THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING ENGLISH OF THE FOURTH GRADE STUDENTS ACHIVEMENT AT PRIVATE ELEMENTARY SCHOOL IN TAMPAN PEKANBARU

THESIS

Intended to Fulfill One of the Requirements For the Award of Sarjana Degree In English Language Teaching of Education Factulty of the Islamic University of Riau

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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHING TRAINING AND EDUCATION

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THESIS

THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING ENGLISH OF THE FOURT GRADE STUDENTS ACHIEVEMENT AT PRIVATE ELEMENTARY SCHOOL IN TAMPAN PEKANBARU

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THE CANDIDATE HAS BEEN EXAMINED

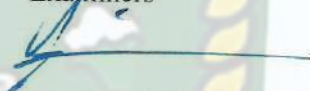**THURSDAY, 22 OCTOBER 2020**

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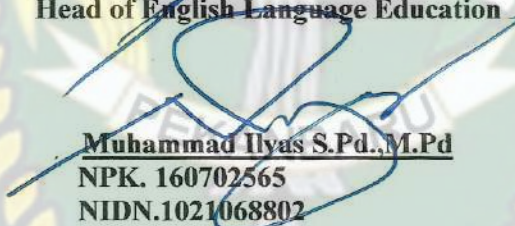Study Program   : English Language Education

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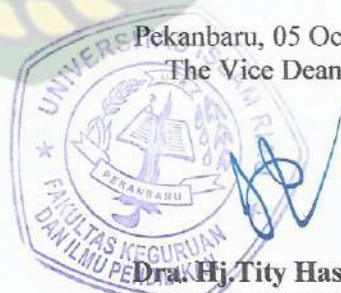**NPK. 160702565**
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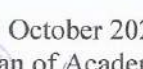
THESIS GUIDANCE AGENDA

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DECLARATION

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I hereby declare this thesis is definetely from my own ideas, except the quotations (directly or inderectly) which were taken from various sources and mentioned scientifically. The researcher responsible for data and facts provided in this thesis.

Pekanbaru, 05 October 2020

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Hopefully all the kindness given by all parties will be reply reward from Allah SWT I hope this thesis can be useful for writers and readers Amin.

Pekanbaru, 05 October 2020

The researcher

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ABSTRACT

Lady Nadhea Suwandi, 2020, The impementation of 2013 curriculum in teaching english of the fourth grade students achievement at private elementary school in tampan pekanbaru

This study aims to describe the planning of learning, implementation of learning and assessment of learning that teachers be discovered in the implementation of the 2013 curriculum in class fourth private elementary schools in tampan pekanbaru.

This research use descriptive qualitative approach . The subject of this research is teacher a grade fourth private elementary school in tampan pekanbaru. The sample taken from the population was five English teachers who implemented the 2013 Curriculum.Data collection techniques used were interviews and questionnaires. teacher interview research to find out which rpp to use is in appropriate with the concept of the 2013 curriculum, using a learning approach scientific, and learning models that are in appropriate with the concept of the 2013 Curriculum. In the 2013 curriculum learning assessment, the teacher has used authentic assessment to assess the competence of attitudes, knowledge and skills students.

The results showed that all English teachers in private elementary schools in tampan pekanbaru had implemented the 2013 Curriculum very well. This is shown with the percentage of achievement based on the questionnaire results of 89.8% and categorized as very good.

Key Words : Implementation, 2013 Curriculum , private elementary schools

Chapter I

INTRODUCTION

1.1 Background of the problem

2013 curriculum has been run and tested to some school as elemenntary education class 1 and 6 ,SMP class 7 and 9, and SMA/SMK Class 10 dan 12. In fact, the curriculum raises a variety of concerns for teacher because there are still many teachers who do not understand the changes in the curriculum and the training and socialization process that applies to the government. In the 2013 school year school in indonesia had a basic education level and intermediate begin implementing a new curriculum called curriculum 2013 (ministry of education and culture, 2013).

Different the previous curriculum, where subjects presented and taught separetely , while the 2013 curriculum specifically for the level elementary school subjects are presented and studied in an integrated manner through themes that have been set.

2013 curriulum learning planning, learning planning in the form of syallabus in accordance with the teachers creative ideas in writing learning activities by theme . in addition, 4 core compentencies are writeen in the syllabus. The teacher explains that the core activities in the lesson plan contain acitivies such as observing,asking, trying, associating and communizing . that called scientific approach.

Based on Rina Listia research there are experiencing problems both from schools and teachers. One of the obstacles faced is the not available of a special syllabus for English subjects. Although as a subject of local content but English must still have its own syllabus. Government in this case the ministries of national education in primary and secondary fields do not provide syllabus English subjects. The assignment was turned overfully to each province to make its own syllabusaccording to the situation and conditions in the area. Another problem is the method andteaching strategies by teachers that are not in accordance with student development.

Based on research there are several obstacles felt by all elementary school language learning providers English is the not available of learning such as good textbooks for English teachers and for students. Although there is an effort from LPMP (Institution Educational Quality Assurance) and the Ministry of Education to overcoming the problem by publishing an English textbook but not yet sufficient because there are still some elementary schools that are given and also only used by teachers.The problem mentioned above is also added by the teacher does not have a guide book which is appropriate and meets the standards to be used as learning material in class. As well as the not available of textbooks in schools can student and teacher motivation. One way to reduce the problem is by giving material that they were very familiar with before. (Didi Sudjarat, 2015 and Rina Listia)

According to research how many problems there is a lack of media. Teachers must prepare teaching media which indirectly increase spending themselves.

Nevertheless the teacher is very happy to teach his students. Obligations of the actual school that can provide good teaching.Another lack is the of language laboratory and library facilities that meets the standards in school. (Rina Listeria and Safety Nursitti & Woro Estiningsih,2016).

Based on previous research that there are some problems evaluation is categorized quite well even though the English teachers do not yet know the principles of evaluation and the types of tests.(Didi Sudjarat,2015 and Desmawati radjah & Hermawati syarif,2016)

Based on the description of the implementation of the 2013 curriculum in teaching and learning activities and existing problems, the writer is interested in conducting a research entitled **"The Implementation of 2013 Curriculum in Teaching English of the Fourth Grade Student Achievement at Private Elementary School in TampanPekanbaru".**

1.2 Identification of the Problem

Based on the background of the problem described above that special elementary school English lessons do not provide a syllabus because the government is left to the task of each province to make own syllabus, then the ability and skills of teachers who teach English in elementary schools are still low. in English learning also the unavailability of textbooks and alloy books for teachers and students, and lack of English language teaching media not much of language laboratory facilities.

1.3 Focus of the Problem

Based on the explanation above, the focus of this research is directed implementation of the 2013 curriculum conducted by teachers through the implementation of the 2013 curriculum.

1.4 Research Question

Based on focus of the problem above, the research question formulation of the problem of the research below:

1. How do the implementation of 2013 Curriculum learning in English?

2. How did the 2013 curriculum difficulties in English?

1.5 The Objective of Problem

Research objectives can be formulated as follows:

1. To describe the implementation of 2013 Curriculum learning in English?

2 To describe the 2013 curriculum difficulties in English?

1.6 Significance of the Research

1. This research develops curriculum in Indonesia, curriculum 2013

2. 2013 curriculum for conducting implementation learning in English

3. Receive information about curriculum changes and curriculum implementation in 2013

1.7 Definition of Key Terms

1. The Implementation

The implementation of the 2013 is not only refused by some teacher in indonesia but also the students

2. Curriculum

Curriculum is not restricted do activies within the classroom but includes activities do out classroom

3. 2013 curriculum

2013 curriculum is an increase in the balance between competencies attitude, skill, spiritual and knowledge.

Chapter II

REVIEW OF RELATED LITERATURE

2.1   Relevance Thories

2.1.1 Curriculum

2.1.1.1 Definition of Curriculum

The etymologically originated of Greece,Curir, meaning runner and curere, meaning racing place. So, curriculum terms come from a world of sponts that conveys a sense of the the distance to cover by runners from the starting line to the finish line as the teaching grows and education practice the curriculum word shifts meaning into some knowledge or subjects that students have to measure or complete to get to a level or diploma. (Muhammad Joko Susilo, 2008:p.77)

From the definition above, it can be concluded that in curriculum of two main things : curriculum is every student must master the subjects given by the teacher and student learners are determined by how far they learning with scores obtained after taking a test or an exam to get awards as diploma.

According to B.Othane Smith, Starley and J.Harlan, 1950 stated that the definitions of curriculum is a sequence of potential experince is set up in the school for the purpose of disciplinding children and youth in group ways of thinking and acting.

Based on definition above, Curriculum is assign potential experiences established in school to teach discipline to children and youth with just adjusting to the thought pattern.

The term curriculum more popular as more and more definition of the curriculum appear, based on the result of the collection of information the curriculum in 1916-1982 has obtained several statement that can be developed as a definition of the curriculum

According to John Dewey 1916 " education consists primarily in transmission through communication as societies more complex in structure and resouces, the need for formal or intentional teaching and learning increases". According to J.Galen Saylor and William M Alexander 1966 and 1974 stated the curriculum is all learning opportunities provided by the school plan for providing sets of learning opportunities to achieve broad education goals and related specific objectives for an identifiable population served by a single school enter. While, Peter F Oliva 1982 "curriculum is the plan or program for all experiences while the learner encounters under the direction of the school".

By the definition of what those experts are building, understanding of the curriculum is constantly evolving in line with the development of educational theory and practice with a variety of opinions about the understanding of the curriculum so theoretically it is rather difficult to determine an understanding that summarizes all opinions based on the results of the study, obtained several dimensions of curriculum understanding.

According to Schubert 1986 the understanding of the curriculum stretch form a simple understanding of the curriculum as a subject to the curriculum as a life skill and then add curriculum as the subjects character the content of learning outcomes the existence of elements of cultural reproduction and social development and the importance of life skill.

Based on definition above, curriculum as a subject is an understanding that links the curriculum to the list of subjects taught. curriculum as a planned program of activities means planning the scope, sequence, balance of subjects, teaching techniques, ways to motivate students and things that can be planned in advance in learning.

According to Ralph Tyler 1949 learning takes place through the experiences the learner has learning experience the curriculum consist of all of the learning of students which is planned by and directed by the school to attain its education goals. While, Hilda Tada 1962 " a curriculum is a plan for learning therefore what is known about the learning process and the development of the individual has beating on the shaping of curriculum".

Based on definition above, curriculum the importance of selecting substances that will reflect investment in learning activity patterns in addition to containing a statement of objectives and an assessment program for learning outcomes.

2.1.1.2 History of Curriculum

The curriculum in Indonesia has experienced several changes from year to year. In curriculum changes are the consequences and implications of changes in

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the political system, social, cultural, economic and development of science and technology.

Every curriculum development activity always requires foundations that are based on deep thinking from a very strategic position in the whole educational activity with the position of curriculum development cannot be done arbitrarily but must be based on a variety of strong foundations. In curriculum development activities, approaches and models need to be applied to the conditions under which the curriculum is implemented.

The curriculum as achieving the goals of national education was developed on the basis of the juridical Pancasila and the 1945 Constitution. Every change in the curriculum has an emphasis on the main and educational objectives and approaches in implementing the curriculum. Curriculum as an educational institution that is processed dynamically correspond to changes in society so that students are useful for community life.

The curriculum understanding formula contained in Law No. 2 of 1989 concerning the national curriculum education system is any plan and arrangement regarding the content and subject matter as well as how to be used as a guideline for organizing teaching and learning activities.

Based on definition above, the curriculum is a number of content plans which constitute a number of stages of learning for students with educational institution guidance that brings into the learning conditions and the curriculum has an

educational design that matches the foundation on which community development.

2.1.1.3 The Functions of Curriculum

The curriculum also develops certain functions. According to Alexander Inglis 1990 the six curriculum are as follows:

1) **The Adjusted or Adaptive Function**

The adjustment function implies that the curriculum as an educational tool must be able to direct students to have character well adjusted is being able to adapt him- self to the environment, both the physical and social environment. The environment itself is always experienced and is social in nature.

Based on function above, the environment is constantly changing and dynamic so students must have well adjusted in order to adjust themselves to the good environment.

2) **The Integrating Function**

The integrating function meaning that the curriculum as an education tool must be able to produce a complete person. Students are essentially a member and an integrating part of society.

Based on function above, therefore, society is implicitly a "learning class" broadly, where the teacher is community character and material in the form of local wisdom and local cultural customs. The integrating function gives the possibility of reciprocal relationships, where not only

students learn to the community, but with the presence of community education indirectly become educated people.

3) The Differentiating Function

The differentiating function meaning that the curriculum as an education should be able to provide service to individual differences of students. Every student has differences , both physical although psychological aspects should be appreciated and served well.

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

4) The Preparation Function

The preparation function meaning that the curriculum as an educational tool must be able to prepare students to continue their studies to the next level of education.in addition, the curriculum is also expected to prepare students to be able to live in society if for some reason, unable to continue their education.

Based on function above, the curriculum functions to prepare students to be able to continue to the next level of education or prepare students to be able to live in society if they cannot continue to the next level for some reason.

5) The Selective Function

The selective function meaning that the curriculum as an educational tool must be able to provide opportunities for students to choose learning programs that are appropriate to their abilities and interests. The selective function this is very closely related to the function of differentiation.

Based on function above, This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

6) The Diagnostic Function

The diagnostic function meaning that the curriculum as an educational tool must be able to help and direct students to be able to understand and accept their strengths (potentials) and weaknesses.

Based on function above, this is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

Various curriculum functions were carried out by the curriculum as a whole. These functions influence the growth and development of students in line with the philosophy of education and the educational goals expected by the educational institution concerned.

2.1.1.4 The Component of Curriculum

According to Ralph W Tyler 1975 stated curriculum develompent basically is an continuing process and is a cycle of several competences as follows:

1. **Purpose Component**

Curriculum objectives are goals that must be achieved by each field of study or subject. Therefore curriculum objectives can be defined as qualifications that students must have after they have completed a particular field of study. In an educational institution curriculum objectives are also an intermediate goal to achieve the goals of educational institutions.

Objectives will provide clear instructions also for the selection of content, teaching materials, learning media strategies and evaluation. Learning objectives that are part of the curriculum objectives, can be defined as the ability that must be possessed by students after they learn a certain language in a particular field of study in one meeting, because before the teacher does the teaching and learning process, the teacher needs to formulate learning goals that must be mastered by students after they finish following the lesson.

2. Content / Learning Component

Curriculum content is a component related to learning experiences that students must have. The contents of the curriculum relate to all aspects related to knowledge or subject matter as well as student activities and activities.

3. Method / Strategy Component

According to T. Raka Joni 1989 definition learning startegies as patterns and general sequences of teacher student actions in realizing teaching and learning activities to achieve predetermined goals.

Based on definition Strategies above, learning strategies are action plans for a series of activities including using methods and utilizing various resources in learning that are structured to achieve certain goals.

The method used to realize the strategy set. There is one learning strategy used several methods. For example, to implement an expository strategy the lecture method can be used as well as the question and answer method or even discussion by utilizing available resources including using learning media. Therefore the strategy differs from the method. the strategy showed in a plan of operation achieving something while the method is a way in achieving something.

4. Evaluation component

According to Oliva 1998 stated evaluation is an inseparable part of curriculum development. While, According to Scriven 1967 stated evaluation as a summative function and evaluation as a formative function.

Based on definition above, curriculum can be taken into consideration whether a curriculum needs to be maintained or not and which parts must be refined. in the evaluation can function to determine whether the goals set have been achieved or not, the evaluation is used as feedback in improving the strategy set.

2.1.2 2013 Curriculum

2.1.2.1 Definition of 2013 Curriculum

The curriculum of 2013 is designed with chracteristics of developing a balance between spirtual and social attitudes knowledge and skill. Which, should be applied in various situations in the school and communty (Permendikbud No.59 Tahun2014). While, Curriculum 2013 is to accomplish the curriculum competetivencess and character are build (Ilma Z and Pratama R,K 2015).

Based on definition above on, The 2013 curriculum develops characters based on the value of students' interests and needs approaches in four aspects spiritual and social attitudes, knowledge and skills.

2.1.2.2 Characteristics of 2013 Curriculum

1. Develop a balance between spiritual and social attitudes, knowledge, and skills, and apply them in various situations in school and society

2. Placement schools as part of the community provide learning experiences for students who are able to apply what they learn at school to the community and use the community as a learning resource

3. Give enough time to develop various attitudes, knowledge, and skills

4. Competencies that develop are expressed in core class competencies which are further specified in the KD of the subjects

5. Developing KI class into KD for the organizing element , KD and learning processes

6. KD development is based on accumulative, reinforced and enriched principles between subjects and levels of education horizontal and vertical organization.

2.1.2.3 Scientific Approach/ Teaching Method in 2013 Curriculum

In this research 2013 curriculum the process of teaching and learning used scientific approach. Actually the procedure in instruction implementation is stated in the law of the Ministry of National Education and Culture number 65 year 2013 chapter and chapter III and IV about instruction implementation.

From the definition above, teaching methods adapted by the national education ministry in the concept of the 2013 curriculum process standard that includes aspects of developing students' character and creativity.

In the practice scientific approach is also known as scientific method that defined according to Edmond in Xiaowei Tang et.al as the method to specifically show the accounts of scientific process steps that are central to many inquiry models and infuse policy, curriculum and instruction.

Based on definition above, to improve on solving the teaching process that show the teaching activities in the classroom with this instruction having a goal in the teaching process of curriculum development. The five step in teaching and learning process, they are observing, questioning , associating, experimenting and networking each of the step is presented in the following :

1. **Observing**

    Observing is to observe the process of phenomena that includes seeing, reading and researching information in real everyday contexts. Students directly observe the material or information in learning English. The teacher can help students in activities related to the material and give questions to find out their knowledge.

2. **Questioning**

    Questioning is the process of developing students' knowledge of having critical and systematic thinking skills can be done through discussion. Students discuss according to the material provided by the teacher right in the discussion for them to conduct question and answer sessions.

3. **Experimenting**

    Experimenting is to increase students' knowledge in developing creativity and communication. In activities, information can be obtained based on basic competency characteristics. The experimenting method used develop various learning objective ,the attitude , skill and knowledge.

4. **Associating**

   Associating is to build students' thinking and actions. this activity can be designed by the teacher through special while students carry out activities such as analyzing data and concluding discussions.

5. **Communicating**

   Communicating is to express verbally and non-verbally so that studentsget to communicate knowledge and skills through presentations. Students communicate the results of discussions about cultural comparisons of activities. The result of this activity can be individual or group works. There aspect of curriculum 2013 student attitude, skill and knowledge.

2.1.2.4 The Assessment/ Evaluation of 2013 Curriculum

Evaluation is a general term show any process learning to judgments or recommendations about the quality of unit (Campbell &Rozsnyai, 2002, p. 31). While According According to the Ministry of Education and Culture Regulation No. 66 of 2013, a standard of evaluation is a criteria, mechanism, procedure or instrument to measure the achievements of learners and performers.

From the explanation above, assessment is divided into 2, namely: authentic assessment and assessment process of the assessment has been different for the results. if authentic grades can be used by teachers for improvement programs and counseling services while the assessment process for teaching process materials is based on standards.

The implementation of 2013 curriculum, the Ministry of National Education and Culture through its law number 65 year 2013 chapter IV adopts authentic assessment as the assessment of instruction process. This assessment assesses students' readiness, process, and result of complete learning.The different characteristic and format of authentic assessment between previous form curriculum assessment is also attributed in this curriculum.

Based on definition above, Authentic assessment can form the process of assessing students through several assignments that reflect student learning and attitudes attainment in solving the characteristics of authentic assessment activities and learning experiences in class.

Authentic assessment is defined by many educational language experts so far. According to O. Malley and Pierce in Hana stated that authentic assessment as the multiple forms of assessment reflecting studentslearning, achievement, motivation, and attitudes toward classroom instructional activities. Another definition about authentic assessment is stated by Newman, Brandt and Wiggins in Bruce that assessment is authentic when it measures products or performances that having meaning or value beyond success in school.

From the explanation above, authentic assessment can be Implement with many ways, implementation of 2013 curriculum authentic assessment is a process student learning progress in a scientific approach. Authentic assessment is more focused on the task to show students competence, aspects, cognitive and psychomotor.

2.1.3 The Implementation of 2013 Curriculum

According to Gunawan2017 pp: 99-107 the implementation of Curriculum 2013 is the development of learning tools that refers to the policy of Curriculum 2013.

Based on definition of such implementation, the process of applying or implementing planned implementation of the 2013 curriculum in mastering competencies as interactions with the environment for learning activities.

According to this is stated in UU number 20 of 2003 year about the national education system,that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

From the explanation above, the activities planned to achieve the activity objectives are influenced by the object and the arrangements for carrying out the activities for the educational purposes.

2.1.3.1 Characteristics of Elementary School

Understanding the character of young learners is very important for the success of the process English learning.According to Musthafa 2010, language teacher Elementary English must know about the characteristics children and how children learn languages.

Based on the above, they are able to teach with good and displays the best and a good teacher will help students learn and know how students achieve results the best.

1. Characteristics of Elementary School Children. Children are different individuals and ways of learning.by, elementary school children according to Briggs and Potter 1990 include:

2. They are always interested and curious about the natural environment

3. They love to play and are always happy

4. With their high curiosity, they always try to try, and investigate something

5. They always feel moved and motivated to do better after they have failed or disappointment

Based on the characteristics above, the teacher must develop material children's needs and appropriate to deal with teaching children who are have different abilities, attitudes, and talents that are in the same class.

Characteristics of Learning Materials, Learning materials for elementary school children have special characteristics such as described by Clements and Hawkes 1985, including:

1. Connect with him-self and the environment.

2. Simple and concrete.

3. Attractive like funny and colorful pictures.

4. Invite curiosity.

5. Light weight.

6. Related to play activities.

Based on Characteristics of Learning Materials above, so that elementary school children feel happy, motivated, and confident in learning English, the

teacher must be able to create conducive situations that can make children feel safe. For that English teachers need to know the characteristics of foreign language learning in particular.

2.1.3.2 Learning Method in Elementary School

According to Edward Anthony 1963 in Fachrurrozi & Mahyudin 2016 says that the method is learning plans that are arranged systematically from beginning to end regarding the implementation of language learning in the classroom on the basis of one certain approach.

Based on the above the teacher must really understand methods that will be applied in learning English for improve the method it will use.

According to stated Faridi (2010) who said that most language teachers English in SD / MI is still used the "chalk and talk" method (chalk and lecture) which will show lack of professional learning process.

Based on the above, as some of these teachers could not speak good English and can't choose the best method and material to apply in class.

In accordance with the concepts of language learning and the level of child development elementary school children as described in the sections above, the following is presented several methods of learning English that are relevant for the elementary level:

1. Total Physical Response (TPR)

According to Penny, methods Total Physical Response (TPR) is defined "a language teaching method build around thecoordination of speech and action, it attempts to teach languagethrough physical (motor) activity".

Based on the definition above, TPR is one of the techniques in stages early (preproduction) teaches English. In TPR, students respond sentence sentences spoken teacher. In this stage students do not at all put out words, but only respond physically.

This method developed by a psychology professor at San University Jose California named Asher who was successful in the development of this method in learning foreign languages in children.

Based on the above, in students containing a foreign language approach method with instruction or command to his physical before they begin to produce verbal or verbal responses.

In the teaching and learning process using methods This Total Physical Response (TPR) activity that can be carried out by teachers and students include:

a. Training using commands (imperative drill), is the main activity that can be done by the teacher inside class. Exercise is useful for obtaining physical movements and student activities.

b. Dialogue or conversational (conversational dialogue).

c. Role Play, can be centered on daily activities days like, at school, restaurants, markets, etc.

d. Presentation with OHP or LCD.

e. Reading and writing activities for increase vocabulary and also train in order sentences based on tenses and so on.

2. The Audio Lingual Method

The ALM method is many used in teaching language. Perdhani (2012) that audio lingual is a linguistics, or structure based, approach to language teaching. While, According to Nelson Brooks of Yale University (Mukalel, 2005, p. 78) about a method that uses audio lingual, "audio lingual is a term to stand for the method of teaching a foreign language with a view to developing in the learners aural-oral abilities to communicate through the language ".

Based on ALM used The use of ALM learning methods (Audio Lingual Method) is used for teach English skills to children as trainees. These skills are: listening, speaking, and writing. Third skill this language is done because of this method will focus more on learning activities by listening, speaking and writing.

3. Grammar Translation Method

This Method has a name different but used by the teacher language for years. In the beginning, the method this is called Classical Method because of the method this was first used in teaching classical languages, Latin and Greek.

Grammar Translation Method (GTM) is a method teaching that is commonly used to teach grammar with the main characteristics focus on translation and memorize verb forms, when teaching, the teacher usually is explain material using local languages (Latin and Greek in Ambarwati, Wirya saputra, and Puspa sari, 2016: 84).

Based on above on, The teacher will teach material about grammar using formulas, then use language transfer when teaching reading, writing and vocabulary in English.

4. Direct Method

Grammar Translation Method because this method is considered unable to make children able to communicate using a foreign language that is being studied.

In conveying new topic of lesson to students indirectly, teacher did modeling to make them more active in thinking. It is suggested by Richards & Rogers in Brown that new teaching points were thought through modeling and practice.

Based on, because this method is considered unable to enable children to communicate using the foreign language being studied. In the learning process, translation is prohibited.During the learning process, objects such as the actual objects can be used.

5. Silent Way

Silent Way actually a method of learning mathematics by Celeb Cattegno. This method becomes a powerful method when applied to learning English. The teacher only points to something that contains consonant vowels. The teacher pointed silently several times. After a while the teacher only gave an example of how to pronounce it. Then appoint students to recite until correct. In the learning process the teacher is mostly silent, he only points to the learning material.

6. Community language learning

Community Language Learning (CLL), from an idea to apply the concept of psychotherapy in language teaching. According to stated Finocchiaro & Brumfit in Richards & Rodgers also interpreted some major distinctive features of CLT, both of them are language learning is learning to communicate and translation may be used where learners need or benefit from it.

Students use this language a lot communicative activities such as the teacher asking students to make a dialogue in English. If students do not know the teacher helps. Student conversations recorded. Then, the recordings are written in the form of transcripts in English and mother tongue. After that the rules of language are discussed.

7. Running Direction

Running Dictation is a strategy used in learning English by integrating fourability to speak at once, and use body movements.Running dictation make learning English more fun and enjoyable interesting. This strategy improves students' ability to learn with groups not individuals. Running dictation can help students to improve and practice reading, listening, speaking, writing, and critical thinking skills. The use of running dictation can also be varied, i.e. can use images, a few sentences, place, use of testing or testing study and so on.

2.1.3.3 Learning Model in Elementary School

The English Learning Model is also an important part in learning English in class. According to Priansa, J (2017) said that the learning model is the teacher's blueprint in preparing and carry out the learning process.

Based on definition above, learning model is a true picture of the teacher in creating, conditioning the class but does not lose its true meaning.

1. Discovery Learning

According to (llahi, Mohammad Takdir, 2012:102) Model Discovery Learning is a method that allows students directly involved in teaching and

learning activities, so that able to use mental processes to find a concept or theory being studied.

Based on definition above, Discovery Learning model, which directs students to interact, looking for answers to a question by collaborating as expected according to the age level of students use Language is a communication tool, no learn the language itself.

Discovery learning model is understand concepts, meanings and relationships, through an intuitive process to the end come to a conclusion.

Based on definition above, Discovery learning emphasizes more on the discovery of concepts or principles who discovered the process.

According to Alma, et al (2010), This Discovery Learning Model has basic strategy patterns that can classified into four strategies learning, namely: (1) problem determination, (2) formulation of hypotheses, (3) data collection and processing, and (4) formulating conclusions.

2. Problem Based Learning

According to stated (Abidin, 2014: 159) based learning model the problem is done by providing stimuli in the form of problems which is then carried out problem solving by students who are expected can increase students' skills in achieving learning material. While, According to stated Lu fang Lin (2015), he conducted a research to examine the impact to problem-based learning on vocabulary learning approach in English at an elementary school in Taiwan.

This Problem Based Learning (PBL) learning model helps students to solve or find solutions independently or in groups from problems, so that in the

implementation of learning students will show the ability to think creatively and the results of students' understanding of the material presented can be accepted by students because of the process learning that is not boring.

On learning based model problem, small groups students work together to solve a problem a problem agreed upon by the teacher and students. Learning begins by presenting real problems the solution requires cooperation between students.in this study to the level of student confidence in its influence on learning outcomes in English. Student confidence comes from the awareness of doing something.

2.1.3.4 Learning Media in Elementary School

Activity by using varied media and suitable for student development is something to consider by the teacher in teaching foreign languages (see Pantaleon and Brumfit, 1995). While,with what Brinton (2001) said one of the functions of teaching media is motivator for students.

Based on the above Variations in teaching materials are given also support needs children in language learning. Teacher claimed to be able to arrange such material likeness so that every visible meeting development functions to increase children's learning motivation is ultimately expected can improve the quality of their learning.

1. Image Media

According to Hernawan the picture media is quite practical, simple, and easy to use in learning because it doesn't have to wear projections for their use,

just drawing on paper is enough make students stimulated and motivated to follow learning in the classroom.

Based on definition above, learning will be far more interesting and enjoyable for students will be easier to follow learning and will more quickly understand in understanding a mater.

2. Multimedia Based Learning

Multimedia is a combination of several uses media such as films, slides, music, lighting with text, images, especially for educational and entertainment purposes.

Interactive Form Multimedia includes Web Site, CDRom Interactive, Programs / software, Presentations, Tutorials, Help sections, and even Games. (Hartono, Dody Suryo & Rudjiono, Daniel).

Based on the above, with the use of multimedia can arouse student curiosity, stimulates their reaction to the teacher's explanation, allows students touch the object of study lessons, help them concretize something that is abstract and so on.

2.2 Relevance Studies

The presence of some previous related studies purposely to give the comparison of research. It can be used as the reference and also the guideline. Here are three previous related studies:

First research come Hermawati Syarifhas written *peningkatan kualitas bahasa inggris guru sekolah dasar dikota padang melalui pelatihan singkat* .The article aims at describing the result of processing English training to classroom

teacher of the elementary schools of padang city for the so of their English quality. The result of this:1) give the trainee class teacher whore commended to followshort special education in English;(2) follow up on usage again textbook "Start!" Team has compiled UNP English in cooperation with UNP and the Sumatra provincial education officeWest; (3) truly selectbe careful teachers will be trainedso the training objectives can be achieved continuing information sent by the training team about developing recommendations the ability of the participant teacher to head school for consideration head master; (4) consider teacher's ability to give assignments teaching English to class teachers the able and unable.

Second research come is Didi Sudrajat who has written Studi Tentang Pelaksanaan pengajaran bahasa inggris di kota tenggarong. Purpose general research is to describe English teachers' competency in selecting and developing, designing materials, doing teaching and learning process, using media and learning sources, and evaluating and making test. The design of this The implementation of English teaching at elementary schools in Tenggarong municipality was poor. Similarly, teachers' competency in selecting, developing, and designing material, in doing teaching and learning process, in using media and learning sources, and in evaluating and making test was also low or weak.

Almost the same as research above, in this study understand the curriculum of 2013 English language teachers and before this research they are incomplete in the teaching process and overcome the implementation of the 2013 curriculum

and the application of the 2013 curriculum to the difficulty of English language teachers.

2.3 Conceptual Framework

English learning is basically a process of occurrence teacher-student interaction, student-student, student-teacher, through student learning activities with teacher teaching activities. In the learning process there are components that are interconnected and influence each other. Components these are learning objectives, syllabus models, learning forms and procedures, learning material, and evaluation of learning outcomes. The purpose of learning English in elementary school must be clearly and fairly formulated without overlook general characteristics children of elementary school age. Therefore, the goal of learning English in elementary school must be refer to and rely on their interests, needs, situations and environment.

Strategy learning used by teachers has an effect on student learning activities. Students will be active in learning when organizing or organizing students (individual, group, or classical), as well as the use of place and time varies, so students do not feel bored in learning.

The subject matter given to students must be in accordance with the demands and in order to meet the needs of students, pay attention to interests, and attention students, as well as in accordance with the environmental conditions of students.

Evaluation aims to find out to what extent the success of the learning process carried out by the teacher. Specifically, evaluation aims to measure student

learning outcomes. Evaluation is said to be successful if the results achieved by

students are appropriate and oriented towards learning objectives set.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses descriptive qualitative to get described about The Implementation of 2013 curriculum in teaching english language grade fourth elementary student on Tampan Pekanbaru.

According to Sukmadinata (2011 : 72-73) stated Where Descriptive research is the most basic form of research aimed at describe or describe the phenomena that exist, both phenomena which is natural or human engineering. Descriptive research does not provide the treatment, manipulation or alteration of the independent variables, however describe a condition as is.

In this research, it will be described related to implementation 2013 curriculum by English subject teachers which includes aspects of implementation 2013 curriculum based learning consisting of initial activities, core activities and closing activities.

According to Brumfit and Mitchell (1995:11) stated descriptive research will aim at providing as accurate an account as possible of what current practice is how learn , how teacher teach , what classroom look like at particular moment in a particular place. While, according to SimilarySuryabata(1983:18) stated defined descriptive method inded to make description about situation and events.

Based on the statement above, This descriptive research provides information about student and teacher training based on examining situations and events to get representative results in the source of research conclusions.

3.2   Location and Time of the Research

The research will be conducted at private elementary school in Tampan Pekanbaru i.e : Elementary school of Al Hidayah , the time of research was from Wednesday, August 12 th 2020. Elementary school of Fadhilah Pekanbaru , the time of research was from Saturday, August 15 th 2020. Elementary school of Muhammadiyah 6 , the time of research was from Thursday, August 27 th 2020. Elementary school of Babussalam , the time of research was from Monday, August 31 th 2020 and Elementary school of Al Azhar 54 pekanbaru , the time of research was from Wednesday, September 2 nd 2020.

3.3 Sources of Data

Sources of data in the form of qualitative data collected through a process of interviews with English teachers were observed by the study. In research data take data from observation and interview through the teaching-learning process of English. Associated with the implementation of 2013 curriculum in teaching English language Fourth Grade elementary students on Tampan Pekanbaru.

3.4 Data Collection Technique

Data collection techniques are strategic research to require research instruments to obtain data. In research using descriptive qualitative aimed as

teacher teaching learning process do by teacher, which relates about implementation 2013 curriculum. The data collection technique are:

3.4.1 Interview

The research used interview of techniques of collecting the data. according to DeddyMulyanastated as "a form of communication between two people, involvingsomeone who wants to get information from someone else withask questions, based on specific objectives "(2004:180).

Based on the explanation above, in research interviews the English teacher is very useful to collect information data facing the problem of English teachers in implementing the 2013 curriculum. Respondents in this interview are the teaching English language Fourth grade elementary students on TampanPekanbaru. Therefore, the question of interview was given used on the topic which has been listed.

Table 3.1 Table of Interview

No	Variable	Indicator	Answer
1	Learning Process Planning 2013 curriculum in English language	1. RPP 2. Learning Resources 3. Time Allocation 4. Learning Media and Method Learning	

2	Implementation of the learning process curriculum in English language	1. Preliminary Activity 2. Core activity 3. Closing Activity	
3	Assessment of learning	1. Assessment of learning 2. Follow-up on learning outcomes 3. Constraints and coping efforts	

Source: Ministry of Education and Culture No. 22 of 2016

3.4.2 Questionnaire

Data collection came from quantitative approach that was questionnaire. According to Sugiyono(2008 : 19) research instrument is a research tool used to collect data in accordance with research problems. While, According to Sitti Mania (2013 : 167) stated Questionnaire is a series of questions asked to respondents in order collect information from respondents about the object under study in the form of opinions, responses, or about yourself.

Based on definition above, this research is a questionnaire about students' perceptions of teacher teaching skills through information from respondents meaning reports about his personality or things that are known.

Table 3.2 Table of Questionnaire

Indicator	Sub-Indicator	Items	SS	S	RG	TS	TST
Learning Plan	Implementation of curriculum 2013	1,2,3					
	Develop of lesson plan	3					
	Planning or preparation before teaching	4					
Implementation of learning	The learning method used	6,7,8,9					
	Learning media used	10,11					
	Learning resources used	12					
Assessment of learning	Assessment of learning	13					
	Follow-up on learning outcomes	14					
	Constraints and coping efforts	15,16					

Source: Ministry of Education and Culture

3.5 Data Analysis Technique

According to Creswell (2010) said that qualitative researchers should already think and analyze when the qualitative research begins. Based on the statement above, based on in the process of analyzing data begins data collection is done by means of important data or not on contributions in answering the focus of research.

Data analysis used in this study is inductive analysis will help research to find specific or specific activities and conclusions in general and get results that describe activities in general.

The research to analysis the data are, as what expressed by miles and Huberman method about four main components in analyzing qualitative data.
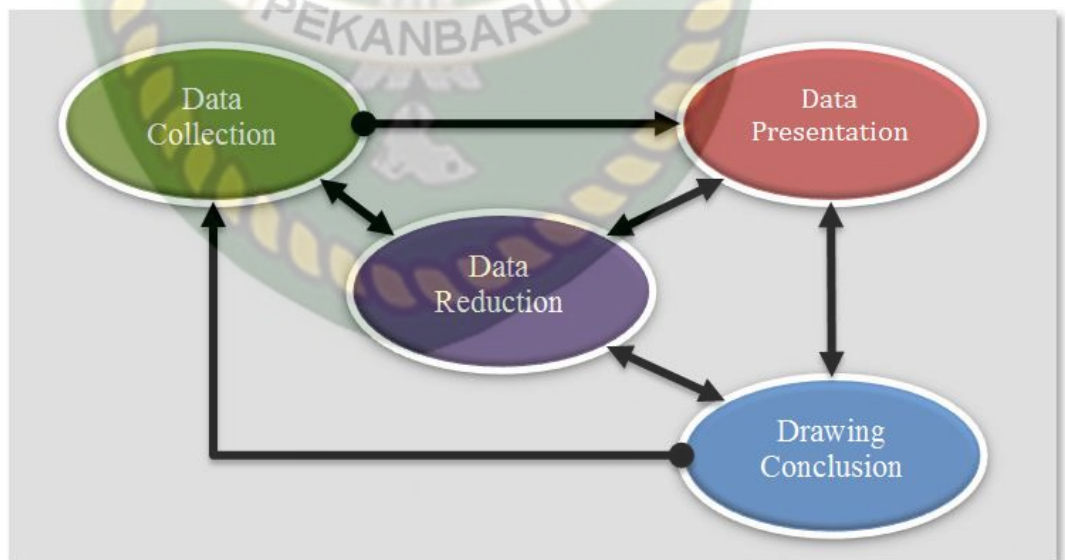
Source : Mile and Huberman (1984 p.23)

1. Data Reduction

The data reduction of this research is included selecting and talking the important information that is needed by the researcher choose only the things that represent activities during preparation for the teacher in the class.

2. Data Display

According to Miles and Huberman(1994) is as a set of structured information and gives the possibility of drawing conclusions and talking action.

Based on definition above, data had been arranged as description data in order to describe the teacher activities to give the possibility of talking conclusion and action.

3. Drawing and verifying conclusion

Drawing and verifying conclusion is the researcher takes the conclusion based on data analysis result. Conclusion are the researcher had to analyze the way about the problem faces teacher learning process.

In this step, the result of teacher learning process were analyzed by calculating the teachers score and classifying theme all into four categories very good, good, enough and law. To know the teacher's score in observation sheets the research used the following formula.

The formula is :

$$M = \frac{X}{N} \times 100$$

M = Raw score of each individual

X = Number of correct answer

N= Number of item

The categorize the ability levels of teacher in learning process, the into four categories as in the following :

NO	Classification	Score
1	Very Good	90-100
2	Good	80-90
3	Enough	70-80
4	Law	0-70

(Adopted by MateriPelatihanKurikulum 2013,2014

Chapter IV

RESEARCH FINDINGS

4.1 Data description

This study is a qualitative study conducted to know the implementation of the 2013 curriculum by grade fourth English teachers at private elementary school in Tampan Pekanbaru. The data obtained in this study are data get by some data collection methods including interviews and questionnaires.

This study uses interviews and questionnaires to collect data on the implementation of the 2013 curriculum. This study has some five schools and five different teachers of teaching research places. research give interviews and questionnaires. Al Hidayah private elementary school teacher, Fadhilah Pekanbaru private elementary school teacher, elementary of babussalam boarding school teacher, Muhammadiyah 6 private elementary school teacher and Al Azhar 54 private elementary school teacher. This is to get interview data and questionnaires conducted by research with teachers. in research on how English teachers implementation the 2013 curriculum in learning in Tampan Pekanbaru private primary schools. There are some explaining questions based on interviews and questionnaires to the teacher, which can be seen in the appendix.

4.1.1 The Result of Questionnaires checklist in learning process

The implementation of the 2013 class 4 curriculum for private elementary schools in tampan pekanbaru is very good with 20 questionnaire items. The questionnaire instrument was given to the respondents as many as 5 English teachers with an answer scale, Sangat setuju (5), sangat (4), Ragu-ragu (3), tidak setuju (2), sangat tidak setuju (1), based on the teacher questionnaire data obtained from the 2013 curriculum implementation learning criteria. then descriptively the highest ideal score is 5 X 20 = 100 while the lowest ideal score is 1X20 = 20. on average for each criterion 2013 curriculum implementation in Table 4.1 :

No	Respondent	Rata-rata	Kategori
1	SD IT AL HIDAYAH	92%	Sangat baik
2	SD IT FADHILAH	78%	Baik
3	SD IT MUHAMMADIYAH 6	90%	Sangat baik
4	SD BARUSSALAM	94%	Sangat baik
5	SD IT AL AZHAR 54	95%	Sangat baik
Jumlah		89,8%	Sangat baik

The five respondents, the criteria for learning planning, then continued with the implementation of learning to assessment English learning is classified as very successfully applied appropriate with the 2013 Curriculum.

Research results obtained through questionnaires and interviews show that overall all subject teachers English has do the lesson planning, Implementation of learning and assessment of learning very well This can be seen from the

achievement of the criteria in the questionnaire instrument includes compiling lesson plans and preparing teaching materials, resources learning, and learning media.

In this study all English teachers in private primary schools in tampan pekanabaru have no difficulty in preparing RPP. In this study, all English teachers in private primary schools did not experience difficulties in compiling lesson plans because of teachers develop lesson plans approapriate to the syllabus based on books.

In this case, the teacher has already implemented learning according to the guide. Characteristics of curriculum learning this is a scientific approach. In practice, the teacher has done scientific method observing, questioning, collecting, associating, and communicate. Actually, the concepts in this curriculum are very good and fun if the teacher is really ready to implement it and Media used also adjusted to the material to be delivered.

The teacher has do an authentic assessment very well. 2013 Curriculum assessment is known as authentic assessment very good, well ,less good, not good which includes the assessment of results and processes of knowledge, attitudes, and Skills. Each meeting the teacher conducts an attitude observation assessment towards students but only a few students who stand out. Assessment of knowledge is given to students in the form of tests, daily tests. Assessment of skills in the form of student writing that is in appropriate with the basic competency in teach. The assessment in this curriculum is also very good because what is being

assessed is not only the assessment of the results but also the assessment of the process.

Although in practice it is good and appropriate, there must be constraints experienced so as to make application the curriculum as a whole has not been carried out optimally. because there are obstacles in the planning learning, the teachers are still experiencing difficulties and have not received a syllabus official from Dinas. Teachers have not received official training from government, the understanding gained from the participation of teachers as a team 2013 Curriculum Development. It can be concluded that all Language subject teachers English for private elementary schools in tampan pekanbaru have do lesson planning, implementation of learning and assessment of learning very well.

4.1.1.1 Description of the Achievement result of private elementary school in Tampan Pekanbaru

Based on the results of the scores obtained from students in this study as an indicator of the level of achievement result of student learning. Suitability can also be seen from the steps scientific learning and assessment plans that match the assessment authenticity has been listed.

1. **Description of Result Research (Elementary School of Al Hidayah)**

Research can obtain assessment students grade fourth in Al Azhar Elementary School, Based on the table above, it get seen that starting from the data on the improvement result of process student learning. Between the factors that can improve learning achievement too can be seen from the activeness of

students. So that students understand the material lessons, students must have active learning as indicators of interest from students to participate in learning. Based on success indicators in this study that individually achieved a assessment set in the minimum KKM 75 then this research has met the indicators of success that has been determined, because of learning completeness and categories the activeness of students is good.

2. **Description of Result Research (Elementary School of Fadhilah)**

Based on the table of KKM assessment above get the comparison of students who have completed and are not yet complete on the implementation of learning. That the assessment of student knowledge has been completed while the assessment of skills there are some lack that result in the low learning skills in students. The indicator which shows that student learning skills are still low is that students are still nervous / shy when practicing in front of the class. Teachers must understand the characteristics of students so that this can practice anything skills in learning to student activity in learning.

3. **Description of Result Research (Elementary Schoo of Muhammadiyah 6)**

The results of research conducted on the Muhammadiyah 6 is of learning process in used increase knowledge and skills in students. Implementation activities done in Muhammadiyah 6 include planning, implementation and assessment. Based on the application done in Muhammadiyah 6 the learning process has been able to increase student activity. There are some students who

have started to brave to questions when the teacher provides the opportunity to asking and with there is good communication between teachers and students and between students and students. It shows that there is an increase in knowledge and skills.

The average score the students get also increased. Based on the results obtained in muhammadiyah 6 teachers and researchers need to take in the next cycle to improve student learning result and achieve indicators the desired success.

4. **Description of Result Research (Elementary of Babussalam Boarding School)**

Based on the table above in Babussalam Boarding shows a good improvement, students at the beginning of learning have started to give good responses. The teacher gives a little ice breaking for motivation and sees students ready to receive the material. Based on the results obtained by students attitudes, knowledge, and skills values above minimum completeness or KKM and could achieve the success indicators to be achieved.

5. **Description of Result Research (Elementary School of Al Azhar 54)**

The teacher does not apply the 2013 curriculum but they use the Cambridge curriculum but it is in accordance with the 2013 curriculum so the KI1 and KI2 assessments still have learning. the KI1 and KI2 assessment it is not only the class teacher who assesses but all teacher of employees of al Azhar are can to asses children by using the recap of assessment in paper and KI3 and KI4 are

assessment subject respectively. The average value of K3 and K4 obtained by students during implementation has increased it shows that student learning result improve knowledge, skills and attitudes well, above shows that can increase the indicators of success to be achieved.

At the time of learning will affect the effectiveness of students in receive the material provided by the teacher, students look active the learning process takes place so it can be concluded that the curriculum affects student achievement.

4.1.2 The Result of Interview

The results obtained through interviews and questionnaires show that the private primary school in tampan Pekanbaru, the English teacher, has implemented the lesson plan well. although the implementation is good and appropriate, there must be obstacles experienced by the teacher.

In this study, the English teacher for grade 4 at private elementary school in tampan pekanbaru experience trouble in making rpp because there are some private primary school teachers who have not training from the Pekanbaru government and elementary schools not yet available an English syllabus by the government. Therefore, the government is assigned by the schools to find their own syllabus according to the books they use for teaching, then the English teacher at the Pekanbaru private elementary school made a RPP according to the 2913 curriculum from book sources.

The results of this study consisted of 3 aspects of learning planning, implementation of learning and evaluation/ Assessment learning.

4.1.2.1 Lesson Planning

Teacher of Al Hidayah, teacher of Fadhilah Pekanbaru and teacher of Babussalam Boarding using the appropriate rpp from book sources but adjust to the 2013 curriculum made by the teacher with the preparation of rpp in general while teacher of Muhammadiyah 6 used KTSP rpp and book sources but they also adjusted to the 2013 curriculumsuch as KI, KD, Indicators, purpose , content/learning compenent and evaluation/ assessement compenent while the teacher of Al Azhar 54, if the RPP is directly Cambridge but it is adjusted to the 2013 curriculum, so the KI.1 and KI.2 assessments are still there during learning.

The preparation of Rpp, the activities of the components of the teaching and learning process such as the preparation of media and learning resources such as books, internet, scrabble games, piece of quiz paper and laptop or infocus. in planning or preparing media to create a fun classroom atmosphere in implementing learning.

The results of qualitative data analysis research can be concluded that there are some or not all private primary school in tampan Pekanbaru teachers experiencing difficulties but learning English has implemented learning planning well and is in accordance with the 2013 curriculum.

4.1.2.2 Implementation of learning

English teachers apply the 2013 class fourth curriculum for private elementary schools in Tampan Pekanbaru.

In the results of interviews with the implementation process of the 2013 curriculum for private elementary schools in Tampan Pekanbaru. The research get data that almost the whole learning implementation process. In the implementation of learning, teachers are free to be creative in creating learning appropriate to the of the 2013 curriculum learning. There are some private elementary school teachers in Tampan Pekanbaru, who say that teachers are creative so that students do not get bored when the learning takes place while there were also some Tampan Pekanbaru private primary school teachers said that students were more active in the teaching and learning process and The teacher only oversee but still explains at the beginning of the lesson so that students have the opportunity to be creative in learning.

It was found that the implementation of the 2013 curriculum learning which by fourth grade teachers of primary elementary schoolsi n tampan Pekanbaru was from the previous activities, core activities and closing activities.

In previous activities, learning activities were do by private elementary school teachers in Tampan Pekanbaru. The steps do by the teacher are preparing students to follow in learning by help such as prayer, opening class with greetings, greeting children by asking how they are or giving greetings in the form of advice to students so that the class atmosphere is fun before get in the learning process. The conclusion is that students are ready to do the learning process with the material.

Based on the results of interviews, data obtained that in the core activities of implementing the 2013 curriculum for private elementary schools in tampan Pekanbaru, it is very important to achieve learning objectives in student competencies that have been going well that using model of scientific learning which consists of observing-questioning-associating-experimenting-networking so that the learning process is effective and maximally in appropriate with the concept of learning curriculum 2013 .

In closing activities, private elementary school in tampan pekanbaru teachers together with students make a summary or conclusion during the learning process that has been implemented and the teacher has actually applied the student competency assessment in the learning process. it can be concluded that private elementary school in tampan pekanbaru teachers have do English learning appropriate to the curriculum well.

4.1.2.3 Evaluation/ Assessment learning

Based on the results of the interview, private elementary school in tampan pekanbaru teachers said that using authentic assessment as a learning assessment approach in the 2013 curriculum do by teachers in the 2013 curriculum learning assessment The teacher gives student assessments through three competencies, namely attitude competence, knowledge competence and skills competency for the competency assessment, the teacher uses some kinds such as daily questions, discussions, mid-final and test tests were made per KD and then used for knowledge competency scores while attitudes and knowledge competencies are

assessed from the learning process so that every behavior and active role of students will get a assessment from the teacher.

In teacher learning assessment, the learning assessment plan is to look at the syllabus, KI, KD and Indicators and the teacher determines the assessment technique, assessment instruments (question form, assessment report, more observations, etc.) and the scoring directive listed in the book.

According to the teacher of Al Azhar 54, explained that students who have reached the standard assessment or KKM are included in the knowledge program, while students who have not completed KKM are following the repair by giving assignments or remedian programs.

It can be concluded that the assessment strategy implemented or determined by the teacher is in appropriate with the 2013 curriculum.

4.2 Data Analysis

Based on data analysis research that the evaluation or assessment of the implementation of the 2013 English learning implementation curriculum in learning activities is appropriate with good. The teacher implement the 2013 curriculum for the fourth class of private elementary schools in Tampan Pekanbaru.

In the research of Al Hidayah teachers have implemented the 2013 curriculum. Al Hidayah teacher activities in the classroom often interact with students to encourage active questions and answers and the teacher fishing

students to remember the material again. Rpp is in appropriate with the 2013 curriculum because Al Hidayah Rpp can be get from book sources such as KI1 and KD1. Al Hidayah of teacher often uses media to help in teaching so that students can easily understand the material. In the assessment of Al Hidayah private primary schools to achieve the evaluation of KKM is 75 to 99 there are two assessments of Al hidayah assessment of knowledge and assessment of skills, for example the skill scores of the example of speaking lessons, the child will appear speaking in the class where the teacher assesses the child.

Based on the interview that the teacher Fadhilah pekanbaru said he had implemented the 2013 curriculum as KI,KD, Indicator, purpose, content, method/strategy and assessment. Rpp appropriate to book sources but adjust to the 2013 curriculum. the teacher's rpp has give an picture of learning activities that reflect the steps of implementing the scientific approach and learning models that are in appropriate with the 2013 curriculum concept. In the assessment of private primary schools, Fadhilah Pekanbaru has used an authentic assessment approach that assesses the readiness of students, the process and learning result. The assessment is do as a whole without not coercion and actually describes what the students assessment,this assessment is for the improvement of the learning process.

Based on an interview that the Muhammadiyah 6 teacher has implemented the 2013 curriculum But the obstacles are having to find Rpp, syllabus, prota, promes must be in appropriate with the 2013 implementation. RPP still uses KTSP but Muhammadiyah 6 teachers must adjust it to the 2013 curriculum. in the

learning process always use the media. The assessment system is some into two aspects of knowledge such as quizzes and practice questions, while the aspects of skills such as practice. authentic assessment models can be used by teachers for improvement programs.

In research Babussalam teachers have implemented the 2013 curriculum the Babussalam teacher has done a combination of themes or sub-themes as teach by the class teacher such as sub-themes about "family". Babussalam of teachers also do the learning process well using model of scientific learning this approach comprise observing-questioning-associanting-expermenting-networking. all processes are do so that the learning process is effective and maximized. and Babussalam teachers always use the media so that the classroom atmosphere is always fun in the learning process. the learning resources are always used piece of quiz paper, games, books, pictures, etc. the assessment is in appropriate with the competence: attitudes, knowledge and skills. Babussalam of teachers have answered all of these questions by implementing the 2013 curriculum.

While in the research of Al Azhar 54 of teachers did not apply the 2013 curriculum but they did apply the curriculum from Cambridge but in implementation it was similar to the 2013 curriculum. while Rpp is directly from Cambridge but it is in appropriate with the 2013 curriculum so the KI1 and KI2 assessments are still there during learning. Al Azhar 54 of teacher has used the scientific approach so that all activities are in learning activities. In the authentic assessment used by the Al Azhar 54 teacher, it is little different from the KI1 and KI2 assessments, it is not only the class teacher who assesses but all teachers or

employees of Al Azhar are can to assess children by using the recap of assessment in paper and KI3 and KI4 are assessment subjects respectively. Even though it is a little different, the Al Azhar teacher is already similar in the implementation of the 2013 curriculum so the Al Azhar teacher does not find it difficult in the learning process.

So the private primary school in tampan pekanbaru has implemented the curriculum well. because the conditions that make it impossible to do research are ongoing during the Covid-19 virus pandemic so the time for research is limited.

Chapter V

CONCLUSIONS AND SUGGESTIONS

Based on the results of the 2013 primary elementary school in tampan pekanbaru implementation curriculum research results, this research can be concluded and suggested.

5.1 conclusion

The teacher has understood the learning planning process in the implementation of the 2013 curriculum for the fourth class of private elementary school in tampan pekanbaru appropriate with well. Rpp components that have been prepared by the teacher appropriate to the 2013 curriculum and the teacher has used the model of scientific learning so that in the implementation of the learning process actively, creatively and effective. the process of assessing learning the 2013 curriculum implementation for the fourth class of Pekanbaru primary schools to do authentic assessments appropriate to the curriculum well.

5.2 Suggested

suggestions that can be conveyed by the following research:

1. research is ongoing during the Covid-19 virus pandemic if the Covid-19 virus has ended then further research can be do in stages in the implementation of the 2013 curriculum for learning English in tampan pekanbaru private primary schools.

2. The government must make special training for English teachers in private elementary schools so that English teachers know about the implementation of the 2013 curriculum.

3. Teachers must increase their understanding of the curriculum by attending seminars or studying 2013 curriculum books.
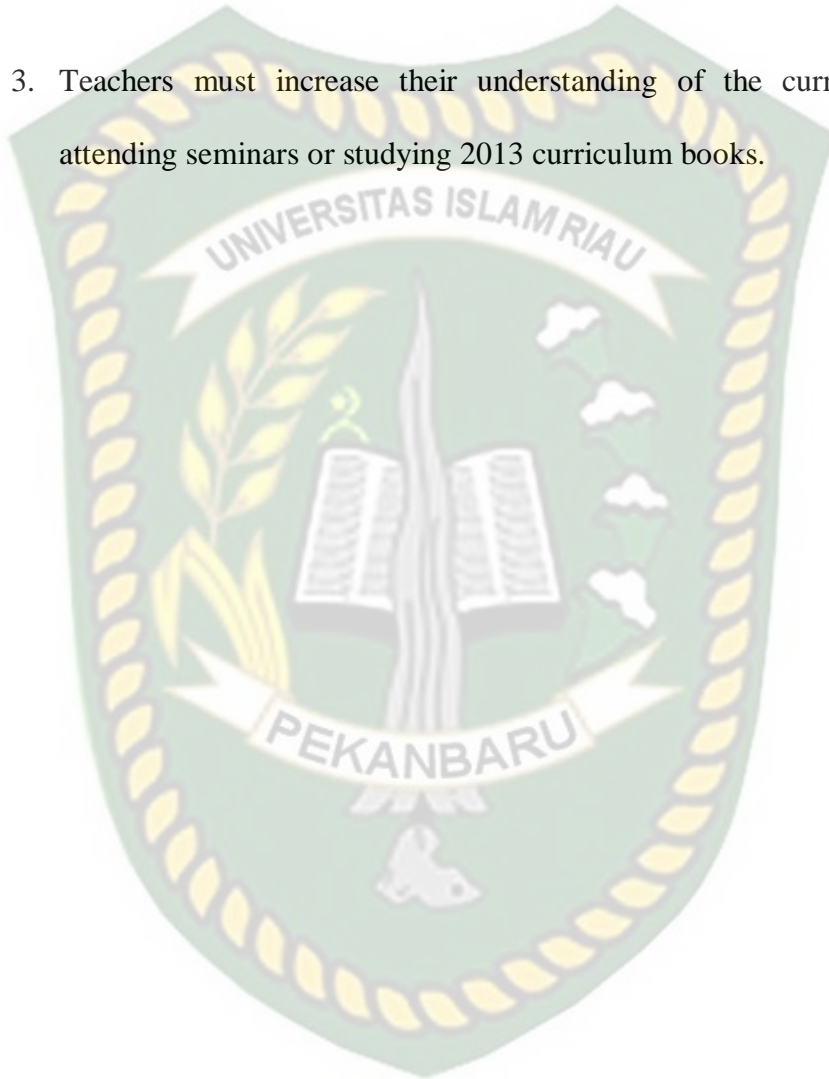
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