It has been examined and this letter is made to be used it is needed.

Pekanbaru, 12<sup>th</sup> March 2020

Advisor

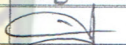
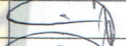












**Marhamah., S.Pd., M.Ed**  
NIDN. 1023127702


## THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Neng Siska Fitriyani  
Student Number : 156310397  
Study Program : English Education  
Faculty : Teacher Training And Education  
Advisor : Marhamah., S.Pd., M.Ed  
Title : THE IMPLEMENTATION OF TEACHING  
ENGLISH BASED ON CURRICULUM OF 2013  
AT SMPN 35 PEKANBARU

No	Date	Guidance Agenda	Signature
1	5/10/2018	Title acceptance	
2	29/10/2018	Mapping all chapter	
3	5/12/2018	Revised chapter I	
4	19/12/2019	Revised chapter I, II	
5	27/12/2019	Revised chapter I,II,III	
6	9/1/2020	Approve to join seminar	
7	10/02/2020	Join seminar	
8	3/3/2020	Revised	
9	4/3/2020	Check all chapter	
10	5/3/2020	Revised chapter IV	
11	10/3/2020	Revised Chapter Iv &V	
12	11/03/2020	Approved to Join Thesis Examination	

Pekanbaru 12<sup>th</sup> March 2020  
The Vice Dean of Academic



Dr. Sri Ammah., S.Pd., M.Si  
NIDN. 0007107005  
NIP. 197010071998032002

## DECLARATION

The undersigned researcher,

Name : Neng Siska Fitriyani  
Student Number : 156310397  
Study Program : English Education  
Faculty : Teacher Training and Education

I admit this thesis derived from my own work and my own words, except some theories which quoted or taken from various sources included in references. I am responsible for the rightness of the data and this content.

Pekanbaru, 12<sup>th</sup> March 2020

The Researcher



Neng Siska Fitriyani  
156310397



## ABSTRACT

*The purpose of this study is to know of the teaching and learning activity in implementing the curriculum of 2013 at SMPN 35 Pekanbaru. The researcher tries to see the implementation of scientific approach in teaching and learning process while in a classroom, assessment and last problems faced by the English teachers in teaching and learning process using scientific approach in curriculum of 2013.*

*This research is descriptive qualitative. The researcher use observation sheet and interview to know the process of learning activities in SMPN 35 Pekanbaru. Based on the research findings, data of the research were taken from observation and interview. Direct observations were done to see the activities and assessments conducted by the English teachers 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 processes related to observing, questioning, experimenting, associating, and communicating. And, the problems in the teaching and learning process were identified.*

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

**Key Words: Implementation, Scientific Approach, Teaching English, 2013 Curriculums**

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Education in Indonesia has developed time in time. This is due to following and adapting to the change of age and technological advancement. At the school, education is directed through the teaching so the goals of the changes can be achieved as desired.

School as a formal educational institution, systematically had planned various environments, that is the educational environment, which provides a variety of opportunities for students to gain experience of education in order to encourage the students' growth and development. The environment is organized into the curriculum and teaching methods.

The process of education at school cannot be a part from the output of education itself. One of the educational substances which has the important role to determine the graduation quality is curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

In 2013 curriculum, teaching learning process are used new approach that is scientific approach. This change is expected to be able to improve the teaching quality and the student competencies. Teaching



English in senior high school is needed by the students although in elementary and junior high school that they have learn about the English subject. From teaching English, the students can learn more about the oral and written language to communicate.

Teaching is defined as giving someone training in a particular subject, how to pass knowledge skill. There are many kinds of subjects has been implemented in 2013 curriculum, especially in senior high school. One of them is English subject. The teaching English can be said as activity of the writer in giving or training the English skill and giving them to understand how to learn appropriately.

In addition, the learning teaching process sometimes the students feel confuse and do not understand what the teacher say because in teaching English the teacher must use the English language when explain the material. Consequently, the students do not keep attention to the lesson they feel English is difficult to understand for them.

Thus, the teacher must improve the way of teaching strategy for help the student to understand about the material easily and attract students to 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.

Based on 2013 curriculum, there are seven indicators to implement the curriculum of 2013 for the teacher they are: content

standards, process standards, educational assessment standards, graduate competency standards, standards management, standards educators and education personnel, standards of facilities and infrastructure.

The activity study of content standard for the students depend on the core competencies and basic competencies that have been set by the government. Next for the process standards using the 5M technique for delivering about the subject is use scientific approach such as observing, questioning, exploring/experimenting, associating, and communicating/networking.

According to the Ministry of National Education and Culture (2013: 161) explain about 5M technique in scientific approach. First is observing. In observing the students are trained about seriousness, thoroughness and searching for information. Second is questioning, the students are expected able to develop creativity, curiosity, and the ability to formulate questions. Third is associating, competencies that develop are honest, discipline, and hard working. Fourth is experimenting, here the students have to communicate with other and practice to appreciate the opinion from other friend. The last is networking, the students have to develop their ability to express the idea and practice their ability to use language.

Based on the explained above, approach that use in curriculum of 2013, are different to be more active to find other source that available in surrounding them, because the learning process not only focuses in the

class but also outside of the classroom. Then, the learning process with scientific approach have to touch three components; knowledge, skill, and attitude. The teacher can apply various activities in classroom based on those components. So, while the process classroom activity has big role for the teacher, because it decides whether or not the goal learning are reached. The activity applied in the classroom uncertainly can reach the concepts that have decided because this curriculum still new and there are many interpretation that cause its implementation do not being maximum yet.

The educational assessment standards in teaching learning process, sometimes the teacher is confused to give grades for students due to inefficient time to do it and difficult for teachers if the students cannot pay attention during the lesson. For the graduate competency standards it is depend on student national exam scores because the graduate competency standards which are criteria regarding graduate ability qualifications that includes attitudes, knowledge, and skill.

To achieve the competence of graduates it needs to be established the content standards which are criteria regarding the scope of the material and competency level of students to achieve graduate competencies at certain level and types of education.

In case of several facts and reason above the writer is interested in doing this research, the title is **“The Implementation of Teaching English Based on Curriculum of 2013 at SMPN 35 Pekanbaru”**



## 1.2 Identification of the Problems

There are some problems that the teachers face in new of curriculum. The new of curriculum found some problems include implement the teaching materials, assessments, media and teaching method or classroom management.

The teaching material is one important thing at the beginning to teaching any course, class, or students whether teacher a professional or amateur teacher. Teaching materials provide a foundation for skills and knowledge to be taught and learned and very often this material will be able to use for review at a later date.

And for assessment is probably the most important thing we can do to help our students learn. We may not like it but the students can do ignore our teaching, however if they want to get a better qualification, they must have to participate in the assessment while the process we design and implement.

Research on media in teaching is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly. The use of media is questioning whether it really helps teaching learning activities or not. Next, classroom management is a term of teachers use to describe the process of ensuring that the classroom lesson run smoothly without disruptive behavior from students compromising the delivery of instruction.

### **1.3 Focus of the Problem**

The researcher focused on the learning process on curriculum of 2013 by the teacher. The researcher is trying to describe the implementing curriculum of 2013 by the teachers, and the difficulties faced by the teachers in implementation curriculum of 2013 in the pre-teaching, whils-teaching and post-teaching.

### **1.4 Research Question**

Research question of the study as follow:

1. How is the implementation curriculum of 2013 by English teacher at SMPN 35 Pekanbaru?

### **1.5 Objective of the Problem**

Based on the statements of the problems above, this study is intended to:

1. This study aims to describe the implementing curriculum of 2013 at SMPN 35 Pekanbaru.

## 1.6 Significance of the Study

This study is expected to give contribution both to the implementation of 2013 curriculum in teaching of English for the senior high school students and to the readers as reference. The writer hopes that the result of the study becomes useful inputs in English teaching learning process, so that the teachers and teachers to be can improve their knowledge of preparing the teaching and learning process in teaching.

A side from that, the writer hopes that this study can help the teachers and future teachers to face the problems and offer some helpful solutions in applying the Implementation Curriculum of 2013 in teaching English, that they can be more professional in teaching by English using Implementing curriculum of 2013. Last, the writer hopes this study can be a reference to improve the implement Curriculum of 2013 for all schools in Indonesia.

## 1.7 Definition of Key terms

In order to avoid misinterpretation and misunderstanding, the writer finds it is necessary to define the following key terms:

### 1. Implementation

Implementation is a process to apply idea, concept, policy, or innovation in a practical action so that it gives impact as changes on knowledge, skill, value and attitude (Kunandar, 2007)



## 2. Curriculum

According to Law No 20 of 2003 on the National Education System, curriculum is a set of plants and arrangements of the content and the lesson material including the way that is used as the guidance of the implementation of teaching and learning activities to achieve the learners in particular and general educational goals and provide experience for students.

## 3. Curriculum 2013

According to Ahmad (2014:7) curriculum of 2013 is curriculum of values that occupied by character building. The values can be tracked from the core competencies abbreviated with “KI-1 to KI-4” English is one of subject in curriculum of 2013.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

In this part, the researcher wants to mention and explain the theories that related of the research. And the theories explain that the researcher mention in order to support this research. Next, the researcher explain the theories about curriculum, function of curriculum, components of the curriculum, and characteristic of curriculum of 2013 that the research can use in this research.

##### 2.1.1 Curriculum

The curriculum is the planned interaction of pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school. It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized.

According to Oxford Dictionaries that curriculum is the subjects comprising a course of study in a school or college course. Meanwhile, The Free Dictionary By Farlex that Curriculum is all the courses of study offered by an educational institution and a group of related courses, often in a special field of study the engineering curriculum.

From the definition above, we know that the curriculum changes from time to time, both in Indonesia and in other countries, because the needs of people who every year are always evolving and the demands of the times are likely to change. Curriculum development is considered as a determinant of the future of the nation. Therefore, a good curriculum will be expected to be implemented in Indonesia that will produce the nation's future bright child with implications for the progress of the nation.

According to the University of Zimbabwe's (1995) definition of curriculum, it is the way content is designed and developed. The curriculum is a crucial component of any educational process. Hubball and Burt (2004), states that the reformation of curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behavior, and expressed as social actions.

From several definition of writing in previous section it can be conclude that the curriculum means all about the component of teaching learning process activities in develop the curriculum of 2013. Indonesia

curriculum changes every decade. This is caused by many factors such as the changes of society needs, the new insight of teaching learning process, political issues, development of industry and technology. The main aim of this change is as to improve the quality of teaching-learning process and learning design at school.

In addition, (Richard, Platt,1993:94) define curriculum as an educational program which states the educational purpose of the program (the ends), the content teaching procedures and learning experience which will be necessary to achieve this purpose (the means), and some means of assessing whether or not the educational ends have been achieved. The curriculum, then, contains those aspects of program purposes, a number of learning materials which are arranged logically, learning experiences planned to change students “behavior and students” experiences which they do and feel during the lesson, teaching procedures, and assessment or evaluation.

Based on the definition above, the curriculum very significant for formal and informal education program and the curriculum is implemented not only in classroom but also in outside the classroom so that the mindset of learners is more open. Although the curricula for some reason but have the same purpose only the implementation is different.



According to Murray Print (1993) who views that teachers are required to implement the curriculum, to adapt the curriculum with school characteristics and local needs, to design curriculum and to conduct curriculum research. Means that the curriculum is one of the characteristic of school in particular and general educational goals for students.

The above explanation on the development of the curriculum shows us that curriculum is not static. The curriculum could change in response to different conditions and needs. Curriculum should serve as one the solutions in addressing various problems that emerge from time to time. What has been done by the government needs to be appreciated even though some parts of the work should be seriously to improved.

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

The researcher adds that there are some reasons why the curriculum is important for students and teachers, first the curriculum is the primary reference or goal of the education, second the curriculum helps the teacher more easily to provide about the material, third the

curriculum can stimulates the children to study both in a class and outside classroom. But the curriculum has always changed with the aim of prominent change on the students. For the curriculum 2013, the teachers should be more master with material, have an interesting ideas, and using the media to make active and creative.

### 2.1.2 2013 Curriculum (K-13)

2013 Curriculum is more to optimize student activeness in class so that learners more independent, more creative, more innovative. While the teachers as facilitators and mediators who provide direction to students and monitor student activities. Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006.

Based on the Curriculum of 2013 it is means that the English is one of the important lessons in curriculum of 2013 because learners will know more with English material or English subject. There are 5 steps in English lesson, include: observing, questioning, associating, communicating, and exploring. Therefore both teachers and students are expected to work in the formation of the curriculum of 2013.

The curriculum of 2013 is focus on character of education at school. The character education in curriculum of 2013 aims to improve the quality of educational processes and outcomes the lead to the formation of noble character of students in a comprehensive, integrated and balanced in accordance with the competency standards of graduates in each educational unit (Mulyasa 2014:7)

Based on the statements above, the curriculum of 2013 focused on a character education and tends to character formation of noble learners who are comprehensively active, independent, balanced, integrate in accordance with the competency standards of educational unit graduates. The curriculum of 2013 is expected to improve student work and ability.

The curriculum of 2013 is the implementing of the Constitution number 32 years 2013. The curriculum is continuation and improvement of the Competency-Based Curriculum (KBK) and Educational Unit Level Curriculum (KTSP). This curriculum refers to the attitude, knowledge and skills competence. It is means that the students are hoped to have high manners and discipline.

Haryati (Setiyorini 2013) said that curriculum of 2013 is a competency-based curriculum designed to anticipate the competencies needs of 21st century. The curriculum of 2013 has purpose encourage students to be better in making observations, asking, reasoning, and

communicating (presenting) about what they earn or they know after receiving the lesson material.

Based on the statement above, the 2013 curriculum focused on character education and tends to character formation of noble learners who are comprehensively active, independent, balanced in accordance with the competency standards of educational unit graduates. The 2013 curriculum is expected to improve student work and ability.

In curriculum of 2013, there are eight points that related with teaching learning process in the classroom, they are:

#### **2.1.2.1 Learning Resources**

The learning resources are texts, videos, software, and other materials that the teachers use to assist the students to meet the expectations for learning defined by provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level.

Busljeta Rona (2013) said that the teaching and learning, teaching and learning resources could be defined as the instruments of presentation and transmission of the prescribed educational material. These include, amongst others: images, maps, photographs, sketches, diagrams, films, written material such as newspaper clippings or articles from scientific and technical literature. The importance of teaching and



learning resources is further evidenced by today's textbooks that abound with dynamic and attractive visual material which is used to present between 40% and 50% of their content,<sup>2</sup> so that it could be closer to children and the media they are accustomed to, such as television, computer games and the internet.

Based on the explanation by the expert above, it means that the learning resources is a quality of teaching learning process by the visual media also educational material that used by the teacher when the teacher interact with the students directly in the class. A resource center is a facility within a school, staffed by a specialist, containing several information sources. Library is also a learning resource because there are books in the library that helps you learn stuff like math books and science books and lots other books. Then, the learning resources also relate with the inputs used in the process of acquiring knowledge, attitudes, or skills from study, instruction or experience. They could be classified as electronic or non-electronic.

A learning resources center's success depends firstly on the range of its engagement in modern learning methods implementation, which gives more concentration to learner role in learning process, and evaluates work mechanism, in learning resources centers on the bases that learning resources center is not a place supported with learning

resources accordingly, but educational action and substantial element of different elements of classroom lesson.

#### **2.1.2.2 Teaching Material**

Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. The teachers need support and also need to be involved in the process of curriculum development and revision.

Permendikbud No. 21 year 2016 state that concerning basic and secondary education content standards which contain the level of competence and core competencies in accordance with certain levels and types of education. Core competencies include spiritual attitude, social attitude, knowledge and skills. The specific scope of material for each subject is formulated based on Competency Levels and Core Competencies to achieve minimum graduate competencies at certain levels and types of education. Means that is relatively to adopt materials for program that is well define in terms of need analysis and test (the test will help planners in development in teaching learning process).

Teaching material development is significant in meeting learners' needs (Aydın, 2013b). It's meant that, teaching material come in many sizes and shape, although each of them have the same common in ability to support student learning at school.

### 2.1.2.3 Teaching Media

The teaching media occupies an important position as one of the components of the teaching learning system. Without the media, communications will not occur and the process of learning as a process of communication will not be able to take place optimally. Instructional media is an integral component of the learning system.

It is concluded that the instructional media is anything that can be channeled messages, can stimulate the mind, feelings, and the willingness of the students so as to encourage the creation of learning process in self-learners. The new curriculum, with the new approaches, will require teacher ability in using suitable the media.

Davies (1980:193) divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more efficiently. The second function is that media serve to help students learn

more efficiently. Media promote understanding, assist in the transfer of training, and assist in assessment.

Based on the explained above we can conclude that the teaching media are for transferring or delivering messages also as a tool and components of learning system.

#### **2.1.2.4 Scientific Approach**

The term “scientific approach” has come along in the development of English teaching for elementary school, junior high school, senior high school, and vocational high school since the introduction of the new curriculum of 2013 as the “umbrella” of schooling system in Indonesia. Scientific method is considered the procedure of teaching which values much on the process of learning and student-centeredness so that it can facilitate and develop students’ cognitive, affective, and psychomotor aspect.

Scientific Approach is believed to be able to develop student affection, skills, and knowledge. Scientific Approach is also considered relevant with the idea that learning take place should be scientific-based, meaning that all the processes and steps of learning should be reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking.



As the new curriculum has been initiated, the use of a scientific method becomes prominent with regards to the decree of Minister of Education and Culture No. 69/2013 that requires the integration of the scientific method to all subjects including English. Consequently, English teachers are required to conduct successful instruction through the scientific method in order to help students gain their target language mastery

Originally, a scientific approach or method is basically a common term used in the field of inquiry. "Scientific method" originated from the empiricist theory that views experience as a foundation or source of knowledge (Aspin, 1995: 21). This view also gained support from a philosophy of science called positivism that believes the goal of knowledge is derived from logical and report of sensory experience of phenomena (Godfrey-Smith, 2003). In a positivist view of the world, science was seen as the way to get at truth, to understand the world well enough so that we might predict and control it. Therefore, this belief gave rise to a method of finding the truth called scientific approach.

Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is „learning by doing“ which is

largely promoted by an American educator and philosopher John Dewey (1859-1952).

In addition, scientific approach in learning process means learning process which is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating the concepts, laws, and principles found (Hosnan, 2014, p.39; Saddhono, 2013, p.440). It is expected to encourage students searching knowledge from multi sources through observation and not to be given by teachers only. Scientific approach also emphasizes on communicating skill as well as scientific principles.

This approach is considered relevant with the idea that learning is a scientific process in the classroom. Scientific approach in curriculum of 2013 must be applicable in all subjects including English. The steps and the criteria of scientific approach in teaching and learning the process are elaborated in the following.

A learning approach can be regarded as a scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are: (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-student interaction are based on objectivity, (3) teaching materials build students' critical thinking and accuracy in identifying, understanding, and

resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each learning material given, (5) it fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) it should be based on concepts, theories, and empirical facts, and (7) learning objectives are composed in simple, clear and attractive presentation way (Kemendikbud, 2013).

The teachers follow the steps in teaching and learning process. Each of the steps is presented in the following to:

1. Observing

The first stage is observing. Observing is “a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense” (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003, cited in Mutaqqin, 2015). In this stage teacher contextualizes learning activity for students in the classroom. Its means that observing is kind of meaningful learning with the real or the fact phenomena. In this research students and teachers are provided with the objects, real objects or phenomena. Students are directly involved learning. It helps the teachers to contextualize students learning in the classroom. And at the

same time the students can learn based on what that see to construct their knowledge.

## 2. Questioning

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). The question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion (Abidin, 2014, p.137; Hosnan, 2014, p.40; Kemendikbud, 2013b). In this research, the research indicates that questioning is second only to lecturing in popularity as a teaching method and that the classroom teachers spend anywhere from 35-50% of their instructional time conducting questioning sessions.

## 3. Experimenting



The third stage is experimenting. In this stage, students get real or authentic learning, for example they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in doing the experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, and interview, reading texts or books or other sources or functional texts. Therefore, the roles of teacher in this stage are as director and as the controller who plan and manage the activity of collecting data and its process (Brown, 2001, as cited in Nugraha, 2015). The teacher may give feedback during the process of the activity.

#### 4. Associating

The fourth stage is associating. In this stage, students and teacher are engaged into learning activities, such as text analyzing, and categorizing. Associating is to describe teachers and students active participation in the classroom. That is way, associating is used in curriculum 2013 because it adopts the ideas of associative learning theories.

#### 5. Communicating/Networking

The last stage is networking. In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in order to create social interaction to gain meaningful learning (Wahyudin, 2015). The teacher gives feedback, suggestions or more information related to students' work. There are interactions between teacher and students and among the students. This can be done through dialogue and discussion between teachers with the students.

#### **2.1.2.5 Teaching Method/Classroom Management**

Classroom management is a process that allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing disruption from slowing the learning process. A wide range of classroom management techniques are used by teachers, ranging from hands-off classroom management focused on cooperation to direction of the class to ensure students aren't disruptive to their peers. Since classroom management keeps classes on track and prevents disruptions

from slowing down the learning process, it's one of the most fundamental aspects of high quality education.

When teachers can effectively control the direction and habit of the classrooms, students are likely to achieve improved academic results. This makes an effective classroom management system essential for teachers and students alike. High quality classroom management lets teachers control the direction that their classroom takes while preventing students from causing disruptions to their peers and setting back their potential to learn. As a teacher, having an understanding of classroom management and the ability to apply classroom management techniques gives you the power to keep your entire classroom focused on achieving its objectives and academically productive.

So, in the other hand the teaching method/classroom management also forms another concern in the application of the new curriculum.

#### **2.1.2.6 Assessments/Evaluation**

Assessment and evaluation are very important parts of the constructive alignment process. Well-designed assessments will allow your students to use the knowledge and skills they have learnt and indicate their level of mastery. The feedback on the assessments will also provide students with clear information on the criteria they need to match

to succeed at the tasks, and can give the lecturer a clearer sense of how the task is assessing mastery and what aspects are being assessed.

Permendikbud No. 23 Year 2016 state that concerning education assessment standards which are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments of student learning outcomes assessment used as a basis for evaluating the student learning outcomes in basic education and secondary education. Means that, educational assessment as a process of gathering and processing information to measure the achievement of student learning outcomes includes: authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, end-semester tests, competency level tests, competency level quality tests, national exams, and school exams at the school.

Evaluation of the course or module, by students and lecturers should feed back into the whole process of curriculum alignment, and reflect critically and constructively on the outcomes, the teaching and learning activities, the assessments and the experience of the course or module.

Assessment, in a constructively aligned curriculum, must speak to the outcomes listed for the course, and must draw in both the knowledge and the practical and intellectual skills and competencies that students have been taught and that they have practiced in lectures and tutorials.



Assessment activities must test what has been learnt and taught, and should not be designed to catch students out or be constructed so as to be ambiguous or inexplicit.

### **2.1.2.7 Characteristic of 2013 Curriculum**

According to Kemendikbud 2013 there are eight characteristic of 2013 curriculum, they are:

1. To give time to develop attitude.
2. To provide a learning experience.
3. To develop attitudes, knowledge, and skills.
4. To develop social attitudes and spiritual.
5. Core class competencies in the subject area.
6. Core class competency becomes an organizing element.
7. Basic competencies are develop on the principle of accumulative mutually reinforcing and enriching the subjects.
8. To uses scientific approach in the teaching and learning process, and the learning process emphasize on cognitive, affective, and psychomotor test-based assessment and portfolio.

### 2.1.2.8 Principles of Development 2013 Curriculum

According to Balibang Ministry of Education quoted from Mulyasa (2013: 81-82) in accordance with the conditions of the country, community needs, and developments that take place today, in the curriculum of 2013 should be consider the following principles :

1. Development of a diversified curriculum in accordance with educational units, potential areas and learners.
2. Curriculum development is carried out in accordance with national standards education in order to realize the goals of national education.
3. The subject is the vehicle to realize the achievement of competence.
4. The competency standards of graduates are derived from the goals of national education, the needs of society, the state, and the development of the times.
5. Content standards are outlined from the competency standards of graduates.
6. Process of the standards are outlined from content standards.
7. Standards of graduate competence are translated into core competencies.
8. The core competencies are translated into basic competencies to be contextualized in a subject.

9. Education unit curriculum is divided into national, regional, and educational curriculum.
10. The learning process is interactive, inspiring, fun, challenging, motivating learners to participate actively in the classroom
11. Assessment of learning outcomes based on process and products.
12. The learning process uses a scientific approach.

### **2.1.3 Implementation of 2013 Curriculum**

The implementation of 2013 curriculum is the actualization of curriculum in learning and the formation of competence and character of learner. It requires the activeness of teachers in creating and growing various activities in accordance with the programmed plans.

According to Putrayasa et al (2014) study, it was concluded that the implementation has been done in some schools but there are some obstacles in the application of the curriculum, one of them is the difference in 2013 curriculum with the previous curriculum. In general, the teachers assume that curriculum development is not teacher's job. A lack of understanding of the curriculum leads to the implementation of a non-ideal running curriculum. The teachers sometimes assume that the teacher's task only teaches materials in the classroom.

The success of the implementation of 2013 curriculum in the schools is dependent on the participation of the teachers. The teacher knows the real condition of the students in the school. Based on the assumption above, it can be concluded that the teacher has important role in the implementation of 2013 curriculum because the teacher can know the difficulties or obstacles in the implementation of 2013 curriculum.

Basically, for the implementation of curriculum of 2013, curriculum itself we can say that the curriculum serves as a guide or reference. For teachers, the curriculum should serve as guidance in implementing the learning process. For the principals and supervisors, curriculum is a serves as a guideline in carrying out the supervision or control. For parents, the curriculum should serve as guidance in guiding their children learn at home. For the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

## **2.2 Relevance Studies**

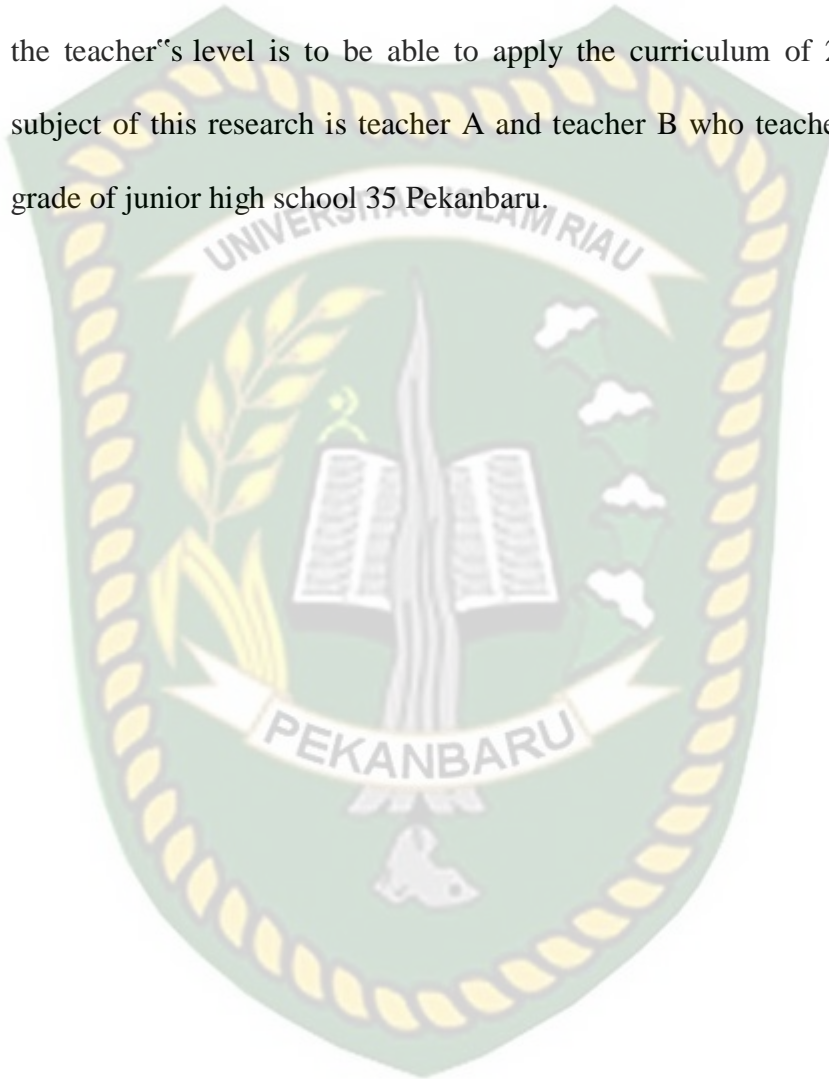
First, this research was done by Jenny Hidayanti she did a research under a tittle “The Implementation Of Curriculum 2013 On Islamic Educational Lesson At Senior High School 8 MALANG”. This research use descriptive qualitative research, the techniques which are used to collect the data are: observation, interview and documentation.



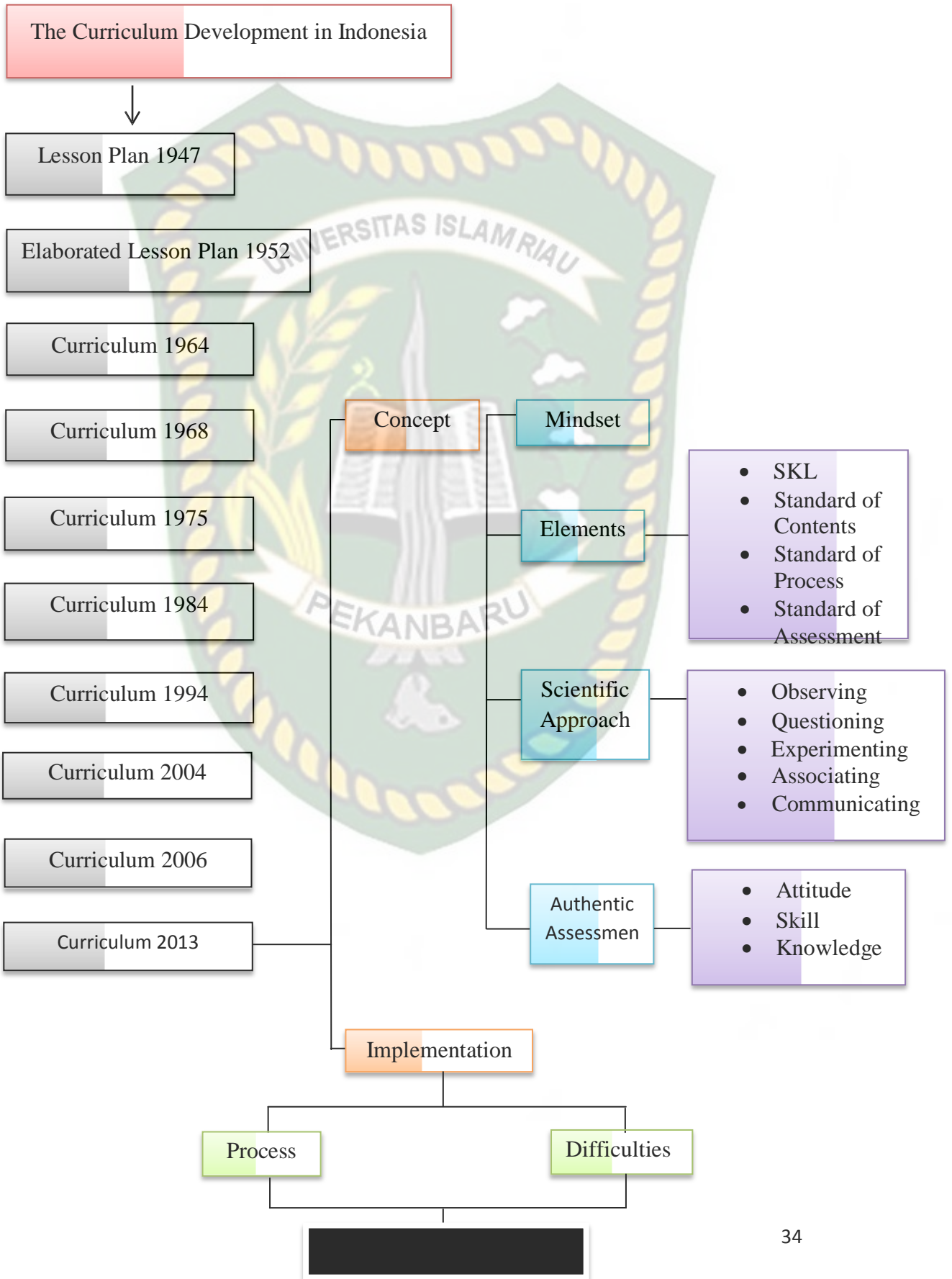
The result of this study is indicate that the lesson plan is arrange by the teacher, is good enough and based on the syllabus. The teacher in SMAN 8 Malang is try to keep improving the implementation of curriculum 2013.

Second, this research was done by Nita Noviawati she did a research under a title “The Implementation Of 2013 Curriculum In English Teaching Learning At MAN 1 Pekanbaru”. This research was conducted with the aim to know and describe the implementation of 2013 curriculum in English teaching learning at MAN 1 Pekanbaru. Things done in this study include the implementation of teaching and learning activities, including constraints and actions related to teaching and learning activities at MAN 1 Pekanbaru. The method used in this study is a case study on English teaching-learning by using 2013 curriculum at MAN 1 Pekanbaru. The sample and place of research used in this study is an eleventh class, especially eleventh social 4class at MAN 1 Pekanbaru. The source of data obtained by:1) Teaching-learning process by using 2013 curriculum; 2) The information involving the teacher and the students; 3)The documentation related to the implementation of 2013 curriculum. The results of this research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited time on English teaching and learning activities, the facilities and infrastructure, and the assessment.








Based on the past studies above, the researcher focuses on “The Implementation of Teaching English Based on Curriculum of 2013 at SMPN 35 Pekanbaru”. The purpose of this research to know what extent the teacher’s level is to be able to apply the curriculum of 2013. The subject of this research is teacher A and teacher B who teaches at ninth grade of junior high school 35 Pekanbaru.



### 2.3 Conceptual Framework



Note:

-  : Curriculum development.
-  : A set of subjects taught at educational institutions.
-  : About concept and implementation of curriculum of 2013.
-  : The point of curriculum of 2013.
-  : The content of point curriculum of 2013.
-  : How the learning process and difficulties in the classroom (teacher to student).
-  : The state of research is how the implement curriculum of 2013 by English teacher at SMPN 35 Pekanbaru.

#### 2.4 Assumption

For this research the researcher assumes in a positive that, the curriculum of 2013 can run smoothly while learning process activities at SMPN 35 Pekanbaru.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The design of this research used a qualitative. It was for getting real information and analysis about implementation of the Teaching English Based on curriculum of 2013 at SMPN 35 Pekanbaru.

Cresswell (2003) said that the qualitative research is a research problem that can be understood by exploring a concept or phenomenon. It means that the researcher makes an interpretation the data. It such as developing a description of an individual or setting, analyzing data for themes or categories and finally drawing conclusions about its meaning personally and theoretically for starting the lesson learn and offering further question to be ask.

Based on the explanation by the expert above, it means that this research adapted a qualitative descriptive. It means that the writer explain about the Implementation of Teaching Based on Curriculum of 2013.

### **3.2 Sources of Data**

According to Silalahi (2016:17) data in qualitative research is descriptive not a number. The data can be phenomenon and events that are then analyzed in the form of the categories.

Based on the explanation above, the writer used the instrument interview and observation. The sample in this research with the respondents teacher A, and teacher B.

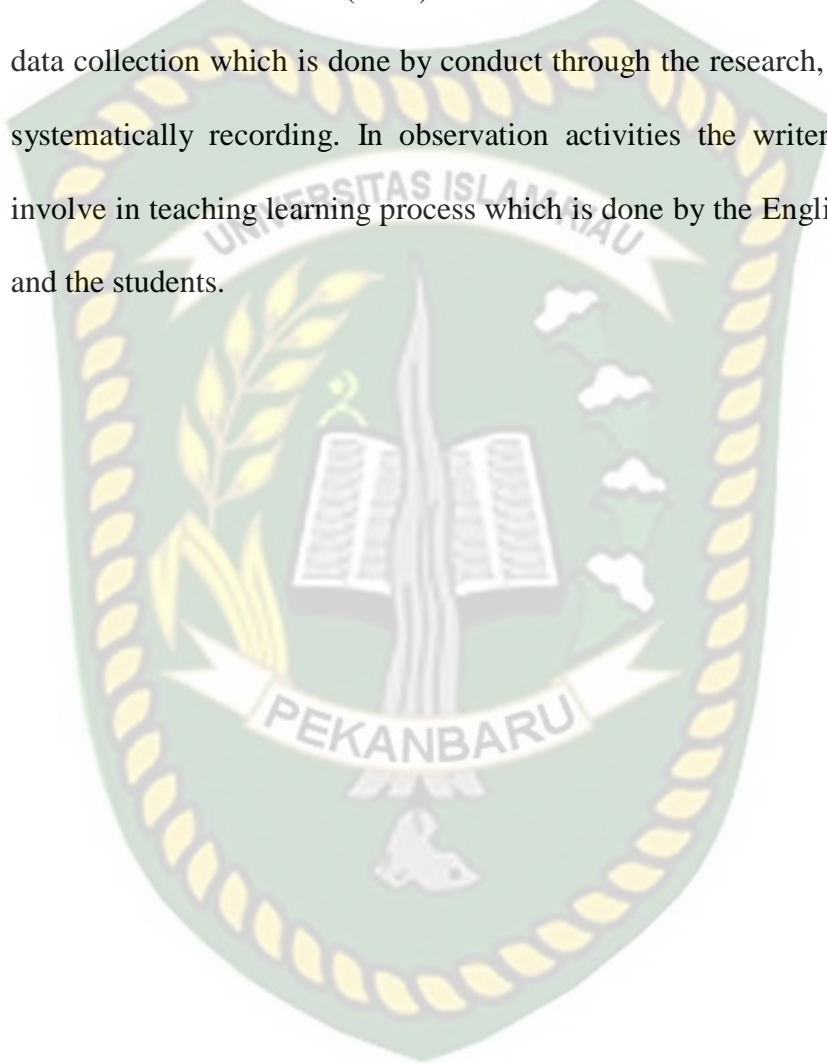
This is a kind of descriptive qualitative research and it investigated and analysis as well as the Implementation of Teaching English Based on Curriculum of 2013 at SMPN 35 Pekanbaru.

### **3.3 Data Collection Technique**

In conducting this research, technique of the data, which is used in this research was descriptive. It means that the writer only explain about the activities of the teacher strategies in the classroom. The writer explains about teacher teaching learning process do by the teacher, which relate about the Implementation Curriculum of 2013. The method used is as follows:

### 3.3.1 Observation

The data of this research are collected by doing an observation in the classroom. Arikunto (2001) said that observation is a technique of data collection which is done by conduct through the research, as well as systematically recording. In observation activities the writer does not involve in teaching learning process which is done by the English teacher and the students.



**Table 3.0 Blueprint of Obsevation Indicators**

No	Indicator	Sub-Indicator	Items	Total Number
1	Preliminary activities	Apperception and motivation	1-7	7
2	Core activities	Mastery of learning material	1-4	4
		The application of educational learning strategies	1-9	9
		Application of the scientific approach	1-5	5
		Utilization of learning resources/media in learning	1-5	5
		The implementation of authentic assessment	1-3	3
		Involvement of students in learning	1-5	5
		The use of correct and appropriate language in learning	1-2	2
3	Closing activities	Close learning	1-5	5

(Syawal Gultom:2014, Materi Pelatihan Kurikulum 2013,2014)



### 3.3.2 Interview

Method of interview is a dialogue conducted by the interviewer to obtain information from the interviewee. Sugiyono (2010) states the purpose of this type of interview is to find the problem more openly, in which the party interviewed asked for opinions and the ideas. The respondents in this interview are the English teacher of SMAN 4 Pekanbaru. Interviews with the teacher aim to identify the difficulties in the Implementation of the Curriculum of 2013. Therefore the question of interview was given based on the topic which has been listed.

**Table 3.1 Blueprint of Interview Indicators**

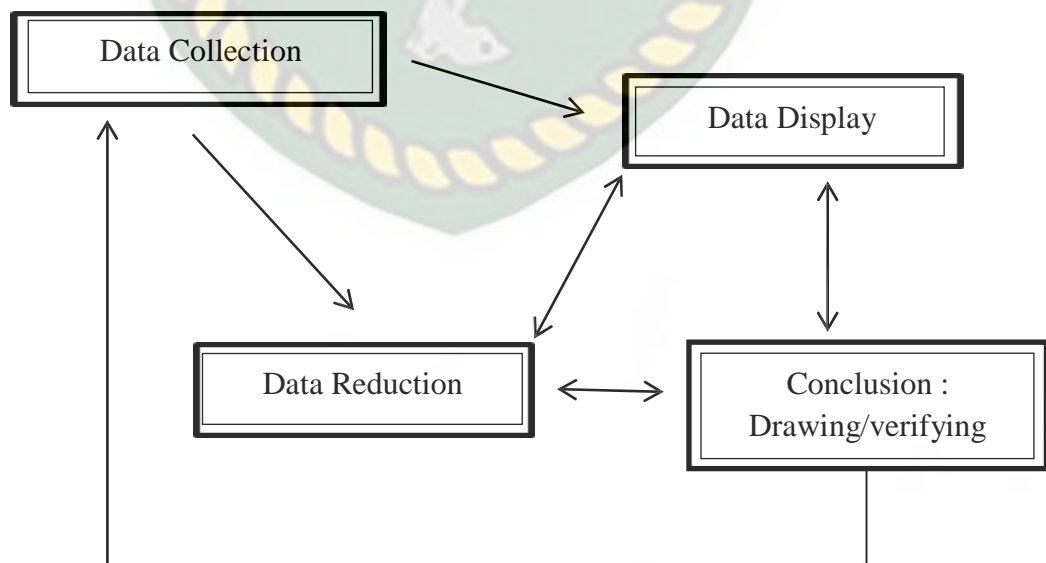
No	Indicator	Sub- Indicator	Items	Total Number
1	Learning Plan	Implementation of curriculum 2013	1,2,	2
		Develop of lesson plan	3	1
		Planning or preparation before teaching	4,5	2
2	Implementation of Learning	The learning method use	6,7,8,9	4
		Learning media use	10,11	2
		Learning resource used	12	1
3	Assessment of Learning	Assessment of learning	13	1
		Follow-up on learning outcomes	14	1
		Constraints and coping efforts	15,16	2
		Total		16

(Sources,Marhamah:2017)

### 3.4 Data Analysis Technique

According to Miles and Huberman (1994), the qualitative data analysis was a comprehensive source book, describing analysis that was directed at tracing out lawful and stable relationship among with the phenomena based on the regularities and sequences that link these phenomena. Analysis of the data when the data collection is done in a way to sort out which the data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus. According to Creswell said that qualitative researchers should already think and analyze when the qualitative research begins.

The writer use Miles and Huberman's method for the analysis of the data, consist of: data collection, data reduction, data display, and conclusion drawing/verification.



Source: Miles and Huberman (1994p.23)

## **1. Data Reduction**

Data collection based on Miles and Huberman (1994) set all of the data which was reduced in an anticipatory was as the researcher choose as a research question, cases and instrument. It was not something separate from the analysis (it was part of the analysis). For the first step, it happens through editing, segmenting and summarizing the data.

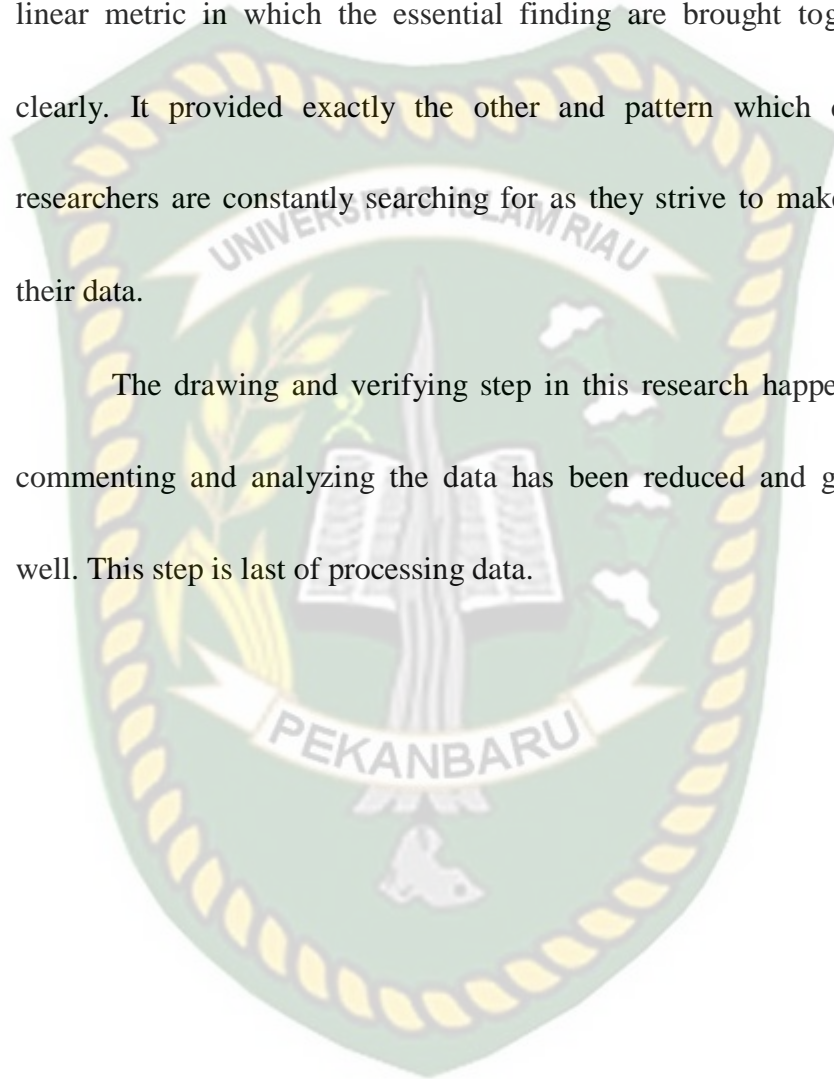
## **2. Data Display**

According to Miles and Huberman (1994) data display set as an organized, compress and assemble information, because qualitative data are typically voluminous, bulky and dispersed. Display help at all step in the analysis. The message was clear that the good qualitative analysis involves repeated and iterative displays of data. In this research, data display has been done in grouping the data already reduce in a reduction step. In this case the writer has grouping data based on the focus of the problem that has been explained clear in the chapter one and it was explained in the background of implementation of teaching English based on 2013 curriculum in chapter two as well.

### 3. Drawing and Verifying Conclusions

The data can be conclude, it is a simple plot, based on a well set linear metric in which the essential finding are brought together and clearly. It provided exactly the other and pattern which qualitative researchers are constantly searching for as they strive to make sense of their data.

The drawing and verifying step in this research happen through commenting and analyzing the data has been reduced and grouped as well. This step is last of processing data.





## BAB IV

### RESEARCH FINDINGS

#### 4.1 Data Description

This research was conducted to know the English teacher implemented curriculum of 2013 in teaching learning process at SMPN 35 Pekanbaru. The object of this research is the implementation of teaching learning process English based 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 aim at describing the finding in a qualitative ways. In investigated which are obtained from observation and interview in some English classroom and record during English learning take a place.

Observation in this research, the researcher had two teachers to be sample and the researcher observed some class where the teachers teach. Teacher A taught class VII, teacher B taught class VIII. It is used to get the data observation was done by the researcher with seen the English teacher by observing some observation checklist below. Here, the researcher observed how did the English teacher implemented the curriculum of 2013 in their teaching at SMPN 35 Pekanbaru. In term of observation checklist, the researcher explained her research based on observation checklist can see in an appendix.

#### 4.1.1 Observation Checklist in Learning Process

##### 4.1.1.1 Observation Checklist in Learning Process of Teacher A

From the observation of the teacher A in class VII-4 on thursday 20<sup>rd</sup> February 2020 at SMPN 35 Pekanbaru. The teacher A began teaching activity prepares the physical and psychic learners by inviting students to pray and greet, and then the teacher check the attendance of the students. The teacher asks the students about "do you know how many kinds of texts?" and the students replied "yes, with a variety of answer from the student". Then the teacher asks "if Ma'am asks about the animal like cat or butterfly, what material will we learn today?" The student replied "descriptive text or narrative text." The teacher attaches his own made media, made of colored cartons in front of class at whiteboard. In observation indicator teacher A did not give motivation study to students in contextual, teacher give questions directly to student without giving explanation before.

The core activity from teacher A is able to adjust the learning with learning objectives. Teacher A explains the meaning of descriptive text and give some example of descriptive text also explain what the meaning of descriptive text clearly and precisely so the students can receive and respond well-delivered from the teachers, when the teacher explains more deeply about "descriptive text" the students can repeat the teacher explanations. Therefore, the teachers do not feel the difficulty when entering a new theme even in the seventh grade of the newly graduated from elementary school because the students not only accept but

the students can also remember the lesson ago. The teachers can implement learning that fosters the active participation of the students in asking questions and opinions based on the material described. In the learning activities, the teacher A makes quiz, students are selected and asked questions about the "descriptive text" according to material, the students are asked to mention what the text in English. After that the students are asked to choose a friend to ask questions according to the teacher's instruction and do it again, all the students get the opportunity to move forward to the class in turn. The wrong student answers the question will be punished by singing in English in front of the class when the lesson ends. Game created by teacher A fosters students' positive habits and attitudes, so the students are more enthusiastic and not bored with the way the teachers teach monotonous teachers. Learning activities are carried out in accordance with the planned time allocation, although learning activities are spent by the quiz. The teacher A has applied the scientific approach, asking to the students to first observe the given theme (descriptive text), persuade the students to ask what the different the descriptive text and other text, then the students collect pertinent information about time and students express their opinions when the teacher asks. First, the teacher is doing the observing to the student about material that the teachers give to the student in the class. Second, the teacher asks students to find out whether the student understands what is conveyed by the teacher or not. If the students do not understand they are welcome to ask questions about the lesson at that time. Third is the teacher doing experiments, in English subjects this is where the students can actually conduct experiments by reading the contents of the lessons

in printed books or that have been given by the teacher, such as the teacher giving media to the students in the form of pictures about animals (rabbits) and the students are able describe the text properly and correctly. Fourth activity carried out is associating. In this activity the teachers and the students are required to make a conclusion from the core activities that have been carried out that rainy to make the teacher and the student skills more effective in the learning process activities that have taken place. And the last is communicating or networking conducted by the teacher to students is the interaction when the learning process when the teacher gives material about descriptive text until the teacher gives exercises and assignments to be done to the students. Then, in this activity the students are able to accept well what is conveyed by the teacher and be able to accept criticism if the work done is not in accordance with what has been delivered by the teacher.

The teachers involve all students in utilizing media and learning resources on learning activities, involving all the students on media and teacher quizzes can see first-hand student activeness, cheerful or enthusiasm 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 Indonesian and English mixed languages so that the students can understand what the teacher says.

At the end of the activity the teacher invites and guides the students to relearn what they have learned from the teacher. The teachers didn't provided training, but the teachers give oral tests in the form of quizzes in learning



activities. Five minutes before the end of the class the teacher gives homework to the students.

Based on the results above, the observation from the teacher A is very good. The teacher A is ready to apply the curriculum of 2013 in the implementation of learning, the teacher A can foster active participation in class VII by giving questions and always using the media each enter new material with the aim of the students will be more enthusiastic. The teacher A mastered the learning materials very well.

#### **4.1.1.2 Observation Checklist in Learning Process of Teacher B**

From the observation the teacher B on tuesday 25<sup>th</sup> February 2020 in VIII-3. The teacher begins teaching learning process activities prepares the physical and psychic learners by praying and greeting, then the teacher checks the attendance of the students. The teacher opened the learning with interaction to the students asking what did you do in this morning? The students answered I does breakfast this morning. The teacher called one student forward to describe about something that the student knows in their main and for all the students. The teachers do not convey the competencies that the student will achieve. Thus, in the preliminary activities of the teacher B does not implement the appropriate learning indicators of the curriculum of 2013.

The core activity, teacher B asks the students "who knows the definition of recount text and what types of recount text" and then the student who raises the hand is asked to come to the front of the class and write student opinions about the

questions asked by the teacher. The teacher B asked did not involve all the students in answer questions, while the students who sit on the door just sit and never express their opinions. So, the lack of teacher in mastering the class. Therefore, the teacher explains again about the material, then the teacher gives instructions to the student in front of the class to read out the contents of the text and they have to read the text. Learning activities implemented by teacher B make grade VIII-3 students less motivated, less creative, less active and it makes students bored with the methods applied by the teacher B.

Moreover, the teacher B didn't implement the learning coherently and doesn't implement the learning in accordance with the competence to be achieved. The teachers do not explain the material to the students but the students actually learn themselves through the books and find out about recount text, so that the implementation of learning does not foster the active participation of the students on the source of learning and in expressing their opinions. The students who are active in the classroom only a few, it can be counted the students who always ask or forward to the front of the class. The allocation of time spent in implementing learning is not in accordance with the planned because at the beginning of the teacher activity to warm up for 5 minutes, and give students time to discuss long enough.

The teacher B does not apply the full scientific approach, the teacher only facilitates the students and presents activities for the students to observe the recount text given by the teacher, the teacher does not provoke the students to ask, otherwise the teacher just ask about the material being taught. In the utilization of

learning resources / media in the learning of teachers is not and even difficult to show the skills in the use of varied learning resources and media usage, the teachers only give the media and create groups and then the students are told to discuss. The teacher B has a difficult reason in the media is the lack of knowledge of electronics such as laptops, and the lack of the teacher ideas in utilizing the existing media, and old age is the second reason. The teacher does not produce an interesting message, the teacher does not perform authentic assessment. Due to the boring teaching teacher's way so that the lack of cheerfulness and enthusiasm of the students when the lessons take place and the difficulty of growing the active participation of the students through teacher interaction, learning resources. But the teacher did not show a conducive interpersonal relationship. The use of spoken and written language in explaining the material is quite clear and true.

The end of the activity, the teacher does not facilitate and guide the students to summarize the lesson, the teacher does not provide any oral or written exercises. The teachers give the group task of making recount text with different themes, according to the researchers this way is less effective because it would be better if students work together in the classroom so that students will be more cheerful, active, and work together. Based on the observations in class VIII-3 total observation the teacher B is deficient, the teacher not ready in applying the implementation the curriculum of 2013, because the teachers teach in a monotonous the way to make the students bored and less active in the classroom. Teacher B can not take advantage of existing media teaching materials and learning resources.

#### **4.1.2 The Result of Interview**

The result of the research that will be presented in this section consists of three aspects of learning planning, implementation of learning, and assessment learning.

##### **4.1.2.1 Learning Plan**

The results obtained through observation, interviews, show that overall all English teachers have implemented the learning plan are good. In applying this new curriculum, it takes knowledge and understanding enough to be able to apply the Curriculum of 2013 good and maximally. In its application is good and consistent, there must be constraints experienced so, as to make the application of the overall curriculum has not been done optimally. All of the teachers have implemented Curriculum of 2013 even though not maximally because there are obstacles in preparation of lesson plans in curriculum of 2013.

At the same time, this research, all of the English teachers at SMPN 35 Pekanbaru 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 based on the syllabus. One of the constituent that must exist in the implementation of learning is a lesson plan. The teacher is requisited to make a plan in the form of learning tools before the teacher start the learning teaching process in the classroom. Planning or preparation from the teacher before teaching in general is



to make a lesson plan from making a syllabus and developing it and designing the implementation or making a lesson plan.

Teacher A and teacher B use lesson plan from. From the documentation based on the lesson plan made by the teacher is appropriate in the principle of preparation of lesson plans in general that contains with core competencies, basic competencies and indicators, learning objectives, learning materials, learning methods using scientific approach, media and learning tools, learning resources, learning, and assessment rubrics like (attitude, knowledge, and skills). Within the plan, a rating rubric has been specified with indicators of achievement of competence and refers to the assessment standard.

So, the successful implementation of curriculum development depends on the role of the teacher in improving the quality. After preparing the lesson plans, the next activity is to prepare all the component of teaching learning process such as: teaching materials, learning resources, and learning media. The teachers should be prepared all of the materials received from student handbooks and the teacher handbooks in addition teachers even use internet resources if they needed.

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

All of the English teachers are not difficulties when they want to learning planning the teachers have also been trained periodically, so there is no difficulty in developing lesson plans in accordance with new curriculum guidelines. It's just that the teacher B said with age that is old makes it very difficult to be creative in creating a unique and diverse media using a laptop. From the analysis of qualitative data, it can be concluded that English subject the teachers must to have implemented a good learning plan.

#### **4.1.2.2 Implementation of learning**

English teacher A implement the curriculum of 2013 in classes, VII-3 and VII-4. The teacher B implemented the curriculum of 2013 in classes, VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-4 and VIII-5. 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 says that using strategies that can make the students more active in the learning teaching process, and the teachers no longer use a centralized but student center teacher system. The students are expected to find out, so they can create.

Based on the data obtained from the observations supported by the results of interviews by researcher, in general all English subject the teachers have implemented Curriculum of 2013. The implementation of learning are grouped into three major activities are: preliminary activities, core activities, and closing

activities. The three activities are organized into one in a teaching learning process activity and can not be separated from one another.

In the preliminary activities the steps make it by the teacher always asks the readiness of the students to follow the learning and make a fun classroom feel, analysis the previous material relation with the material to be delivered, to set the information about the learning that will be implemented, awarding apperception to process the curiosity of the students.

To draw interest and evoke the awareness of the students, in the initial or preliminary activities the most important thing is the motivation to train and convey the objective of learning and provide a stimulus about the material to be studied. It is 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 the competence of students who have been established. In the core activities or implementation of learning, the teachers have applied a scientific approach are: observes, asks, gathers, associates, and communicates. Teacher A use role-play, picture, and mind mapping learning strategy. In the delivery of materials, the teachers already use 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 its progress. The interaction between the students and the teachers is very well created.

The final activities, the teacher lead the students to make a conclusions on the material when they are 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 give applied authentic assessments to the students. The lessons learned in the Curriculum of 2013 with the key ideas (point of learning) for reaching student center competencies. To get a good learning process and good results in a classroom, the good teacher management is required. And it can be concluded that the teachers have implemented the English language learning according to the Curriculum of 2013 good.

#### **4.1.2.3 Assessment of learning**

The results acquired through observation, interview, and show that overall all English teachers in SMPN 35 Pekanbaru have done the assessment in 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 results acquired. If the learning outcomes acquired by the student exceed the predetermined standard the learners have completed in mastering the predetermined competence.

Therefore, the assessment of learning outcomes can be used as a tool the success of learning by the teachers, although the level of achievement of the students against the competencies that have been determined. The follow-up program is designated for the students who are very complete and unfinished.



Here, the very complete means that students who achieve value far beyond the standard value. For the students who enter 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, in application has not been done in full. Authentic assessment includes the areas of attitude, skills, and knowledge. The teacher's constraint in applying this new curriculum is on assessment. However, all of the teachers have applied the authentic assessment. These obstacles can be overcome by regular training, reading the literature on assessment, and evaluating with English teachers.

In learning English, the teachers should be conducted an assessment of the attitude of the student in each meeting. So, in rating the knowledge of the students, the teachers must to use the written tests like daily tests, assignments, and semester practice. And then, in the skill assessment, the teachers should collect the student tasks in the form of writing skills, craft making skills but they are all tailored to the material presented. The teachers have done a portfolio assessment by collecting tasks from the students, so the task is not ready to taken home by the students. It can be concluded that the teachers have implemented the English Curriculum assessment in curriculum of 2013 is good.

## 4.2 Data Analysis

From the data description above, the researcher analyze that the evaluation of implementation teaching English based on curriculum of 2013 in learning process in the classroom at SMPN 35 it was found that there were 2 teachers who applied the scientific approach. They were teacher A, and teacher B. Each of them conducted it for 2 meetings.

Then, there were one topic taught by the teachers, they were Descriptive Text for teacher A and Recount Text for teacher B. The data was described related to the teaching and learning process. The teacher A is already implemented curriculum of 2013 at SMPN 35 Pekanbaru, it can be seen on observation and interview sheet. In observation the teacher A made by researchers, the teacher A has implemented the curriculum of 2013 in accordance with government regulations and accordance with the indicators and aspects observed by the researchers. These aspects include: first preliminary activities conducted by the teacher to the students. Second core activities. The core activity is supported by several questions on the observation sheet that the teacher is able to convey the activity smoothly. Next is the application of learning strategies that educate the teachers to meet all available material to do sequential learning material in descriptive text about animal (the animal is about the rabbit) and also use time efficiently and appropriately. The teacher A also conducted a scientific approach consist of Observing, Questioning, Experimenting, Associating, and Commucating. The teachers almost covered all activities in this step. Next is the assessment, the assessment used by the teacher A is 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 to foster active participation in asking questions and in expressing opinions. The teachers frequently used media such as pictures or real objects in each material to help them in teaching, this can make the students more interested and enthusiastic when the teacher express about the material and asks questions. And the teachers give praise to the students who can answer the teacher questions. At the end of the activity the teacher invites and guides the students to relearn what they have learned from the teacher. And then, in interview the teacher A has also answered all the questions that are among those questions in the application of the curriculum of 2013 is process learning activity in the classroom centered on student (student center).

In addition, the teachers engage students in the use of instructional media such as the teacher A using the picture media in teaching about "descriptive text" the picture is about the animal (rabbit). The teacher invited the one of the student to tell about the picture in front of the class that the teacher has prepared. Then, the student is asked to invite his friend and do it again. Here, the teacher directly assessed the oral and students' understanding of the material being taught. The teacher A is ready to apply the curriculum of 2013 in the implementation of learning, the teacher A can foster active participation in class VII-4 by giving questions and always using the media each enter new material with the aim of the students will be more enthusiastic. The teacher use media like text book, lks, and the picture. The teacher A mastered the learning materials very well.

From the observation and interview of the teacher B, the teacher is not ready in applying the curriculum of 2013, because the teachers teach in a monotonous way to make the students bored and less active in the classroom. The teacher B can not take advantage of existing media and teaching materials. Based on the answers observation sheet show that the teacher b did not apply the scientific approach in the curriculum of 2013 and in the mastery of teacher B material also did not prepare well. Meanwhile, in giving an assessment to the students, teacher b also did not use the existing assessment in curriculum of 2013 standards. The implementation of the curriculum of 2013 assessment included conducting an assessment of the student attitudes and carrying out student skills in the class. In the interview sheet of teacher B answered the questions in accordance with the implementation of the curriculum of 2013. Teacher B stated that in the curriculum of 2013 there were some obstacles and difficulties in implementing the curriculum of 2013. The obstacle and difficulties were the lack of teaching time and the behavior of the students who are influenced by electronics and the environment making us as a teacher overwhelmed when confronting the students during the teaching learning process.

When teacher B start the class, teacher B gave a kinds of recount text to the students with different structure. Then the students discussed and find out the type and structured of recount text they knows, after which the teacher give instructions and every student to go front of the class and read the contents of text and another student which is stay at front of the class is asked to guess the type of



text. The end of the teacher's activity give the homework of making a recount text, the students look active and creative.

According to the observations about the teaching of English based on the curriculum of 2013 at SMP 35 Pekanbaru in the previous explanation, the teacher's ability to master several things in the 2013 curriculum in accordance with the Ministry of Education related to the 2004 English Subject Curriculum Training Material states that:

*“Proses pembelajaran dikembangkan atas prinsip pembelajaran siswa aktif melalui kegiatan mengamati (melihat, membaca, mendengar, menyimak), menanya (lisan, tulis), menganalisis (menghubungkan, menentukan keterkaitan, membangun cerita/konsep), mengkomunikasikan (lisan, tulis, gambar, grafik, tabel, chart, 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 teacher A and teacher B mastering in the learning concept based on curriculum of 2013, construct the lesson plan, and implement the learning activity based on curriculum of 2013 also assess based on the rule in curriculum of 2013, although in practice there are still steps that have not been carried out by the teacher in accordance with the Ministry of Education.

Based on the interview was done with the two teachers, it could be known the teachers were still have a problem in conducting observing, questioning, experimenting, associating, and communicating step. The one of teacher's problem in curriculum of 2013 are lack of time in teaching learning process in the classroom. To analyze the interview data from teachers A and B, the researcher will explain in detail the existing questions below:

The question from teacher A:

1. *Apakah Anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas? Jika sudah di kelas berapa saja?*

*Jawab: Ya. VII*

The question from teacher B:

1. *Apakah Anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas? Jika sudah di kelas berapa saja?*

*Jawab: Sudah, VIII-3*

First, from the questions teachers A and B answered that they had implemented the 2013 curriculum in the class they were teaching. Based on the Materi Pelatihan Guru Implementasi Kurikulum 2013 SMP-Bahasa Inggris that July 2013: Class I, IV are limited to a number of SD / MI (30%), and all VII (SMP / MTs), and X (SMA / MA, SMK / MAK). This is the first year of implementation and is carried out throughout the Republic of Indonesia. For primary schools 30% of primary schools will be selected from each district / city in each province. And in July 2015: all classes and all SD / MI, SMP / MTs, SMA / MA, SMK / MAK schools have fully implemented the 2013 Curriculum include the SMPN 35 Pekanbaru.

The question from teacher A:

*2. Bagaimana strategi implementasi Kurikulum 2013 dalam proses pembelajaran?*

*Jawab: Sudah baik namun perlu perbaikan sesuai dengan kondisi belajar dan peserta didik*

The question from teacher B:

*2. Bagaimana strategi implementasi Kurikulum 2013 dalam proses pembelajaran?*

*Jawab: Perlu disesuaikan dengan materi belajar*

Second, from the questions teachers A and B answered that in implementing the curriculum of 2013 in the teaching process the teaching needs to be adjusted to the learning material of the students in the classroom. Where the teachers use the existing learning strategies in the 2013 curriculum such as PBL (project based learning), discovery learning, inquiry learning.

The question from teacher A:

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

*Jawab: Ya, di k13 siswa dinilai karakterternya baik oleh guru maupu teman sekelasnya*

The question from teacher B:

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

*Jawab: Kurang efektif (terlalu banyak penilaian)*

Third, from the questions answered by Teacher A and B there are differences in answers, Teacher A answers that in the curriculum of 2013 the students were rated based on their character both from the teacher and from their friends. Teacher B

replied that in applying curriculum of 2013 it was less effective (because too many assessments for students) so that it became inefficient in the process of applying the curriculum to shape student character

The question from teacher A:

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

*Jawab: Menyiapkan media terkait materi yang diajarkan*

The question from teacher B:

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

*Jawab: Mencari sumber materi, menggunakan media yang cocok dan guru harus menguasai materi pembelajaran yang ditampilkan*

Fourth, from the questions before teaching in class, teachers A and B answered that before teaching learning process they need to prepare media related to the material being taught and find sources according to the content standards based on the Regulation Of The Minister Of Education And Culture Of The Republic Of Indonesia Number 21 Of 2016(Kemendikbud No 21 Tahun 2016). From the answered of teacher A and B in accordance with Kemendikbud No 21 Tahun 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. According to Suyadi, 2013 (8-9) state that, there are 18 values applied in the 2013 curriculum including: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, enthusiasm, patriotism, respect for achievement, communicative, love for peace, love to read, care for the



environment, social care, likes to read from the whole teacher must pay attention to one by one from the student's character.

The question from teacher A:

*5. Apakah RPP yang Anda susun sudah sesuai dengan tujuan Kurikulum 2013?*

*Jawab: Sudah.*

The question from teacher B:

*5. Apakah RPP yang Anda susun sudah sesuai dengan tujuan Kurikulum 2013?*

*Jawab: Belum*

Fifth, from the questions of Teacher A, the teacher has compiled the RPP with the 2013 curriculum objectives. While, from the question of Teacher B, the teacher has not compiled the RPP according to the 2013 curriculum objectives because it is too wordy. The researcher has compared that the RPP teacher used is the same as the 2013 curriculum objectives, namely by using the 5M scientific approach and already implementing it in the classroom during the learning process from Teacher A. And then, the RPP used by teacher B is not in accordance with the curriculum of 2013 because there are some aspects that are not explained in the learning activities and are not in accordance with the Ministry of Education. However, when the writer interviewed the teacher B related to the lesson plan he understood the purpose of the lesson plan but he did not carry it out properly.

The question from teacher A:

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

*Jawab: Sudah.*

The question from teacher B:

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

*Jawab: Sebahagian siswa*

Sixth, from the question during the learning process whether the teacher has implemented a student center in the classroom and teacher A and B have answered. In the curriculum of 2013 the students are required to be active than the teacher.

The question from teacher A:

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

*Jawab: Aktif, sudah, siswa dapat mengikuti yang dimulai dengan mengamati, mengumpulkan informasi, mengasosiasi, menyimpulkan dan menginformasikan kembali sesuai dengan temuannya*

The question from teacher B:

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

*Jawab: Belum semua, karena kepribadian anak berbeda-beda*

Seventh, from the questions that the learning process of Teacher A has used the scientific approach in teaching learning process. While Teacher B has not used it for reasons of different children's personalities. So, we cannot apply it to all

students. In Permendikbud No. 22 Year 2016 it was explained that this 5M activity made students become active during the learning process.

The question from teacher A:

*8. Metode-metode apa saja yang selalu Anda gunakan dalam proses pembelajaran?*

*Jawab: Scientific, dan PBL (project based learning)*

The question from teacher B:

*8. Metode-metode apa saja yang selalu Anda gunakan dalam proses pembelajaran?*

*Jawab: Menyesuaikan dengan materi*

Eighth, the teacher A answer the method used in the learning process is PBL (project based learning), which means teaching methods that are characterized by real problems as a context for students to learn critical thinking and problem solving skills, and gain knowledge. teacher b answered the method used was to adjust to the material, it appears that teacher b was not ready to implement the 2013 curriculum where in the learning process the teacher was obliged to use methods in accordance with the 2013 curriculum.

The question from teacher A:

*9. Bagaimana cara Anda menggabungkan metode pembelajaran untuk mendorong keaktifan siswa dalam proses pembelajaran?*

*Jawab: Melihat situasi dan kondisi siswa terlebih dahulu baru kemudian memotivasinya untuk belajar*

The question from teacher B:

*9. Bagaimana cara Anda menggabungkan metode pembelajaran untuk mendorong keaktifan siswa dalam proses pembelajaran?*

*Jawab: Melihat situasi dan kondisi didalam kelas*

Ninth, from the question, teachers A and B look at the situation and condition of the students when they are in class when they want to combine learning methods to make the students active and able to follow learning with and teacher a and b also motivate the students to want to learn seriously.

The question from teacher A:

*10. Apakah Anda selalu menggunakan media dalam proses pembelajaran?*

*Jawab: Kadang-kadang*

The question from teacher B:

*10. Apakah Anda selalu menggunakan media dalam proses pembelajaran?*

*Jawab: Tidak, karena kurangnya fasilitas yang ada disekolah*

Tenth, the teacher A and B do not always use the media during the learning process because the facilities at school are inadequate.



The question from teacher A:

*11. Apakah Anda selalu melibatkan peserta didik dalam pemanfaatan media pembelajaran?*

*Jawab: Iya.*

The question from teacher A:

*11. Apakah Anda selalu melibatkan peserta didik dalam pemanfaatan media pembelajaran?*

*Jawab: Iya*

Eleventh, from the questions above, teacher A and B both answered that they always involve the students in the use of instructional media when the teaching process in the classroom aims to be more effective.

The question from teacher A:

*12. Sumber belajar apa yang selalu Anda gunakan dalam pembelajaran?*

*Jawab: Buku, lk & media belajar*

The question from teacher B:

*12. Sumber belajar apa yang selalu Anda gunakan dalam pembelajaran?*

*Jawab: Buku paket, kamus, LKS, dan buku lain yang menunjang pembelajaran didalam kelas.*

Twelve, the learning bucket used by the teacher A and B in learning are textbooks, exercise books (lks), dictionaries, and other books that support lessons in the classroom that suitable with curriculum of 2013.

The question from teacher A:

*13. Apakah Anda sudah menggunakan penilaian Autentik?  
Jika iya, bagaimana menjalankan penilaian autentik?*

*Jawab: Iya*

The question from teacher B:

*13. Apakah Anda sudah menggunakan penilaian Autentik?  
Jika Jawab: iya, bagaimana menjalankan penilaian  
autentik?*

*Jawab: Iya dengan menilai secara langsung*

Thirteenth, the teacher A answered yes, without accompanying a compelling reason (how to carry out the authentic assessment) while teacher B answers by evaluating directly. We know that in 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 characteristic in the curriculum of 2013. Authentic assessment in Permendikbud no 23 Year 2016 stated that assessment is a process of gathering and processing information to measure the achievement of learning outcomes students and assessment of student learning outcomes in basic education and secondary education include aspects of: a. attitude; b. knowledge; and c. Skills. In theory the teachers A and B understand about authentic assessment but they have to take a lot of training and seminars from the school so that they can implement it well and in accordance with the Ministry of Education.

The question from teacher A:

*14. Apakah Anda selalu melaksanakan tindak lanjut hasil belajar? seperti apakah tindak lanjut hasil belajar yang selalu Anda terapkan?*

*Jawab: Iya, remedial sesudah UH*

The question from teacher B:

*14. Apakah Anda selalu melaksanakan tindak lanjut hasil belajar? seperti apakah tindak lanjut hasil belajar yang selalu Anda terapkan?*

*Jawab: Iya, seperti pengayaan, remedial dan tugas lain yang sesuai*

Fourteenth, teachers A and B carry out remedial daily tests, and provide other assignments in accordance with the material to carry out follow-up student learning outcomes that have not been completed.

The question from teacher A:

*15. Kesulitan atau kendala-kendala apa yang selalu Anda rasakan dalam menerapkan Kurikulum 2013?*

*Jawab: Kurangnya waktu*

The question from teacher B:

*15. Kesulitan atau kendala-kendala apa yang selalu Anda rasakan dalam menerapkan Kurikulum 2013?*

*Jawab: Kurangnya waktu, tingkah laku anak sekarang yang dipengaruhi elektronik dan lingkungan membuat kami kewalahan/tidak fokus*

Fifteen, teacher A and B stated that in implementing the curriculum of 2013 there were obstacles experienced during the learning process in the classroom, namely the lack of time during the learning process so as to make learning inefficient and

teacher b also said that the behavior of children now affected by electronics and a week's environment makes the teacher overwhelmed. Also, the problems faced by the teachers in teaching and learning process were the students should pay attention to the five steps used in scientific approach that related to the PERMENDIKBUD No 22 Tahun 2016.

The question from teacher A:

*16. Solusi atau upaya apa yang Anda lakukan untuk mengatasi kesulitan atau kendala dalam implementasi Kurikulum 2013?*

*Jawab: Memanfaatkan IT dengan sebaik-baiknya*

The question from teacher B:

*16. Solusi atau upaya apa yang Anda lakukan untuk mengatasi kesulitan atau kendala dalam implementasi Kurikulum 2013?*

*Jawab: Menggunakan IT untuk mengatasi kendala yang ada diK13 dan tugas-tugas diluar jam pelajaran (PR)*

Last question in interview, teacher A and B answer the question about solutions or efforts made to overcome obstacles or difficulties in implementing the curriculum of 2013. This is to use technology as well as possible.

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



Based on this research the researcher found that, the teacher implemented the several aspects of the teaching were; the teacher gave the motivations to the students, explained the way to learn through the picture, guided the students to learn and discuss with their friends, gave exercises to the students in their group, evaluated the result of the group work, guided the students to present the group discussion and guided them to make a summary.

Also the activities in the teaching learning process the teacher set the time allocation with respect to the learning process, give the motivations for the students to grow a passion in learning, implement the discussion in the class, discussion is an appropriate thing to create the students' creative and productive, observe the students: teachers can know the student who needs more exercise, provide oral and written information with a simple and easy to understand by the students, give the problem, so that the students can solve the problem, ask the questions and provide the responses and use the media/property.

The teacher feels happy with the curriculum of 2013 because it is not difficult to teach students of SMPN 35 Pekanbaru. The students are more independent, active and well-heeled in every lesson because the students get 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 result of the research the researcher conclusions about the Implementation of Teaching English Based on Curriculum of 2013 in SMPN 35 Pekanbaru and some suggestions to the English Department lectures at FKIP UIR Pekanbaru, for the English students and the last for the next researcher.

This chapter deals with the conclusion of Implementation Teaching English Based on 2013 Curriculum based on research questions. The researcher also tried to give some suggestions that might be beneficial, either theoretically or practically.

#### 5.1 Conclusion

In make a planning or preparation by the teachers before teaching implicates preparing the lesson plans, preparing teaching materials, learning resources, and the last is learning media. The English teacher A and Teacher B still use lesson plans made by the school. In doing learning process practice, the teachers have adopted a scientific approach and used a variety of media but did not optimize the use of facilities and infrastructure available in schools in learning.

The teachers have been carrying out authentic assessment and implement of learning outcomes according to the Curriculum of 2013. On the whole, The Implementation of Teaching English Based on Curriculum of 2013 at SMPN 35 Pekanbaru is seen in terms of learning planning, learning implementation, and assessment of learning is categorized as very good.

Nevertheless, the English teachers experience obstacle in applying the curriculum of 2013. Planning or preparation by the teachers before teaching learning process implicate preparing lesson plans, preparing teaching materials, learning resources, and the last learning media. The English teacher A and Teacher B still use lesson plans made by the school. On the whole, The Implementation of Teaching English Based on Curriculum of 2013 at SMPN 35 is seen in terms of learning planning, learning implementation, and assessment of learning is categorized as good.

However, the English teachers experience obstacles in applying the curriculum of 2013. All difficulties can be recover 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 SMPN 35 Pekanbaru.

## 5.2 Suggestions

Related to the result of this research, the researcher proffers some suggestions as follow:

1. The teacher should be follow with more seminars which inform about the curriculum of 2013.
2. In teaching learning process it is better for the teachers to use other variation the media such as, power point or play video about material so that the students can enjoy and interested to study English and don't feel bored when they in classroom.
3. The researcher realizes that this research is far from perfect. So, she recommends that further research needs to be conducted.



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