A STUDY ON THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING LEARNING ENGLISH OF SENIOR HIGH SCHOOL IN BUKIT RAYA REGENCY

A THESIS

Intended to Fulfill One of the Requirements For The Award of Sarjana Degree in English Language Teaching Education Faculty Islamic University of Riau

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2019

LETTER OF NOTICE

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Has completely written a thesis which entitled :

A Study on The Implementation of 2013 Curriculum in Teaching Learning

English of Senior High School in Bukit Raya Regency.

It is ready to be examined.This letter is made to be used, as it is needed.

Pekanbaru, 22nd February 2019

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A STUDY ON THE IMPLEMENTATION OF 2013 CURRICULUM IN

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No	Date	Guidance Agenda	Signature
1	December, 15th 2017	Revised Chapter I	
2	April, 16th 2018	Revised Chapter I&II	
3	July, 29th 2018	Revised Chapter III	
4	September, 14th 2018	Approvedto Join Seminar Proposal	
5	September,17th 2018	Join Seminar Proposal	
6	February, 04th 2019	Revised Chapter IV	
7	February, 11th 2019	Revised Chapter V	
8	February, 15th 2019	Checked All Chapter	
9	February, 22th 2019	Approved to Join Thesis Examination	

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No	Date	Guidance Agenda	Signature
1	January,5th 2018	Revised Chapter I	
2	March, 17th 2018	Revised Chapter I&II	
3	July, 15th 2018	Revised Chapter I, II, & III	
4	September, 14th 2018	Approved to Join Seminar Proposal	
5	September,17th 2018	Join Seminar Proposal	
6	February, 08th 2019	Revised Chapter IV	
7	February, 15th 2019	Revised Chapter V	
8	February, 18th2019	Checked All Chapter	
9	February, 22nd 2019	Approved to Join Thesis Examination	

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  I acknowledge that this thesis is the result of my own work, expert for summary and quotation (either directly or indirectly) that I took from various sources and mentioned their scientifically and I am responsible for data and facts which are contained in this thesis.

Pekanbaru, 22nd February 2019

The Researcher

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ACKNOWLEDGEMENT

Bismillahirrahmanirrahiim

Alhamdulillahirobbil'alamin, thank you for the presence of Allah SWT who has give grace and guidance so that researchers can complete a thesis entitled: **"A STUDY ON THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING LEARNING ENGLISH OF SENIOR HIGH SCHOOL IN BUKIT RAYA REGENCY."**

Researcher are fully aware of the preparation of this thesis can not be separated from guidance, assistance and encouragement from various parties. In this chance, the researcher would like to give the sincerest gratitude and appreciation to :

1. The Dean of the Teaching and Education Faculty Drs. Alzaber, M.Si. Who has given research permission.

2. Mrs. Dr. Rugaiyah., M.Pd as head advisor. To give me the opportunity to make a thesis and give me all the support and guidance so that I can write the thesis correctly and make me able to complete the thesis properly.

3. Mrs. Estika Satriani., S.Pd., M.Pd as the vice advisor. I am very grateful to her for providing support that can encourage me when I feel down and stuck.

4. All of Lecturer in Islamic University of Riau, and all of teaching staff at SMA PGRI and Pekanbaru WIDYA GRAHA High School, especially to English language teachers Mrs. Ilma Shofia, M.Pd, Mrs. Dian Fatma

Syari, S.Pd, and Ms. Dewi for their support and guidance so that I can finish research at the School smoothly.

5. My big family, my lovely parent Allen Aulia Yusfar and Yuliwarni, my sister Marshelly Ariesya Allen, my little sisters Aulia Ramadhani Lazim, Keysha Aulia Lazim and also Yulifianda Ahmad, for the prayer, encouragement, motivation, and didn't stop to support. Thank you for everything that you all have done to me. So that I can complete this thesis.

6. All of my lovely closest friends Belda Vania Mukhson, S.Pd, Fatresia Tambunan, S.Pd, Mia Setiawati Hadi, S.Pd, Rina Rahmawati, S.Pd, Sisra Yosi, S.Pd, Yolanda Aulia Rahmi, S.Pd, and Dwi Yovhani, S.Pd, and for my friend in C class who have provided support, motivation and cooperation.

May Allah SWT reply to all kindness of Mr / Ms and you / i all and this thesis becomes useful information for the reader. The researcher realizes that this thesis is still far from perfection, for that constructive suggestions and criticisms are very important to perfect this Thesis.

ABSTRACT

Shinta Priscelia Allen. 2019, A Study on the Implementation of 2013 Curriculum in Teaching Learning English of Senior High School in Bukit Raya Regency.

Key Words : Curriculum, 2013 Curriculum, Teaching Learning.

The purpose of this research is to find out the implementation of the 2013 curriculum in the teaching and learning process by English teachers. The researcher expects that English teachers in PGRI High School and WIDYA GRAHA High School Pekanbaru have been effective in implementing 2013 Curriculum in teaching learning English.

The design of the research is a qualitative design. This research provides a description of the analysis of the application of the 2013 curriculum by English teachers in SMA PGRI and WIDYA GRAHA High School Pekanbaru. The researcher used the assessment questionnaire in the classroom and used interviews to support the data in the research process.

The results of the study showed that teachers at PGRI High School Pekanbaru applied the 2013 curriculum in the classroom. Starting from preliminary activities, core activities, and closing. English teachers at SMA PGRI Pekanbaru also use media in the classroom, so students are more active when teaching and learning activities are taking place. However, the researcher saw that the English teacher in WIDYA GRAHA High School Pekanbaru were not yet effective in using the 2013 curriculum in teaching learning, due to several reasons, based on the interview in using the 2013 curriculum in WIDYA GRAHA High School was not effective, because students in the school were few, using media in the classroom also did not make students interested. Therefore in this school the explanation of the material is more focused on the teacher, even when the teacher explains it is also rare for students to ask again.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1   Background of The Research

Education is important for human, because it gives people the skills and knowledge. Without education, people will not be able to read, write and communicate. Education can gives us to differentiate which one is wrong and right. With the development of of the times and technology education in Indonesia need to make a changes to Curriculum.

Curriculum is one of the most important thing for the success of education. With the curriculum in education, the purpose of learning more easily achieved because in the curriculum teaching and learning activities have been set to achieve the goal of learning. Therefore, curriculum must be designed appropriately to reach the desired goals, which has a plan that has been designed to launch the process of teaching and learning activities.

Curriculum is one of education components that used as a guidance for teachers to get the goal, and the function of curriculum to help the students to develop their talent, ability, skill and to prepare theirself very well to implement their responsibility as a students, and they can be responsibility to their self, family and their society. Curriculum is the way to achieve the purpose in education implementing. Teacher should be able to know the curriculum and teachers learn about the re-sources of books, material, method, or aspects to consider in implementing the new curriculum.

Curriculum changes also give effect to teachers and students. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. So, teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker, administrator, and for students curriculum can help students to achieve some personal controls over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning.

There are several phenomenon why teachers have to apply the curriculum in the learning process, the curriculum as a guide for teaching staff, especially teachers in the process of learning and teaching in schools. Curriculum as a source or basis for making learning devices, such as RPP and Syllabus, and curriculum as a learning experience for teachers and students.

Based on the phenomenon above, curriculum plays a very important role in the world of education which is used as a guideline for the implementation of teaching and learning activities especially for teaching staff such as teachers and its implementation is expected to have a positive impact on students.

Curriculum of 2013 is competency and character based curriculum. The curriculum of 2013 was born as a response to various criticisms of School Based Curriculum 2006. It is in accordance with the development of needs and the world of work. The Curriculum of 2013 is an effort to resolve various problems being faced by the world of education today. Nowaday, Teachers play an important role

in the application of 2013 curriculum, in the application of 2013 curriculum the teacher is used as a mediator or distributor of information by providing explanations regarding problems in the field of study taught. The 2013 curriculum is prepared to produce generations who are ready to face the future. Because the curriculum is structured to anticipate future developments. And than, for students applying the curriculum more required to be active, creative and innovative in solving any problems they face in school, there is an assessment of all aspects, Determination of values for students not only obtained from the test scores but also from the values of politeness, religion, practice and attitude.

However based on researcher observation at SMA PGRI Pekanbaru there are some problems faced by teachers on implemented 2013 curriculum in teaching learning english. First,teaching materials, second, assessment, third, media, and the last classroom management.

From the explanation as stated before, researcher interest in conducting the research under the title **"A Study on The Implementation of 2013 Curriculum in Teaching Learning English of Senior High School in Bukit Raya Regency".**

1.2   Identification and Focused of the Research

There are some problems that teachers face in new curriculum. The new curriculum found some problems such as teaching materials, assessment, media, and classroom management. Teaching material is an important beginning to teaching any course, class, or students, whether teacher a profesional or amateur teacher. Teaching materials provide a foundation for the skills and knowledge to

be tought and learned, and very often these materials will provide a record or portofolio that the students will be able to use for review at a later date.

Teaching Learning Materials (TLMs) are being designed to disable the monotonous learning methods. These TLMs made a shift from Response Strengthening to Knowledge Acquisition for construction of Knowledge. In this context, a teacher provides an environment where any student can construct his knowledge by interacting with his physical and social environment.

Assessment is probably the most important thing teacher can do to help our students learn. Teacher may not like it, but students can and do ignore our teaching, however, if the students want to get a qualification, students must participate in the assessment process that has been designed and implement.

Media is a means of communication that helps the teaching and learning process in the classroom that can stimulate thoughts, attention, so that it can encourage the learning process in the classroom effectively.

Classroom management is one of important thing for teachers to create in teaching learning process. If teachers can't manage their class the teaching learning process will not be good.

1.3   Limitation of the Research

This research is the implementation of 2013 curriculum by the English teacher. Based on the problems in this research the researcher focused on the teachers implementing 2013 curriculum in teaching learning English.

1.4 Formulation of the Research

Based on the title that the researcher have, the researcher make the formulation of the problem in this research are :

1. How is the teacher Implementing the 2013 Curriculum in teaching learning English?

1.5 The objective of the Research

The major objective of carrying this research activity is as follows :

To know the Implementing 2013 curriculum by English teacher in learning process. How the teacher conduct learning process by using 2013 Curriculum.

1.6 Assumption of the Research

In this research, the writer assumes that the teacher have been able in using 2013 curriculum in teaching English.

1.7 Need of the Research

The result of this research is expected to give some contributions for some aspects below :

1. For the English Teachers, the teachers able in using 2013 Curriculum.

2. For other researcher this finding also expected to be strengthen reference in carrying out a study in a similar field, hopefully all the

mistakes and shortage in this research of understanding could be perfected by another researcher whis is study in a similar field.

1.8 The definition of Key Terms

The research finds some key word that has meaning :

1. Curriculum

Inlow (1966) state thatthe curriculum is a series of deliberate learning results. the curriculum drawing (or at least logging in) from the results of the teaching.

Hubball & Burt (2004:5663), 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.

2. Curriculum 2013

The 2013 curriculum is the development or perfection of KTSP or School-based curriculum, therefore some previous research on school-based curriculum are taken in this study. One of the studies was conducted by the Indonesian Curriculum Research Centre, which is a government agency under the Department of the National Education (Pusat Kurikulum, 2007 in Sulfasyah, 2013).

3. Teaching and Learning Process

Teaching means transferring knowledge from teacher to student, and learning is a relatively permanent change in respons potentiality which occurs as a result of reinforced practice (Mohammad Muchlis Solichin).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevance Theories

2.1.1. Curriculum

2.1.1.1.Definition of Curriculum

Based on Grace Offorma (2015:78), Curriculum can be defined as the document, plan, or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behaviour change. this definition refers to the formal curriculum, which is planned ahead of time, bearing in mind the characteristics of the curriculum recipients, the philosophy and goals of education, the environment, the resources, methods of teaching and evaluation procedures.

Furthermore, Jack C. Richards (2003:6) Say that, curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved

Moreover BSNP (2006:3) stated that, Curriculum is a set of plans which contains learning objectives, content and learning materials. It is used as a guideline to carry out teaching - learning processes to gain a certain educational objective. This objective covers local charateristics and conditions, also the needs of the students and educational institution. Therefore, curriculum is designed by

each education institution to give an opportunity to adapt the educational program to the needs and the potential of the local region.

The three experts mentioned the understanding of the curriculum with the same goal that the curriculum is a plan that aimed at teaching and learning system, but they explain with different words whose purpose remains one.

Hereafter BNSP, Widodo Winarso (2017:2) said that, The curriculum is an educational program provided to educate students. With the program the students undertake various learning activities, and develop students' student behavior, in accordance with educational and learning objectives.

In addition Imam Machali (2016:73) The curriculum that comes from the Greek language, namely the "*curir*" which means to run and "*currere*" which means the place raced. In Latin the "curriculum" originally meant *a running course, or race course, especially a chariot race course* and also in French "*courier*" meaning "*to run, run*". Then the term is for a number of "*courses*" or subjects that must be taken to achieve a degree or diploma.

Based on the experts above, curriculum is a group of competencies that need to be conducted within various activities in order to achieve specific purposes. Curriculum is made as an educational programme that consist of various lesson in school which functioned as guidance of the teaching learning process. Curriculum must be implemented in every school, for it will help to reach standardized education. It also have to encourage students to implement positive values in school.

2.1.1.2.History if Curriculum Development in Indonesia

Since the independence era, there have been several changes (improvement) of the curriculum, which until now at least has happened 11 times, ie 8 times occurred before the era of regional autonomy and 3 times occurred after the era of regional autonomy, namely (1) curriculum 1947; (2) the 1964 curriculum; (3) the 1968 curriculum; (4) 1973 curriculum(proyek perintis sekolah pembangunan); (5) the 1975 curriculum; (6) curriculum 1984; (7) the 1994 curriculum; (8) SMK 1999 curriculum (kurikulum 1994 yang disempurnakan); (9) 2004 curriculum (kurikulum berbasis kompentensi) (10); 2006 curriculum (kurikulum tingkat satuan pendidikan yang berbasis kompetensi); (11) curriculum 2013 (kurikulum yang menekankan pengembangan pengetahuan keterampilan, dan sikap secara holistik, berbasis kompetensi).

From the ideas above, Curriculum in Indonesia has been changing in several times. The purpose of change curriculum is to make the education in Indonesia better than before. The new curriculum will make the students more active in learning process. Therefore, each school must have a curriculum for the purpose of learning to reach targets in accordance with those already set by the government. The curriculum is very useful for the world of Education so that we can see the development of students.

2.1.1.3.Function of Curriculum

In the opinion of Asep and Riche in Kurikulum dan Pembelajaran (2011:9) there are 6 function of curriculum, there are :

1. The Adjustive or Adaptive Function

   Curriculum as an educational tool should be able to direct students to have a well adjusted nature that is able to adapt itself to the environment, both physical and social environment.

2. The Integrating Function

   Curriculum as an educational tool must be able to produce intact individuals. Therefore, students must have the personality needed to be able to live and integrate with their society.

3. The Differentiating Function

   Curriculum as an educational tool should be able to provide services to individual student differences.

4. The Propaedeutic Function

   Curriculum as an educational tool should be able to prepare students to continue their studies to the next level of education.

5. The Selective Function

   Curriculum as an educational tool should be able to provide opportunities for students to choose learning programs that suit their abilities and interests.

6. The Diagnostic Function

   Curriculum as an educational tool should be able to help and direct students to be able to understand and accept the strength (potential) and weaknesses of the students.

From the function of curriculum above based on curriculum functions above Asep and Riche said that the curriculum provides better direction so that when teaching learning process can achieve the desired goal.

2.1.2. 2013 Curriulum

Herry Widyastono in Pengembangan Kurikulum di Era Otonomi Daerah dari Kurikulum 2004, 2006, ke Kurikulum 2013 (2014:117) said that, The development of the 2013 curriculum, based on Presidential Regulation No. 5 of 2010 on the National Medium Term Development Plan 2010-2014, and Government Regulation No. 32 of 2013 on Regional Regulation No. 19 Year 2005 on National Education Standards.

In the 2013 curriculum, the government sets national education standards, basic frameworks and curriculum structures, syllabus, and curriculum implementation guidelines, whereas each education unit as well as in the 2006 curriculum also compiles KTSP, except document 2 in the form of syllabus every subject has been prepared by government, teachers just copy and arrange it into a whole unified KTSP. Syllabus is used by teacher's reference to develop lesson plan.

2.1.2.1. The Advantages And Disadvantages of the 2013 Curriculum

Imas and Berlin in Implementasi Kurikulum 2013 Konsep dan Penerapan (2014:40) said that, the 2013 curriculum begins in the 2013-2014 school year at government-appointed schools, as well as schools that are ready to implement.

There are several things that are felt by many people, especially those directly faced with the curriculum itself.

There are several important things from the change or improvement of the curriculum, namely the advantages and disadvantages of this curriculum :

1. The Advantages of the 2013 Curriculum

   a) Students are more required to be active, creative and innovative in every problem solving they face in school.

   b) The assessment of all aspects, the determination of value for students not only obtained from the test score, but also obtained from the value of decency, religion, practice, attitude and others.

   c) The emergence of character education and character education that has been integrated into all courses.

   d) The existence of the competencies in question describes holistically the domain of attitude, skills, and knowledge.

   e) A lot of competencies are needed in accordance with the development needs such as character education, active learning methodology, soft skills balance and hard skills, entrepreneurship.

   f) The most exciting thing from the 2013 curriculum is to be very responsive to phenomena and social change.

   g) Assessment standards lead to competency-based assessments such as attitudes, skills, and knowledge in proportion.

   h) Requires that you regularly mediate.

i) No longer require more detailed curriculum documents as the Government prepares all curriculum components until textbooks and discussion guides are readily available.

j) The nature of learning is very contextual.

k) Improve teaching motivation by improving professional, pedagogy, social and personal competence.

l) Books and completeness of the document are prepared to trigger and encourage teachers to read and apply the literacy culture, and make teachers have the skills to make RPP, and apply the scientific approach correctly.

2. The Disadvantages Of the 2013 Curriculum

a) Teachers misunderstood many, because assuming with the curriculum 2013 teachers do not need to explain the material to students in the class, whereas many subjects that must remain an explanation from the teacher.

b) There are so many teachers who are not ready mentally with this 2013 curriculum.

c) Lack of understanding of teachers with the concept of scientific approach.

d) Lack of skill of teacher designing lesson plan.

e) Teachers do not master much of authentic judgment.

f) The task of analyzing SKL, KI, KD, Student Book and Teacher's Book has not been fully done by the teacher, and the number of teachers who become plagiarism in this case.

g) The teacher has never been directly involved in the curriculum development process of 2013, as the government tends to see teachers and students have the same capacity.

h) The absence of a balance between learning process orientation and results in the 2013 curriculum because the UN is still a constraining factor.

i) Too much material to be mastered by students so that not every material can be delivered well, not to mention the problem of teachers who are less dedicated to the subjects that the teacherholds.

j) The burden of student learning and including teachers is too heavy, so the study time in school is too long.

2.1.2.2.The Purpose of 2013 Curriculum

Marhamah in Telaah Kurikulum dan Perencanaan Pengembangan Pembelajaran Pendidikan Bahasa Inggris (2016:4) said that, Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state, and civilization of the world.

Based on the expert above, the aims of 2013 Curriculum is emphasizes the students' activeness to find the concept of lessons with teachers acting as

facilitators and improving the quality of education in Indonesia and creating the quality of the nation's quality successors.

2.1.2.3.Teaching Method in 2013 Curriculum

In 2013 Curriculum, the process of teaching and learning uses Scientific Approach. According to Nur Alamsyah (2016:82), scientific approachs is learning process through watching, asking, thenreasoning or processing data information, presenting dataor information published by analyzing,then concluded.

Nurhardiani (2014:88) states that the scientific approach in learning is not just focus on how to develop student competencies in do observation or experiment, however How develop knowledge and thinking skills so that it can Support creative activities in innovating or working.

Musfiqon and Nurdyansyah (2015:38) said that,the scientific approach is intended to give understandingtolearners to know, understand, practicewhat is being studied scientifically. Therefore, withinthe learning process is taught to learnersfinder out ofvarious sources throughobserving,asking, trying, processing, presents, concludes, and creates for all eyeslesson.

Based on definition above a scientific approach is used in the teaching and learning process. So in the scientific approach the process of learning to use several stages, namely observation, asking then the reasoning or processing of data information, the presentation of data and then analyzed and concluded. In scientific approach to develop student competence can be done by observation or experiment. In addition to developing knowledge and thinking skills so as to innovate and support creative activities. The purpose of a scientific approach to

knowing, understanding, practicing scientifically what has been learned. So learners are taught from various sources by observing, asking, trying, processing, presenting, concluding and creating in all subjects.

According to Marhamah (2016:9), there are six steps of Scientific Approach :

1. Observing
   a) Students are given questions about referrals to help them enter the topic of "inviting someone".
   b) Students are facilitated by the teacher observing the content of the conversation in the video about "inviting a friend to a party".

2. Questioning
   a) Students ask questions related to the conversation (time, figure, place, content, use of language on invitation).
   b) Other students are moved to try to answer and explain.

3. Experimenting
   a) Through which it is contains the type and information that should be to be contained in an invitation , a student to lose their match on the information received by by jupan with information it is trying received with the man friend literally play . Students who received had not experienced a similar information the congregation of the spirits form a group discussion.
   b) Students still in the group trying to understand the topic through the activities of critical thinking to pour in the form of spidergram.

4. Associating

    a) Students compare the expression of invitations that they have heard with others. The teacher monitors the student's work using an observation sheet.

    b) After discussion in small groups, students are facilitated by teachers discussing in large groups to monitor student work.

    c) Through the blank an invitation to be completed with information to invite the theme, students practice in small groups using appropriate phrases / languages / information.

    d) Still in his group the students compose pieces of sentences or phrases to be used in an invitation according to the topic.

    e) Through a sweepstakes containing information about the party to be held, students individually write invitations that match the information they get. The teacher monitors the student's work using an observation sheet.

5. Communicating

    a) Students alternately read out invitations that have been written.

6. Networking

    a) Students do projects in the form of invite friends.

2.1.2.4. Characteristics of 2013 Curriculum

The characteristics of Curriculum 2013 according to Imam Gunawan is: (1) competence is expressed in the form of core competencies (*kompetensi inti*) that are detailed further in the subject's basic competencies (*kompetensi dasar*); (2) the balance of spiritual and social attitudes, knowledge, and skills, and to apply them during various situations in schools and communities; (3) the life-

based learning; (4) scientific approach; (5) learners produce work (products) through project-based learning; (6) mastery learning; (7) a student-centered learning; (8) authentic assessment; and (9) the teacher as a facilitator.

2.2.Relevance Studies

Some previous research that almost have same topic or idea with this research are:

First research is "The Implementation of Teaching English Based on 2013 Curriculum in SMK N 5 Pekanbaru". Written This research focused in the difficulties of the teaching-learning English in implementing 2013 Curriculum.

Second research is "Teacher's strategy in implementing English curriculum in a Junior High School in Indonesia". This research focused on to evaluate the implementation of English school-based curriculum (ESBC) in SMP Negeri 3 SakraTimur.

The similarity between the previous research and this research are implementation of 2013 curriculum in teaching English and the differences between the previous research is the research focus in the difficulties, the second is focus in evaluate 2013 curriculum in Junior High School.

2.3. Conceptual Framework
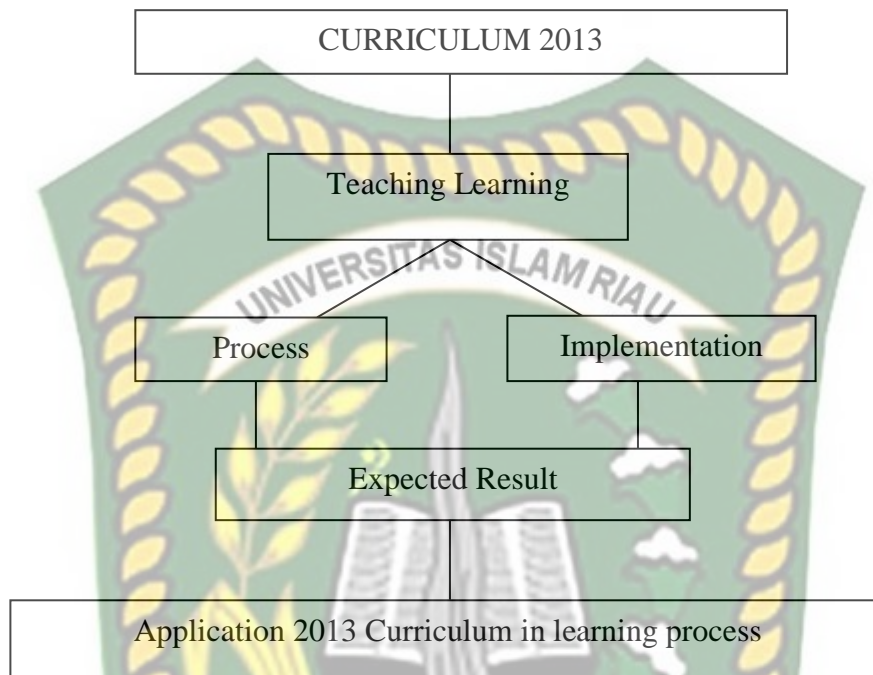
In the conceptual framework above the 2013 curriculum applied by English tachers during teaching and learning process in the classroom, during the teaching and learning process by the English teacher, researcher expected that the 2013 curriculum had been applied while the teaching and learning process was take place.

CHAPTER III

RESEARCH METHOD

In chapter III, the researcher discusses the research methodology that used in the research. This chapter countains four sub chapters namely the Research Design, The Source of the Data, The techniques of Collecting Data, and the Techniques of analyzing.

3.1   Research Design

The design of the research is a descriptive qualitative research. According to Rugaiyah (2016:6) " Descriptive qualitative is a method that used for to dissect in a field of phenomenon; descriptive qualitative research is method to describe of findings".

Based on the statement above, it means that qualitative research uses words that are usually called descriptions. This study usually contains information to know the phenomenon in the research. It can be made in different words or phrases, interviews and that are still related to the content.

3.2   Population and Sample

The Population of the research is all of English teachers who are teaching in Bukit Raya Regency, but the researcher was minimize the sample, the researcher take two teachers in every school .

3.3 Source of Data

The research data sources is the information in the form of qualitative data collected by the writer to be explored and studies. The data used document contained description of people, place and conversation that are collected through continuous with the informant in a natural context, and the data source is based on the indicator of 2013 curriculum, there are attitude, skills, and knowledge, it based on Konsep dan Implementasi Kurikulum 2013 (2014:25).

In obtaining the data. The researcher derives the source of data. They are the fieldnotes of the classroom observation through teaching-learning process, the transcript of English teacher's questionnaire, the transcript of vice principle, and official's documents dealing with the implementation of A Study On The Implementation Of 2013 Curriculum In Teaching Learning English Of Senior High School In Bukit Raya Regency.

3.4 Data Collection Technique

Data collection technique is the most strategic step in the research, because the main of the research is to obtain the data. This activity requires a research instrument to obtain the data. In qualitative research, the researcher is the instrument of research. Qualitative research as a human instrument, serves to fix the focus of research, selecting informants as a source of data, doing data collection, assesing the quality of data, doing data analysis, interpreting the data and making conlusion of the findings.

Here are the data collection techniques along with the research instruments used in this research :

1. Observation

   Observation is one of the instruments used in collecting the data. According to Arikunto(2013:199), Observation is paying attention to something using the eye which includes the activity of loading attention to an object by using all sensory devices. So, observations can be made through vision, smell, hearing, touch and taste. What this says is actually direct observation. In the sense of observational research can be done by tests, questionnaires, recording images and sound recordings.

2. Questionnaire

   Sugiyono (2017: 142) says questionnaire is a technique of data collection conducted by giving questions or written statement to the respondent to answer. Questionnaires are efficient data collection techniques when researcher know with certainty the variables to be measured and know what can be expected from the respondents. In addition, the questionnaire is also suitable in use when the number of respondents is large and spread over a large area. Questionnaires can be closed or open questions can be given to respondents directly or sent by post, or the internet.

3. Documentation

   One of the ways to determine the implementation of curriculum 2013 by teachers is documentation. According to Arikunto (2013:201) Documentation

is the main method when researchers approach the analysis. In conducting research based on this article we have used the documentation method.

3.5 Data Analysis Technique

In this research, the process of analyzing the data begins when the researcher collect the data. Analysis of the data when the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus.

For this research analysis technique the writer would like to use Miles and Huberman in Herman Budiyono (2013:12) method about three main components in analyzing qualitative data :

1. Data reduction

Data reduction includes the selection, simplification, and categorization of data. Data reduction is intended to facilitate the organization of data, the need for data analysis, and the drawing of conclusions.

2. Data Display

Data presentation is a systematic exposure of data by showing the closeness of the relationship of the data flow, and simultaneously describe the actual happening, making it easier for researchers to make the right conclusion. Presentation of Prs-PM research data is generally presented in narrative-shaped narrative descriptions.

3. Conclusion Drawing

Drawing conclusions is done since the data collection stage, namely by recording and interpreting phenomena that show regularity, repetitive conditions, and dominant patterns. The final conclusion of the research, will be clear, firm and comprehensive after the meaning that appears to the truth.

3.5.1 Table Of Observation Sheet

A STUDY ON THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING LEARNING ENGLISH OF SENIOR HIGH SCHOOL IN BUKIT RAYA REGENCY

No .	Components Assessed	Score
I	**Pre-Learning**	
1.	Check the readiness of space, learning tools and media.	1 2 3 4 5
2.	Check student readiness.	1 2 3 4 5
II	**Beginning of Learning Process**	
1.	Conduct apperception activities.	1 2 3 4 5
2.	Convey the competencies that will be achieved with the planned activities.	1 2 3 4 5
III	**Core Activity Learning**	
A.	**Mastery of Teaching Materials**	
1.	Demonstrate mastery of learning material.	1 2 3 4 5
2.	Associate material with other relevant knowledge.	1 2 3 4 5

3.	Deliver material according to the learning hierarchy.	1 2 3 4 5
4.	Linking material to the reality of life.	1 2 3 4 5
B.	**Approach / Model / Strategy / Learning Method**	
1.	Carry out learning in accordance with the competencies to be achieved.	1 2 3 4 5
2.	Carry out learning according to the level of development and needs of students.	1 2 3 4 5
3.	Carry out coherent learning.	1 2 3 4 5
4.	Carry out coordinated learning.	1 2 3 4 5
5.	Carry out contextual learning.	1 2 3 4 5
6.	Accommodating the diversity of the archipelago's culture.	1 2 3 4 5
7.	Carry out learning that allows positive habits to grow.	1 2 3 4 5
8.	Carry out learning in accordance with the time allocated.	1 2 3 4 5
C.	**Use of Learning Media / Learning Resources**	
1.	Demonstrate skills in media use.	1 2 3 4 5
2.	Produce interesting messages.	1 2 3 4 5
3.	Use media effectively and efficiently.	1 2 3 4 5
4.	Involving students in media use.	1 2 3 4 5
D.	**Learning That Triggers and Maintains Student**	

	Involvement					
1.	Foster active participation of students in learning.	1	2	3	4	5
2.	Positive response to student participation.	1	2	3	4	5
3.	Facilitating teacher-student and student interactions.	1	2	3	4	5
4.	Demonstrate an open attitude towards student responses.	1	2	3	4	5
5.	Shows conducive interpersonal relationships.	1	2	3	4	5
6.	Growing students' joy and enthusiasm in learning.	1	2	3	4	5
E.	**Assessment of Learning Processes and Results**					
1.	Conduct initial assessment.	1	2	3	4	5
2.	Monitor learning progress.	1	2	3	4	5
3.	Provide assignments in accordance with competence.	1	2	3	4	5
4.	Conduct final assessment in accordance with competence.	1	2	3	4	5
F.	**Use of Language**					
1.	Use spoken language clearly and smoothly.	1	2	3	4	5
2.	Use good and correct written language.	1	2	3	4	5
3.	Deliver the message in the appropriate style.	1	2	3	4	5
IV	**Closing**					
A.	**Reflection And Summary of Learning**					
1.	Reflection on learning by involving students.	1	2	3	4	5
2.	Compile a summary by involving students.	1	2	3	4	5

B.	Implementation of Follow-Up	
1.	Provide direction, activity, or assignment as a remedial part.	1 2 3 4 5
2.	Provide direction, activities, or assignments as enrichment part.	1 2 3 4 5

Source: Buku Panduan Program Praktek Lapangan Fakultas Keguruan dan Ilmu Pendidikan, 2017.

Observation is one in technique to collecting the data. In this research, using scores from 1 until 5 to observed the teacher. 1 mean very low, 2 mean low, 3 mean enough, 4 mean good, and 5 mean very good. The result of scores as in the following:

3.6 Triangulation

In checking the research data, the data validity checking technique is Triangulation. According to Gibson in Mohammed Ashour (2018:194) said that Triangulation as a methodological research technique is supposed to support both : the validation and the competences of research findings in such as a complex environtment. Triangulation through using a multi-method approach in investing a phenomenon, aims to achieve two major objectives as explained "Validation : to support a finding with the help of the others and completeness : to complement the data with new result, thus to find new information, to get additional pieces to the overall puzzle".

From the above definition it can be concluded that the triangulation technique is one of the methods used by researchers to obtain accurate data. Data sources that will be taken in various ways. For this reason, the triangulation technique is held to ensure that one data with other data is no different.

3.7 Indicator of 2013 Curriculum

Nazirun, et.al in Kurikulum dan Pembelajaran(2014:85) said that The 2013 curriculum emphasizes the modern pedagogical dimension of learning, namely using a scientific approach. The scientific approach (scientific approach) in learning as intended includes observing, asking, trying, processing, presenting, concluding and creating for all subjects. For certain subjects, material or situations it is very possible that this scientific approach is not always applied procedurally. As already mentioned the following steps in the scientific approach:

1. Observe

In the presentation of learning, teachers and students need to understand what they want to note, through observation activities, observations will use more media images, teaching aids that are as contextual as possible.

2. Questioning

When the teacher asks, at the same time he guides or guides his students to learn well. When the teacher answers the questions of his students, at that time he encourages his students to become good listeners and learners.

3. Reasoning

The scientific approach adopted in the 2013 curriculum is to illustrate that teachers and students are active actors. The pressure point is certainly in many ways and the situation of students must be more active than the teacher. Reasoning is a process of logical and systematic thinking on the facts of empirical words that can be observed to obtain conclusions in the form of knowledge.

4. Try

The application of experimental methods or attempts is intended to develop various domains of learning objectives, namely attitudes, skills, and knowledge.

5. Processing

At this stage of processing students are conditioned as much as possible in collaborative learning. In collaborative learning the authority of the teacher and the function of the teacher are more directive or managerial learning, on the contrary, students must be more active.

6. Summarize/creating

The concluding activity is a continuation of processing activities, can be done together in a group unit or can be done alone after listening to the results of information processing activities.

Based on the explanation above, there are 7 indicators from the 2013 curriculum which are observing, asking, trying, processing, presenting, concluding and creating. The application of the curriculum in the classroom must cover the 7 indicators when the teaching and learning process takes place because of all related aspects. If the teacher does not implement these indicators, the application of the 2013 curriculum in the class will not work effectively.
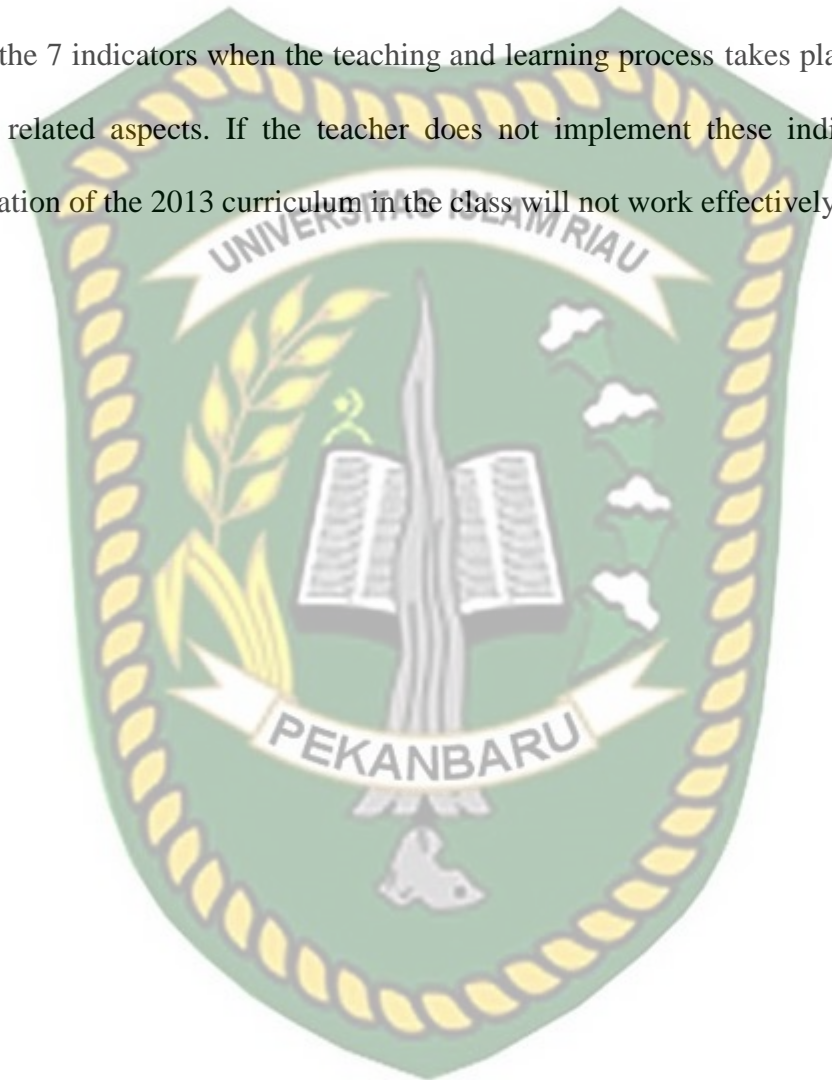
CHAPTER IV

RESEARCH FINDINGS

4.1   Data Description

After getting data from the teachers' by observation, interview and documentation, the researcher present the data. Therefore, researcher show the result of A Study on The Implementation of 2013 Curriculum in Teaching Learning English of Senior High School in Bukit Raya Regency.

The main objective of this research was to know the English teachers implementing 2013 curriculum in teaching learning English at Senior High School in Bukit Raya Regency. It used as evidence in answering the problem statements state in chapter 1.

4.2   Data Analysis

In this research, the researcher analyzed the data qualitatively based on the research design. From a variety of items that have been made in the interview material and observation researcher analyze that the teachers in Senior High School at Bukit Raya Regency implementing the 2013 curriculum.

In this research used qualitative research or descriptive note, descriptive note was taken from the result of observation, interview and documentation by the teachers.

4.2.1 The Result of Observation

Observation is one in technique to collecting the data. In this research, using scores from 1 until 5 to observed the teacher. 1 mean very low, 2 mean low, 3 mean enough, 4 mean good, and 5 mean very good. The result of scores as in the following:

4.2.1.1 The result of Observation Checklist in Learning Process of Teacher 1

Table 4.1 The scores to observed teacher 1 in the classroom

Teacher 1

No .	Components Assessed	Score
I	**Pre-Learning**	
1.	Check the readiness of space, learning tools and media.	1 2 3 4 5
2.	Check student readiness.	1 2 3 4 5
II	**Beginning of Learning Process**	
1.	Conduct apperception activities.	1 2 3 4 5
2.	Convey the competencies that will be achieved with the planned activities.	1 2 3 4 5
III	**Core Activity Learning**	
A.	**Mastery of Teaching Materials**	
1.	Demonstrate mastery of learning material.	1 2 3 4 5
2.	Associate material with other relevant knowledge.	1 2 3 4 5

3.	Deliver material according to the learning hierarchy.	1 2 3 4 5
4.	Linking material to the reality of life.	1 2 3 4 5
B.	**Approach / Model / Strategy / Learning Method**	
1.	Carry out learning in accordance with the competencies to be achieved.	1 2 3 4 5
2.	Carry out learning according to the level of development and needs of students.	1 2 3 4 5
3.	Carry out coherent learning.	1 2 3 4 5
4.	Carry out coordinated learning.	1 2 3 4 5
5.	Carry out contextual learning.	1 2 3 4 5
6.	Accommodating the diversity of the archipelago's culture.	1 2 3 4 5
7.	Carry out learning that allows positive habits to grow.	1 2 3 4 5
8.	Carry out learning in accordance with the time allocated.	1 2 3 4 5
C.	**Use of Learning Media / Learning Resources**	
1.	Demonstrate skills in media use.	1 2 3 4 5
2.	Produce interesting messages.	1 2 3 4 5
3.	Use media effectively and efficiently.	1 2 3 4 5
4.	Involving students in media use.	1 2 3 4 5
D.	**Learning That Triggers and Maintains Student**	

	Involvement	
1.	Foster active participation of students in learning.	1 2 3 4 ~~5~~
2.	Positive response to student participation.	1 2 3 4 ~~5~~
3.	Facilitating teacher-student and student interactions.	1 2 3 ~~4~~ 5
4.	Demonstrate an open attitude towards student responses.	1 2 3 4 ~~5~~
5.	Shows conducive interpersonal relationships.	1 2 3 4 ~~5~~
6.	Growing students' joy and enthusiasm in learning.	1 2 3 4 ~~5~~
E.	**Assessment of Learning Processes and Results**	
1.	Conduct initial assessment.	1 2 3 ~~4~~ 5
2.	Monitor learning progress.	1 2 3 ~~4~~ 5
3.	Provide assignments in accordance with competence.	1 2 3 4 ~~5~~
4.	Conduct final assessment in accordance with competence.	1 2 3 ~~4~~ 5
F.	**Use of Language**	
1.	Use spoken language clearly and smoothly.	1 2 3 4 ~~5~~
2.	Use good and correct written language.	1 2 3 4 ~~5~~
3.	Deliver the message in the appropriate style.	1 2 3 4 ~~5~~
IV	**Closing**	
A.	**Reflection And Summary of Learning**	
1.	Reflection on learning by involving students.	1 2 3 ~~4~~ 5
2.	Compile a summary by involving students.	1 2 3 ~~4~~ 5

B.	Implementation of Follow-Up	
1.	Provide direction, activity, or assignment as a remedial part.	1 2 3 ~~4~~ 5
2.	Provide direction, activities, or assignments as enrichment part.	1 2 3 4 ~~5~~

Source: Buku Panduan Program Praktek Lapangan Fakultas Keguruan dan Ilmu Pendidikan, 2017.

The table 4.1 above explains about the result of teacher 1 learning process in 2013 curriculum, each competence consisted of 4 aspects and 37 indicators.

1.   Pre-Learning

Based on the results of observations, the assessment instruments in the classroom have 4 aspects, namely pre-learning, opening up learning, core learning activities, and closing. Indicators from these aspects have 37 assessment indicators that will be seen. In pre-learning the teacher will see the readiness of students, learning tools and media, then in opening the learning the teacher will carry out apperception activities and convey the competencies to be achieved. In the core activities of learning indicators that are seen are mastery of teaching material, approaches, utilization of teaching media or teaching resources, learning that triggers and maintains student involvement, assessment of learning outcomes and use of language. In the closing section of the indicators seen are summaries of learning and implementation of follow-up.

The results of teacher observation 1 on pre-learning point 1, getting a score of 5 because the researchers looked before starting learning, the teacher checked the readiness of the study room, learning tools and media. in point 2 gets a score of 5 also, teacher 1 looks at the readiness of students before starting learning, starting from clothing, completeness of the book and ensuring that students are ready to learn.

Based on the information above, the researcher conclude that in the pre-learning section, teacher 1 is in accordance with the indicators in the explanation of the previous chapter, researchers see that teacher 1 observes class readiness, learning tools, media, and readiness of students to learn.

2. **Beginning of Learning Process**

When opening the learning, the researcher found that teacher 1 conducts apperception activities, says what is the purpose of learning and provides motivation that the teaching material at that time was very important and conveyed the competencies to be achieved. The researcher gives a score of 4.

From the researcher assessment above, the researcher conclude that in the beginning of learning process, the researcher saw that teacher 1 applied well in conveying the competencies to be achieved.

3. **Core Activity Learning**

In the core learning activities there are 4 parts of the aspects, namely mastery of subject matter, in this section there are 4 indicators, the four indicators of researchers give a score of 5. Because, researchers see that teacher 1 shows

mastery of teaching material, and the teacher clearly explains the material to students , the teacher also associates material with other knowledge that is still related, to convey the material according to the hierarchy of learning, the researcher also sees that the teacher associates teaching material with the reality of life.

Then in the teaching method using scientific approach there are 8 indicators on indicators 1 to 5, researchers give a score of 5. Teacher 1 carries out learning activities in accordance with the competencies to be achieved, and conducts learning activities according to the level of student needs, lessons taught by teacher 1 was carried out in a coherent, coordinated and contextual manner, ranging from explanations, repetitions, and assignments to students. In points 6 to 8, researchers give a score of 4. Researchers see teacher 1 accommodating the existence of cultural diversity, fostering learning that allows the growth of positive habits, and implementing learning in accordance with the time allocated.

In the use section of learning media / teaching resources, teacher 1 using laptop and infocus as the media, in indicator 1 researchers give a score of 5. Researchers see teacher 1 using teaching media well, effectively and efficiently, here researchers see teacher 1 using a laptop and focus to explain teaching material, giving interesting messages to students and also the teacher involves students in the use of media in the classroom.

The learning section that triggers and maintains the activities of teacher 1 students also gets a good score. The researcher found that the teacher can make

students participate in learning activities, such as going to the front of the class and answering questions from the teacher, students are very enthusiastic during the teaching and learning process, but there are some students who may still be ashamed to speak, but teacher 1 does not just shut up, researchers see teacher 1 showing a conducive interpersonal relationship to students who are still embarrassed to speak.

To assess process and learning outcomes, researcher found that the teacher 1 assessing students who are active in learning activities, monitoring student learning progress, then after the teacher explains teaching material, the teacher gives assignments to students in accordance with their competencies and gives a final assessment of student assignments.

In the use of language the researcher gives a score of 5 for each indicator because the researcher found that teacher 1 used spoken language clearly and correctly, and used the written language that is good and correct as well, in giving the message even the teacher 1 presents the material taught.

From the results of research in class on teacher 1, the researcher concluded that at the core learning activities the researcher found that teacher 1 carried out all the 2013 curriculum indicators well. Teacher 1 shows that she mastered the material completely, so that explaining the material to students goes smoothly, plus teacher 1 uses the media in the classroom so students do not feel bored in the classroom, so there is a teaching and learning activity that raises questions and answers between students and teachers so that it can be said to be active students

in the classroom, in the course of the assignment the researcher found that the students already understand the direction of the teacher.

4. **Closing**

In the concluding section the researcher found that the teacher compiled a summary of the material taught by involving students, asking students whether students already understand the material being taught. after that the teacher gives direction to students to make assignments as enrichment.

From the information above, the researcher concluded that teacher 1 in the closing section, the researcher looked before the teacher 1 closed the teaching and learning activities, she concluded the teaching material and explained it back to the students and delivered it smoothly.
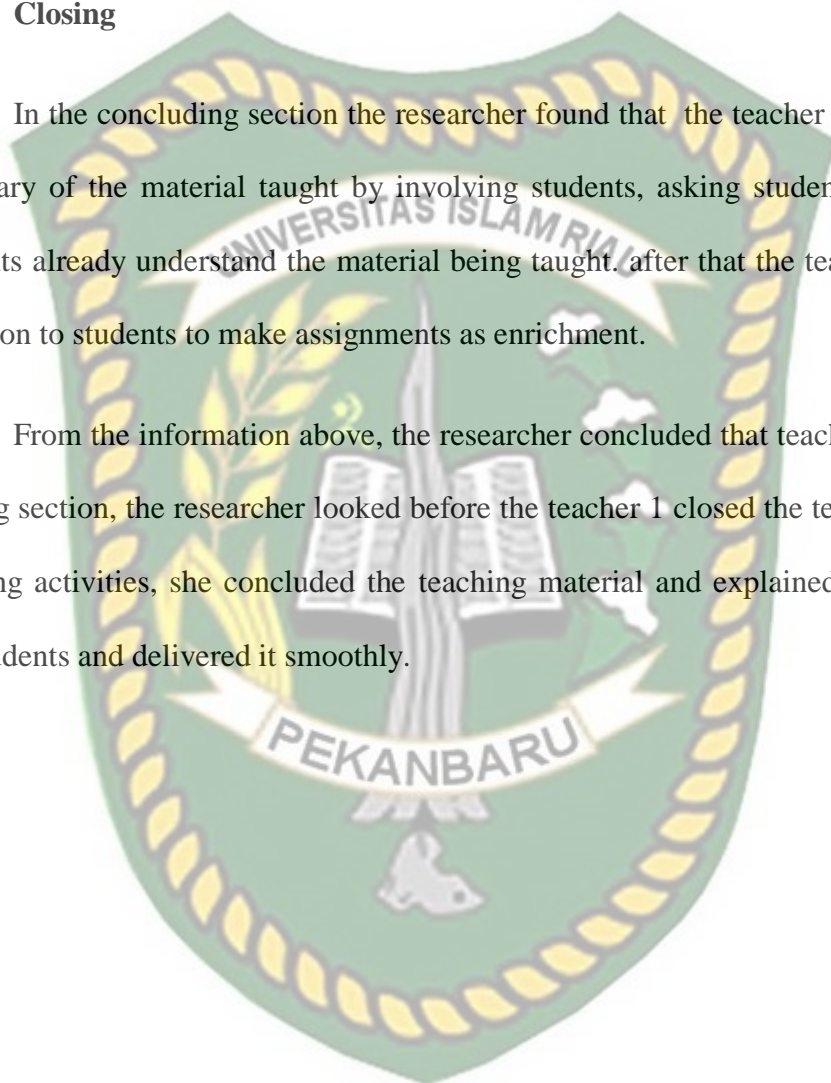
4.2.1.2 The result of Observation Checklist in Learning Process of Teacher 2

Table 4.2 The scores to observed teacher 2 in the classroom

Teacher 2

Observation is one in technique to collecting the data. In this research, using scores from 1 until 5 to observed the teacher. 1 mean very low, 2 mean low, 3 mean enough, 4 mean good, and 5 mean very good.

No .	Components Assessed	Score
I	**Pre-Learning**	
1.	Check the readiness of space, learning tools and media.	1 2 3 4 ~~5~~
2.	Check student readiness.	1 2 3 ~~4~~ 5
II	**Beginning of Learning Process**	
1.	Conduct apperception activities.	1 2 3 ~~4~~ 5
2.	Convey the competencies that will be achieved with the planned activities.	1 2 3 ~~4~~ 5
III	**Core Activity Learning**	
A.	**Mastery of Teaching Materials**	
1.	Demonstrate mastery of learning material.	1 2 3 4 ~~5~~
2.	Associate material with other relevant knowledge.	1 2 3 4 ~~5~~
3.	Deliver material according to the learning hierarchy.	1 2 3 4 ~~5~~
4.	Linking material to the reality of life.	1 2 3 4 ~~5~~

B.	Approach / Model / Strategy / Learning Method	
1.	Carry out learning in accordance with the competencies to be achieved.	1 2 3 ~~4~~ 5
2.	Carry out learning according to the level of development and needs of students.	1 2 3 ~~4~~ 5
3.	Carry out coherent learning.	1 2 3 4 ~~5~~
4.	Carry out coordinated learning.	1 2 3 4 ~~5~~
5.	Carry out contextual learning.	1 2 3 ~~4~~ 5
6.	Accommodating the diversity of the archipelago's culture.	1 2 3 ~~4~~ 5
7.	Carry out learning that allows positive habits to grow.	1 2 3 ~~4~~ 5
8.	Carry out learning in accordance with the time allocated.	1 2 3 ~~4~~ 5
C.	Use of Learning Media / Learning Resources	
1.	Demonstrate skills in media use.	1 2 3 4 ~~5~~
2.	Produce interesting messages.	1 2 3 ~~4~~ 5
3.	Use media effectively and efficiently.	1 2 3 4 ~~5~~
4.	Involving students in media use.	1 2 3 4 ~~5~~
D.	Learning That Triggers and Maintains Student Involvement	
1.	Foster active participation of students in learning.	1 2 3 ~~4~~ 5
2.	Positive response to student participation.	1 2 3 4 ~~5~~

3.	Facilitating teacher-student and student interactions.	1 2 3 ~~4~~ 5
4.	Demonstrate an open attitude towards student responses.	1 2 3 4 ~~5~~
5.	Shows conducive interpersonal relationships.	1 2 3 4 ~~5~~
6.	Growing students' joy and enthusiasm in learning.	1 2 3 ~~4~~ 5
E.	**Assessment of Learning Processes and Results**	
1.	Conduct initial assessment.	1 2 3 ~~4~~ 5
2.	Monitor learning progress.	1 2 3 4 ~~5~~
3.	Provide assignments in accordance with competence.	1 2 3 4 ~~5~~
4.	Conduct final assessment in accordance with competence.	1 2 3 4 ~~5~~
F.	**Use of Language**	
1.	Use spoken language clearly and smoothly.	1 2 3 4 ~~5~~
2.	Use good and correct written language.	1 2 3 ~~4~~ 5
3.	Deliver the message in the appropriate style.	1 2 3 4 ~~5~~
IV	**Closing**	
A.	**Reflection And Summary of Learning**	
1.	Reflection on learning by involving students.	1 2 3 4 ~~5~~
2.	Compile a summary by involving students.	1 2 3 4 ~~5~~
B.	**Implementation of Follow-Up**	
1.	Provide direction, activity, or assignment as a remedial part.	1 2 ~~3~~ 4 5
2.	Provide direction, activities, or assignments as	1 2 3 ~~4~~ 5

	enrichment part.	

Source: *Buku Panduan Program Praktek Lapangan Fakultas Keguruan dan Ilmu Pendidikan, 2017.*

The table 4.2 above explains about the result of teacher 2 learning process in 2013 curriculum, each competence consisted of 4 aspects and 37 indicators.

1. **Pre-Learning**

Based on the results of observations, the assessment instruments in the classroom have 4 aspects, namely pre-learning, opening up learning, core learning activities, and closing. Indicators from these aspects have 37 assessment indicators that will be seen. In pre-learning the teacher will see the readiness of students, learning tools and media, then in opening the learning the teacher will carry out apperception activities and convey the competencies to be achieved. In the core activities of learning indicators that are seen are mastery of teaching material, approaches, utilization of teaching media or teaching resources, learning that triggers and maintains student involvement, assessment of learning outcomes and use of language. In the closing section of the indicators seen are summaries of learning and implementation of follow-up.

The results of teacher observation 1 on pre-learning point 1, getting a score of 5 because the researchers looked before starting learning, the teacher checked the readiness of the study room, learning tools and media. in point 2 gets a score of 5 also, teacher 1 looks at the readiness of students before starting

learning, starting from clothing, completeness of the book and ensuring that students are ready to learn.

In the results of the above research, the researcher concluded that teacher 2 in the pre-learning section had carried out the first 2013 curriculum indicator, namely observing. Based on what the researchers saw, teacher 2 before teaching examined the readiness of space, learning tools and the media that would be used, not to forget also to check the readiness of students in taking lessons.

2. Beginning of Learning Process

When opening the learning, the researcher found that teacher 2 conducts apperception activities, says what is the purpose of learning and provides motivation that the teaching material at that time was very important and conveyed the competencies to be achieved. The researcher gives a score of 4.

The researcher concluded that before starting at the core learning activities, the researcher saw the teacher 2 conveying the competencies to be achieved and the planned activities to the students.

3. Core Activity Learning

In the core learning activities there are 4 parts of the aspects, namely mastery of subject matter, in this section there are 4 indicators, the four indicators of researchers give a score of 5. Because, researchers found that teacher 2 shows mastery of teaching material, and the teacher clearly explains the material to students , the teacher also associates material with other knowledge that is still related, to convey the material according to the hierarchy of learning, the

researcher also found that the teacher associates teaching material with the reality of life.

Then in the teaching method using scientific approach there are 8 indicators on indicators 1 until 5, researcher found that the second teacher implementing learning in accordance with the competencies to be achieved and according to the level of student needs. The learning started by the second teacher starts learning in a coherent and coordinated manner. Carry out contextual learning and accommodate the diversity of cultures of the archipelago. The implementation of learning is in accordance with the time allocated.

In the use section of learning media / teaching resources, teacher 1 using laptop and infocus as the media, in indicator 1 researchers give a score of 5, teacher 2 can demonstrate his skills in using media, to convey teacher's message 2 convey directly to students, when using media, teachers use the media effectively and efficiently and involve students in using media.

Learning that triggers and maintains student involvement, researcher found that the teachers can make active students in the classroom, the interaction between teachers and students occurs because students are enthusiastic when going forward the class so that it shows a conducive interpersonal relationship.

After explaining material, the researcher looks at when students come to the front of the class the teacher gives an initial assessment in order to monitor student learning progress, to know if students already understand the material being taught.

From the beginning of entry to completion, the researcher found that the second teacher using spoken language clearly and correctly and also used the written language that is good and correctly, so that he can convey the message in the appropriate style.

In the core learning activities, the researcher concluded that teacher 2 also applied the 2013 curriculum indicators well when the teaching and learning activities were taking place in the classroom. The teacher explains the teaching material clearly to students, teacher 2 explains the material balanced with the media used in the classroom. After explaining the material, if there are students who do not understand the teacher 2 explain the material again until the student really understands. Then, the researcher looked after the teacher 2 had finished explaining the material, the next assignment was given to the students, working on the assignment given by the teacher to the students according to the material described earlier.

4. **Closing**

In the closing section the researchers found that the teacher compiled a summary by involving students, ensuring that they return to the students about the material that was taught earlier, and in the implementation of follow-up, the second teacher gives assignments as enrichment to students.

In the closing section, the researcher conclude that before ending teaching and learning activities based on what the researcher found that the teacher 2 concluded the teaching material by relating it to everyday life.

4.2.1.3 The result of Observation Checklist in Learning Process of Teacher 3

Table 4.3 The scores to observed teacher 3 in the classroom

Teacher 3

Observation is one in technique to collecting the data. In this research, using scores from 1 until 5 to observed the teacher. 1 mean very low, 2 mean low, 3 mean enough, 4 mean good, and 5 mean very good.

No .	Components Assessed	Score
I	**Pre-Learning**	
1.	Check the readiness of space, learning tools and media.	1 2 3 4 ~~5~~
2.	Check student readiness.	1 2 3 4 ~~5~~
II	**Beginning of Learning Process**	
1.	Conduct apperception activities.	1 2 3 ~~4~~ 5
2.	Convey the competencies that will be achieved with the planned activities.	1 2 3 ~~4~~ 5
III	**Core Activity Learning**	
A.	**Mastery of Teaching Materials**	
1.	Demonstrate mastery of learning material.	1 2 3 ~~4~~ 5
2.	Associate material with other relevant knowledge.	1 2 3 ~~4~~ 5
3.	Deliver material according to the learning hierarchy.	1 2 3 ~~4~~ 5
4.	Linking material to the reality of life.	1 2 3 ~~4~~ 5

B.	Approach / Model / Strategy / Learning Method	
1.	Carry out learning in accordance with the competencies to be achieved.	1 2 3 ~~4~~ 5
2.	Carry out learning according to the level of development and needs of students.	1 2 3 ~~4~~ 5
3.	Carry out coherent learning.	1 2 3 ~~4~~ 5
4.	Carry out coordinated learning.	1 2 3 ~~4~~ 5
5.	Carry out contextual learning.	1 2 3 ~~4~~ 5
6.	Accommodating the diversity of the archipelago's culture.	1 2 3 ~~4~~ 5
7.	Carry out learning that allows positive habits to grow.	1 2 ~~3~~ 4 5
8.	Carry out learning in accordance with the time allocated.	1 2 3 ~~4~~ 5
C.	Use of Learning Media / Learning Resources	
1.	Demonstrate skills in media use.	1 ~~2~~ 3 4 5
2.	Produce interesting messages.	1 2 ~~3~~ 4 5
3.	Use media effectively and efficiently.	1 ~~2~~ 3 4 5
4.	Involving students in media use.	1 ~~2~~ 3 4 5
D.	Learning That Triggers and Maintains Student Involvement	
1.	Foster active participation of students in learning.	1 2 ~~3~~ 4 5
2.	Positive response to student participation.	1 2 3 4 ~~5~~

3.	Facilitating teacher-student and student interactions.	1 2 3 4 5
4.	Demonstrate an open attitude towards student responses.	1 2 3 4 5
5.	Shows conducive interpersonal relationships.	1 2 3 4 5
6.	Growing students' joy and enthusiasm in learning.	1 2 3 4 5
E.	**Assessment of Learning Processes and Results**	
1.	Conduct initial assessment.	1 2 3 4 5
2.	Monitor learning progress.	1 2 3 4 5
3.	Provide assignments in accordance with competence.	1 2 3 4 5
4.	Conduct final assessment in accordance with competence.	1 2 3 4 5
F.	**Use of Language**	
1.	Use spoken language clearly and smoothly.	1 2 3 4 5
2.	Use good and correct written language.	1 2 3 4 5
3.	Deliver the message in the appropriate style.	1 2 3 4 5
IV	**Closing**	
A.	**Reflection And Summary of Learning**	
1.	Reflection on learning by involving students.	1 2 3 4 5
2.	Compile a summary by involving students.	1 2 3 4 5
B.	**Implementation of Follow-Up**	
1.	Provide direction, activity, or assignment as a remedial part.	1 2 3 4 5
2.	Provide direction, activities, or assignments as	1 2 3 4 5

	enrichment part.	

The table 4.3 above explains about the result of teacher 3 learning process in 2013 curriculum, each competence consisted of 4 aspects and 37 indicators.

1.   **Pre-Learning**

Based on the results of observations, the assessment instruments in the classroom have 4 aspects, namely pre-learning, opening up learning, core learning activities, and closing. Indicators from these aspects have 37 assessment indicators that will be seen. In pre-learning the teacher will see the readiness of students, learning tools and media, then in opening the learning the teacher will carry out apperception activities and convey the competencies to be achieved. In the core activities of learning indicators that are seen are mastery of teaching material, approaches, utilization of teaching media or teaching resources, learning that triggers and maintains student involvement, assessment of learning outcomes and use of language. In the closing section of the indicators seen are summaries of learning and implementation of follow-up.

The results of teacher observation 1 on pre-learning point 1, getting a score of 5 because the researchers looked before starting learning, the teacher checked the readiness of the study room, learning tools and media. in point 2 gets a score of 5 also, teacher 1 looks at the readiness of students before starting

learning, starting from clothing, completeness of the book and ensuring that students are ready to learn.

Based on the results of the above research. The researcher concluded that before starting teacher teaching and learning activities 3 examined the readiness of students in learning, examined the room, completed the student books so that teaching and learning activities could run well.

2.   **Beginning of Learning Process**

When opening the learning, the researcher found that the teacher 3 conducts apperception activities, said what is the purpose of learning and provides motivation that the teaching material at that time was very important and conveyed the competencies to be achieved. The researcher gives a score of 4.

Based on the research, the researcher concluded that teacher 3 conveyed the competencies to be achieved in the classroom and planned learning activities in the classroom.

3.   **Core Activity Learning**

In the core learning activities there are 4 parts of the aspects, namely mastery of subject matter, in this section there are 4 indicators. The researcher gave 4 scores. Teacher 3 masters the material to be taught in the classroom, also connects with other knowledge, researchers found that the teacher 3 also associates material with the reality of life.

In the teaching method using scientific approach there are 8 indicators on indicators 1 until 5, teacher 3 implements learning in accordance with the

competencies to be achieved and teachers according to the level of student needs. The researcher sees the teacher 3 carrying out learning in a coherent and coordinated manner, carrying out contextual learning and accommodating the existence of cultural diversity of the archipelago.

In the use section of learning media / teaching resources, teacher 1 using laptop and infocus as the media, in indicator 1 researchers give a score of 2 (less), this is where researcher found that the use of media in the classroom as less effective, because the conditions of students in Widya Graha school are very few, researcher found that the media use does not attract students there, so teacher-centered teaching and teaching materials such as books. As well as delivering messages, teachers can only deliver directly to students without using the media.

Learning that triggers and nurtures student involvement, researcher found there are some students who are active and some are silent. But, here researcher found that the teachers very enthusiastic about teaching students, even though students do not reduce the enthusiasm of teachers to teach students. The teacher continues to explain the material to students, an open attitude to students and teachers fosters student joy in learning.

In assessing the process and learning outcomes, researcher found that the third teacher still doing the task as a teacher as it should, after explaining the teaching material, the teacher gives assignments to students, to monitor whether students already understand the material being taught.

In the use of language, teacher 3 used spoken language clearly and correctly and when students do not understand the teacher explains using Indonesian so students can understand the intent and purpose of the material.

Based on the data above, the researcher concluded that teacher 3 explained the teaching material clearly to students, according to teacher researcher 3 clearly explained the teaching material, carried out coherent teaching and learning activities, but unfortunately teacher 3 did not use the media during teaching and learning, based on researcher interview to teacher 3, students do not give more attention when the teacher uses the media in the classroom. Therefore, the explanation of material is only focused on the teacher without using teaching media, but Teacher 3 explains the material to maximally convey interesting messages to students without the media. However, students did not show enthusiasm at the time of learning, there was no response from students after the teacher explained the material. So that the 2013 curriculum indicator does not work effectively for teachers 3.

4.   **Closing**

In the closing section the third teacher reflects on learning by involving students, summarizes the material that has been taught in class, after giving an explanation the teacher gives direction to students giving assignments, but there are some students who do not understand so that the teacher re-explains the material described earlier.

Based on the above research, the researcher concluded that in the closing section when teacher 3 gave direction for assigning assignments and told students to do assignments, students' responses were not so good, there were some who worked and there were also only those who left blank paper to the teacher.

4.2.2 The Result of Teachers Interview

To find additional information about the application of the 2013 curriculum by English teachers, researcher conducted interviews with English teachers regarding the application of the 2013 curriculum in the teaching and learning process in the classroom. There are 10 questions that researcher ask English teachers.

1. Have you made Lesson Plan before teaching?

  Teacher 1 : "Yes, because the lesson plan is a reference or basis for the teacher in teaching."

  Teacher 2 : "Yes, before teaching the lesson plan was made, and the lesson plan was made during the new school year."

  Teacher 3 : "Yes, I have made a lesson plan."

Based on the result of question 1, Before entering the class to carry out teaching and learning activities, the three English language teachers at SMA in Bukit Raya Regency have made Lesson Plans. So that teaching and learning activities in the class can be structured.

The conclusion of the researcher during the interview was that the three teachers before starting teaching and learning activities had made a lesson plan. Because lesson plans are the teacher's reference to start teaching and learning activities.

2. Are you able to do the learning process using a scientific approach?

Teacher 1 : "Yes, using a scientific approach as recommended in the 2013 curriculum."

Teacher 2 : "Yes, using a scientific approach."

Teacher 3 : "Sometimes, due to school conditions like this I only make students understand with my explanation."

Based on the result of question 2, Based on the results of the interview, the PGRI English teachers in high school had used a scientific approach in the teaching and learning activities in the classroom, but the teacher at Widya Graha High School did not use it, the English teacher at Widya Graha High School focused on explaining the material because the students were very few.

Based on the results of the interview, the researcher concluded that teachers 1 and 2 used a scientific approach when teaching and learning activities took place, in contrast to teacher 3, after the researcher interviewed teacher 3, she only occasionally used a scientific approach in the classroom, he only made students understand with her explanation.

3. Are you able to carry out the scientific approach learning process?

Teacher 1 : "Yes, the class must carry out a scientific approach as recommended."

Teacher 2 : "Yes, after being used the teacher must also be able to carry out directly in the classroom."

Teacher 3 : "I use the approach to students only, because sometimes students are lazy to learn."

Based on the result of question 3, Teachers at SMA PGRI carry out a scientific approach in the classroom when the teaching and learning process is underway, but the English teacher in Widya Graha High School does not, students tend to be more lazy, so researchers see teachers as more active than students.

Based on the results of the interview the researcher concluded that teachers 1 and 2 carried out a scientific approach because it was recommended in the 2013 curriculum to use a scientific approach in the classroom when the teaching and learning process was underway. However, in teacher 3 it does not use a scientific approach in the classroom, only using the approach to students.

4. Are you able to carry out the learning process towards applicative skills?

Teacher 1 : "Yes, indeed, in the learning process, the teacher should be able to do this."

Teacher 2 : "Learning must be made into an applicative skill so that students are interested and active in the classroom."

Teacher 3 : "Yes, use or implement applicable skills learning."

Based on the result of question 4, Learning in the classroom leads to applicative skills, based on the results of the interviews the three English teachers use applicable skills in the classroom.

Based on the results of the interview, the researcher concluded that the three teachers carried out learning that led to applicative skills so that students became interested and active in the classroom.

5. Are you able to carry out the learning process that makes students bolder in expressing opinions?

Teacher 1 : "That is the problem, sometimes students have difficulty expressing opinions."

Teacher 2 : "Yes, it must be done so students understand the material being taught."

Teacher 3 : "In part, because there are only 15 students, only 2 are able to express their opinions."

Based on the result of question 5, In expressing opinions between teachers one, two, and three different opinions, teacher 1 feels that there are obstacles that students may face, afraid to express opinions, and there may be shame to speak.

For the second teacher said that this must be done so that we can see whether students understand the material being taught, but for the third teacher there are many obstacles, because students are only 15 people, who are active in the class only about 2 people who are able to express their opinions ., the rest are silent and do not want to express their opinions.

Based on the results of the interview, the researcher concluded that teacher 1 sometimes had problems sometimes when students did not understand students were reluctant to express opinions, in teacher 2 said that students should be able to express opinions so that the teacher could know whether students understood the material taught or not, and the teacher 3 also experienced problems because only a few students were able to express their opinions.

6. Are you able to do the learning process that makes students want to do experiments?

Teacher 1   : "In the learning process someone responds even though not too many students respond."

Teacher 2   : "Yes, students become active and are able to experiment when told to come to the front of the class."

Teacher 3   : "At first I thought the students were embarrassed, but when I asked, the students answered they did not understand the material being taught."

Based on the result of question 6, During the teaching and learning process in the classroom, students from teachers 1 and 2 were brave enough to do experiments in the classroom when learning was taking place, such as going forward to write what the teacher had explained, or speaking, but there were also some students who were not dare to express opinions or experiment in class. For teachers at Widya Graha High School, when the teacher explains students are only silent, when the teacher asks students to answer they do not understand the material being taught.

Based on the results of the interview, the researcher concluded that students from teacher 1 and 2 responded to the material being taught even though there were also some students who did not respond, but if students were told to come to the front of the class, students would dare to answer it. Unlike the teacher 3 students did not dare to experiment when the teacher asked students, students answered that they did not understand the material described.

7. Are you able to do a learning process that fosters student creativity?

Teacher 1 : "This is where the challenge of a teacher is to be able to provoke students to be able to grow student creativity."

Teacher 2 : "Yes, students must be active in learning to express their ideas."

Teacher 3 : "I have tried my best to make creative students until I told students to meet me directly, but they were not found, maybe they were afraid or maybe embarrassed."

Based on the result of question 7, Based on the interview, the researcher caught that the English teacher at SMA PGRI made his students able to grow student creativity, because this was the challenge of being a teacher to be able to make students more creative in the classroom to express ideas they had. Unlike the teachers at Widya Graha High School, the teacher has tried her best to make her students creative but students are more silent, even the teacher invites his students to talk face-to-face but students don't come either maybe because they are embarrassed and don't understand the material that has been taught .

Based on the results of the interview, the researcher concluded that students from teachers 1 and 2 were challenged that being a teacher must also be able to make students active in the classroom, moreover the demands of the curriculum that focused on students must be more active. 3 has explained the material as much as possible so students understand, but students are not active in the classroom, either because of shame and lack of English vocabulary.

8. Are you able to use existing information technology in schools in the learning process?

Teacher 1 : "Usually to start a new topic using media so students don't get bored."

Teacher 2 : "Yes, I use media in the classroom."

Teacher 3 : "Only at the beginning, but that is the student does not

give attention, students see the video but cannot conclude. Therefore only the teacher explains to students."

Based on the result of question 8, The use of media in the classroom can support students to be more enthusiastic in learning, PGRI high school teachers use media as a learning tool so students are not bored with material that is only explained by mouth, with the help of media students become more interested in knowing the material will be taught. Teachers at Widya Graha High School at the beginning of teaching used media in the classroom, but when students were told to conclude what they had seen, such as concluding a story from a video, they could not conclude what conclusions could be taken from the video, therefore in this high school teachers no longer use media in learning, teachers rely solely on textbooks and student worksheets (LKS) from school.

Based on the results of the interview, the researcher concluded that the three teachers used the media in the classroom, teacher 1 to start the initial material using the material to maximize the material to be explained, teacher 2 also used the media when the teaching and learning process was taking place. At the beginning of teaching teacher 3 also uses media, but over time students do not pay attention to the media used by teacher 3, students pay attention to what the teacher presents to them, but when the teacher gives assignments from the media that students show cannot make the assignment, so the teacher 3 no longer uses media in class.

9. Does the training material cover all process standards, namely the process of planning, implementing, evaluating and supervising the learning process?

Teacher 1 : "Yes, it must be done because it was checked by the principal."

Teacher 2 : "Yes, it is done in the classroom, starting from the standard process to the assessment process."

Teacher 3 : "Depending on the material, I usually carry it out immediately."

Based on the result of question 9, Based on the results of the ninth interview, the PGRI English language teacher has used the standard process that has been used, because this is the teacher's reference in the implementation of the 2013 curriculum and also the implementation of standard processes is also examined by the principal. English teachers at Widya Graha High School use the standard of this process depending on the material being taught.

Based on the results of the interview, the researcher concluded that teachers 1 and 2 carried out the standard teaching process because each teaching and learning process would have a section checked by the principal. For teachers 3 do not use the standard teaching process, usually depending on the material being taught, usually teacher 3 immediately carry out learning activities.

10. Did you start and end the learning process according to the scheduled time?

Teacher 1 : "Sometimes there are times that are lacking because students work on the task, so the teacher must continue to monitor so that the time is complete."

Teacher 2 : "Yes, according to the hours specified, but sometimes it lasts 5 to 10 minutes, but that is not an important issue in the material."

Teacher 3 : "If you enter on time, but when you get out it's a bit long because it's waiting for students to complete the assignment given."

Based on the result of question 10, Based on the results of the interview, the three English teachers started the learning process according to the scheduled time, but when the hours ended sometimes the time was excessive because students had not finished working on the assignments that had been given. Therefore the teacher must continue to monitor the assignments given to students so that students can complete their assignments on time.

Based on the results of the interview, the researcher concluded that the three teachers began the teaching and learning process in a timely manner, but at the end of the learning process a little longer because there were students who had not finished making the assignment given by the teacher, so the teacher had to monitor the students completed on time.

4.3 Discussion

Some previous studies have almost the same topic or idea with different research places. The first is The Implementation of English Teaching Based on 2013 Curriculum in Pekanbaru Vocational School 5, and the second is Teacher's strategy in implementing the English Curriculum in Junior High School in Indonesia. The first study focused on the difficulties in implementing the 2013 curriculum in teaching and learning activities, and the second focused on evaluating the 2013 curriculum in Junior High School. Unlike this thesis, researcher focused on the application of the 2013 curriculum in the classroom by English teachers during the teaching and learning process, the assessment seen based on the 2013 curriculum indicators, supported by questionnaire and interview instruments.
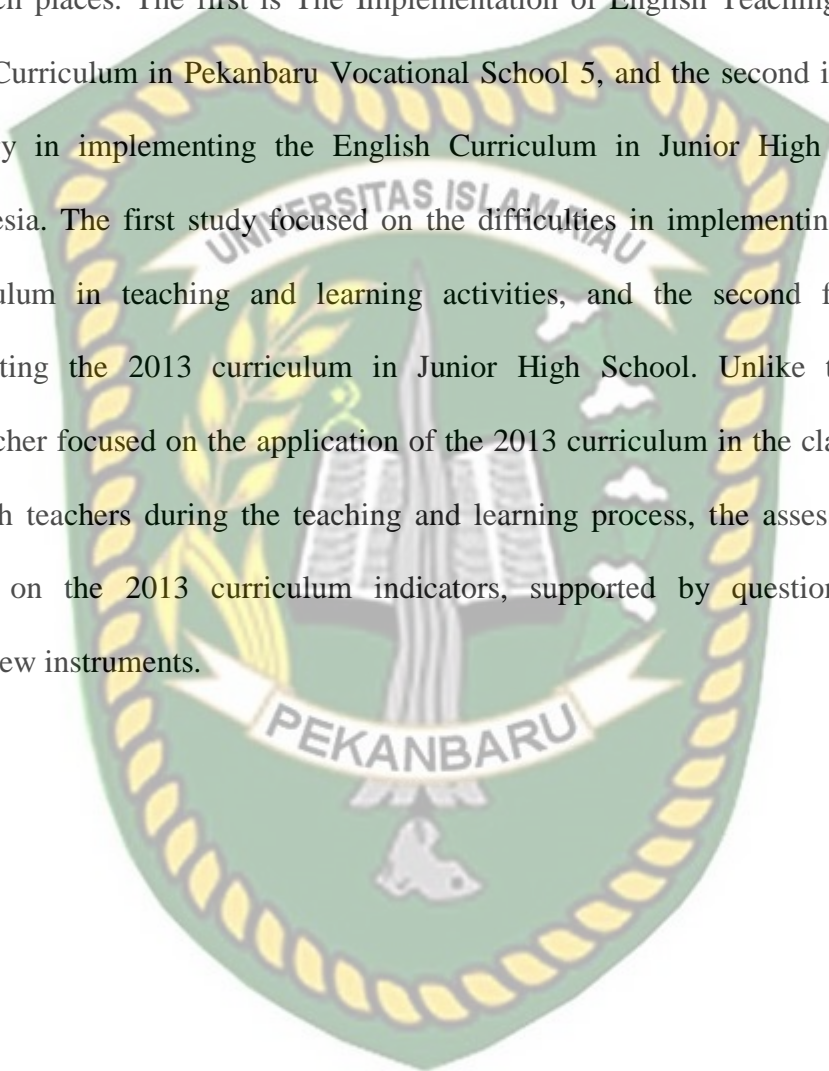
CHAPTER V

FINDINGS, IMPLICATION, AND DISCUSSION

5.1 Conclussion

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about A study on the Implementation of 2013 curriculum in teaching learning English of Senior High School in Bukit Raya Regency in 2019 academic year, it can be concluded that:

Teaching and learning process at SMA PGRI Pekanbaru is good. The teachers has implemented 6 steps in scientific approach (Observing, questioning, experimenting, associating, communicating, and networking) in English teaching learning process. But, in SMA Widya Graha the implementing 2013 curriculum is not good enough. There are only a few students in Widya Graha High School, there are 6 students in grade 10, there are 14 students in grade 11, and there are 4 students in grade 12. So, the use of the 2013 curriculum in Widya Graha High School can be said to be ineffective. because students are only few, the use of media in the classroom is not very attractive to students in Widya Graha High School, so the learning center is only focused on the teacher,

5.2 Suggestion

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

1. For teachers

For English teachers, so that the implementation of the curriculum in schools is further enhanced in accordance with its development. whether or not the application of k13 in the learning process depends on the teacher applying it in the classroom during the teaching and learning process.

2. For other researcher

In order to develop the teaching process for 2013 curriculum in learning English, hopefully the other researchers can conduct the research with other aspects of 2013 curriculum based on educational goal to give support for teacher in learning English.
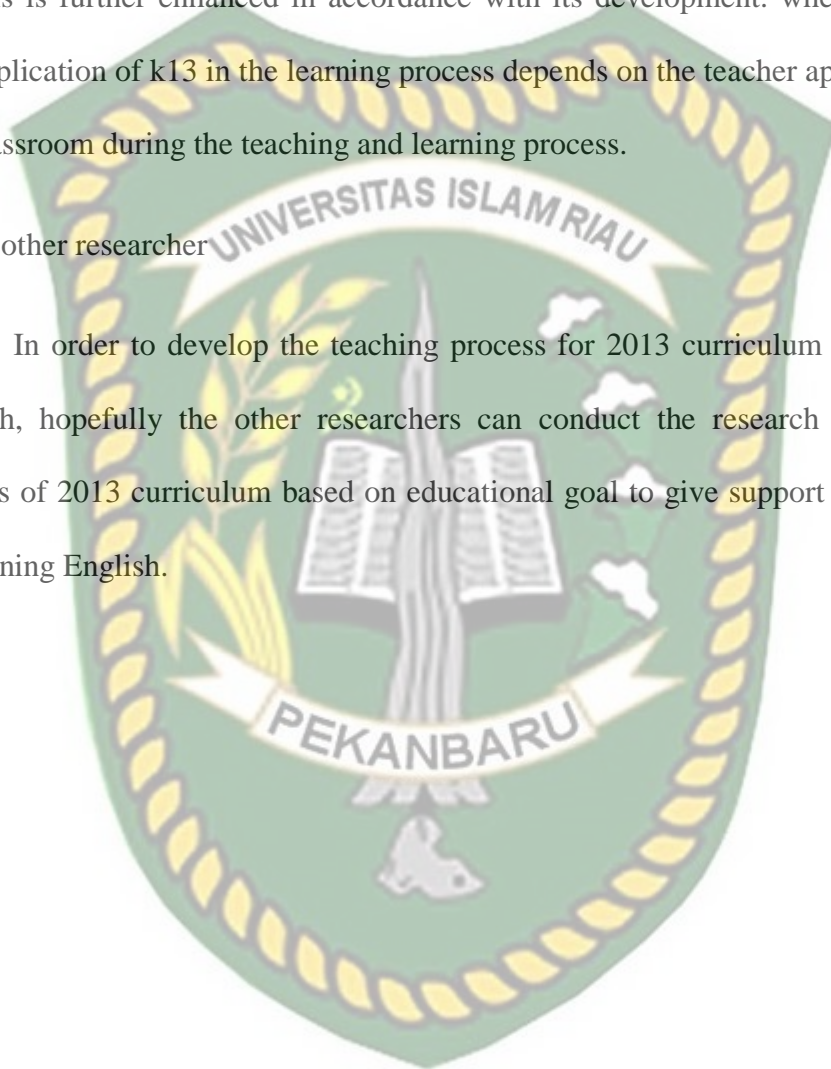
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