ANALYSIS OF TEACHERS' BARRIERS IN IMPLEMENTATING 2013 CURRICULUM TO TEACH ENGLISH AT SMP N 5 KARANGANYAR IN ACADEMIC YEAR 2019/2020

THESIS

Submitted as A Partial Requirements

for the Sarjana Degree in English Language Education

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Assalamu'alaikum Wr. Wb.

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Here with, I state all statements, opinions, and analysis that I have written in this thesis are my originally work, I optimally conducted my own research with the help of references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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The Researcher

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DEDICATION

I proudly dedicate this thesis especially for :

- My beloved parents (Tumanto and Marmi)

- My beloved sister (Isnaini Rokhamma Asidha)

- My beloved family

- All of ones who always support me.

MOTTO

And that He it is who waketh laugh, and maketh weep

(Q.S An- Najm 43)

Don't try to be perfect. Try to be better than yesterday

(anonymous)

Don't be busy, but be productive

(anonymous)

PRONOUNCEMENT

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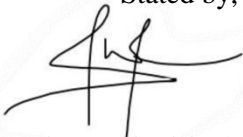Study Program : English Language Education

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I hereby sincerely state that the thesis titled "**Analysis of Teachers' Barriers in Implementating 2013 Curriculum to Teach English at SMP N 5 Karanganyar in Academic Year 2019/2020"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Shalawat and Salam upon Prophet Muhammad SAW, who has bring us to the light of Islam. The researcher is sure that this thesis would not be completedwithout the helps, supports, and suggestions from several sides. Thus, theresearcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis.This goes to:

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The researcher realizes that this thesis is still far from being perfect. Any suggestion for this thesis will be very welcomed. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, December 2020

The researcher

Septian Umiqoiriyah

163221208

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ABSTRACT

Umiqoiriyah Septian, 2020, "*Analysis of Teachers' Barriers in Implementating 2013 Curriculum to Teach English at SMP N 5 Karanganyar in Academic Year 2019/202.* Thesis, Surakarta: English Education Department, Cultures and Languages Faculty.

Advistor : Prof. Dr. Drs. H. Giyoto, M.Hum.

Key words : Curriculum, 2013 Curriculum, Barriers of Curriculum Implementation

This research is about the barriers teacher in implementation of 2013 Curriculum in seventh grade student of SMP N 5 Karanganyar in the academic year of 2019/2020. The objective of this research are: (1) To describe how is the implementation of the 2013 curiculum in Learning English in SMP N 5 Karanganyar in academic year 2019/2020. (2) To describewhat are the barriers faced by the English teachers of SMP N 5 Karanganyar in implementating 2013 curriculum in academic year 2019/2020.

The reseacher used the descriptive qualitative reseach. The subjects of this reseach is teacher of seventh grade at SMP N 5 Karanganyar. The techniques of collecting data was observation, interview and documentation. The observation and interview were done to collect data related to the implementation of 2013 curriculum and barriers of implementation in seventh grade students of SMP N 5 Karanganyar. The techniques of analyzing of the data was data reduction, data collection and conclusion. The triangulation used here is methodological triangulation.

The result of this study shows that : (1) The implementation 2013 curriculum in SMP N 5 Karanganyar in accordance methode scientific approach is very helpful for teachers in activities. SMP N 5 Karanganyar has done learning according to the curriculum. the teacher has used a good method, the learning theory is according to the curriculum and the assessment is authentically competent because there are many points in learning, the authentic assessment must assess spiritual, social attitude, knowledge and skill (2) Barriers in implementation 2013 curriculum are teachers in understanding SKL, teachers accept many percptions, teacher perceptions in the implementation of learning are they feel more practical and efficient in delivering material because of the student center learning, however the classroom teachers still have difficultyin implementation because the students aren't always active in class. In implementing the scientific approach , the clasroom teachers have a perceptions

that the learning experience in the scientific approach needs to be adjusted to the material and competencies to be achieved. In applying the method, material it is sometimes not appropriate to understand students. In the assessment takes a lot of time because there are many points in learning, the authentic assessment must assess spiritual, social attitude, knowledge and skill which require for a long time.

ABSTRACT

Umiqoiriyah septian, 2020 *"Analisis hambatan guru dalam menerapkan kurikulum 2013 untuk mengajar bahasa inggris di SMP N 5 Karanganyar tahun ajaran 2019/2020"*. Skripsi, Surakarta: jurusan pendidikan bahasa inggris, Fakultas Adab dan Bahasa.

Pembimbing : Prof.Dr. Drs.H. Giyoto, M.Hum

Kata kunci : Kurikulum, Kurikulum 2013, Hambatan Penerapan
          Kurikulum

Penelitian ini membahas tentang hambatan guru dalam penerapan kurikulum 2013 pada siswa kelas VII SMP N 5 Karanganyar tahun pelajaran 2019/2020. Tujuan dari penelitian ini adalah: (1) Mendeskripsikan bagaimana implementasi kurikulum 2013 dalam Pembelajaran Bahasa Inggris di SMP N 5 Karanganyar tahun pelajaran 2019/2020. (2)Mendeskripsikan hambatan apa saja yang dihadapi guru bahasa Inggris SMP N 5 Karanganyar dalam menerapkan kurikulum 2013 tahun pelajaran 2019/2020.

Peneliti menggunakan jenis penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru kelas VII di SMP N 5 Karanganyar. Teknik pengumpulan data adalah observasi, wawancara dan dokumentasi. Observasi dan wawancara dilakukan untuk mengumpulkan data terkait implementasi kurikulum 2013 dan hambatan implementasi pada siswa kelas VII SMP N 5 Karanganyar. Teknik analisis data menggunakan reduksi data, pengumpulan data dan penarikan kesimpulan. Triangulasi yang digunakan disini adalah triangulasi metodologis

Hasil penelitian ini menunjukkan bahwa: (1) Penerapan kurikulum 2013 di SMP N 5 Karanganyar yang sesuai dengan metode pendekatan saintifik sangat membantu guru dalam kegiatannya. SMP N 5 Karanganyar telah melaksanakan pembelajaran sesuai kurikulum. Guru telah menggunakan metode yang baik, teori pembelajaran sesuai kurikulum dan penilaiannya kompeten karena banyak poin dalam pembelajaran, penilaian otentik harus menilai spiritual, sikap sosial, pengetahuan dan keterampilan (2) Hambatan dalam pelaksanaan 2013 Kurikulum adalah guru dalam memahami SKL, guru menerima banyak persepsi, persepsi guru dalam pelaksanaan pembelajaran merasa lebih praktis dan efisien dalam menyampaikan materi karena adanya pembelajaran berpusat di siswa, Namun guru kelas masih mengalami kesulitan dalam pelaksanaannya karena siswa tidak selalu aktif di kelas. Dalam melaksanakan pendekatan saintifik, guru kelas memiliki persepsi bahwa pengalaman belajar dalam pendekatan saintifik perlu disesuaikan dengan materi dan kompetensi yang ingin dicapai. Dalam

menerapkan metode, materi terkadang kurang tepat untuk dipahami siswa. Dalam penilaiannya memakan banyak waktu karena banyak poin dalam pembelajaran, penilaian otentik harus menilai spiritual, sikap sosial, pengetahuan dan keterampilan yang membutuhkan waktu yang lama.

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CHAPTER I

INTRODUCTION

A. Background of the Research

The quality of the education also influences the country's quality, due to this situation the goverment puts much attention to education. There are many efforts which are carried out by themto increase the educational quality. They revise some parts of educations, one of the revision target is curriculum.

In implementing education, a nation needs rules or benchmarks called curriculum. Without a curriculum, education will not work because there is no benchmark or guidelines and objectives of the education provided. Curriculum is a set of plans and arrangements regarding the objective of the content and learning materials as well as the materials used as guidelines for organizing learning activities to achieve certain educational goals. (Busro and Iskandar 2017:4)

Curriculum is compiled and improved to set a bettereducation in a country. Future curriculum needs to be designed and refined to improve the quality of education nationally and improve the quality of human resources. In Indonesia, the government must consider wheather the curriculum created capable to improve in all parts related to education (Puskur, 2003)

Curriculum 2013 is used in Indonesia at this time. According Fadlillah (2014:16) Curriculum 2013 is a developed Curriculum to improve and balance

the ability of soft skills and hard skills in the form of attitude skills and knowledge. Curriculum 2013 applied in 2013 in several schools that are considered capable and used as a pilot school in a implementation of the Curriculum 2013. The Curriculum 2013 started to be implemented in all schoolsin 2011.One of the factors in successing the implemention of curriculum 2013 is curriculum learning method. Sanjaya in (Agustina,2013:55)stated method isa way used to implement the plans that have been arranged optimally. In selecting learning methods according to Priyatni(2014:173) stated that the recomended method to be applied is the scientific method / scientifically enriched with Discovery learning, cooperative Learning, communicative learning and conceptual learning. From this understanding we know that in applying curriculum 2013 by using scientific methods can balance between soft skills and hard skills.

During research the researcher conducted interview with Mrs. Khusnul as the English teacher of SMP Negeri 5 Karanganyar. SMPN 5 Karanganyar was one of the pilot schools for implementing the curriculum 2013, this school still apply the curriculum 2013. This year is the 7th year in implementating the 2013 curriculum. During the time of implementation, there are obstacles faced by teachers. Barriers factors in the implementation of the curriculum 2013 come from various fields, from internal schools and the goverment.

Internal factors of the school itself have obstacles in its implementation, for example teachers in SMP N 5 Karanganyar are difficult to develop creativity.Whereas learning used student center approach which must involve

many students in order to form competencies by exploring some scientific potentials and truths. In this context, teacher's creativity is needed so that they are able to became facilitator and learning partners for students.

The teacher at SMPN 5 Karanganyar has difficulty in applying learning methods with scientific approach, because this learning method requires students to be active in searching for material, not only the teacher who always gives the material. Even though 7th grade cannot be active in learning.

The internal factor that became a barrier forthe implementation of Curriculum 2013 was the limited availability of the Media Information Technology (IT). In the implementation of the Curriculum 2013, media becomes one of the mandatory tools that must exist in the learning process. However due to the limited media, this caused a few obstacles in learning. A teacher in SMP N 5 Karanganyar uses makeshift media, for example only showing pictures through books.

Constraints from goverment factors is the goverment budged that is not enough for media maintenance costs, therefore many Liquid Crystal Disply(LCD) are demaged due to lack of maintenance. That is one of the barrier in the implementation of the 2013 curriculum.

Based on the problem above the writer conducted a research entitled "ANALYSIS OF THE TEACHERS' BARIERS IN IMPLEMENTING 2013 CURRICULUM TO TEACH ENGLISH IN SMP N 5 KARANGANYAR "

B. Problem Identification

Based on the background that has been described above, it can be identified several aspect that can be investigated among them is are :

1. The teacher at SMP N 5 Karanganyar less creative in learning, the teacher is monotonous in teaching english

2. The teacher at SMPN 5 Karanganyar has difficulty in applying learning methods with scientific approach

3. Limited learning media. For example is LCD. it is one of the media needed. In the curriculum 2013 almost all use computers and internet.

4. Lack of LCD maintenance funds. Many LCD are demage due to lack of maintenance.

C. Problems of the Research

Based on the background of the research, this research is aimed to answer the following problems :

1. How is the implementation of the 2013 curiculum in Learning English in SMP N 5 Karanganyar in academic year 2019/2020 ?

2. What are the barriers faced by the English teachers of SMP N 5 Karanganyar in implementating 2013 curriculum in academic year 2019/2020 ?

D. Objectives of the Reserch

Based on the statements of the problemabove, the intentions of the research are as follow :

1. To describe the implementation of 2013 curriculum in Learning English in SMP N 5 Karanganyar in academic year 2019/2020.

2. To describe the barriers faced by the English teachers in implementating 2013 curriculum in SMP N 5 Karanganyar in academic year 2019/2020.

E. Limitation of the Problem

As many qualitative studies, this research has the limitation. This research focused on implementation of 2013 curriculum by English teacher of 7th grade at SMP N 5 Karanganyar in the academic year of 2020/2021. This research was conducted on 7th grade students in semester 1 on the theme of introducing learning about hobby. The implementation of 2013Curriculum by Eglish teacher discussed in this research categorized three into aspect, are : planning, process and evaluation

In this research, planning means the stage of the teachers in providing anything that stated in the lesson plan such as the materials and the media . process here was about the approach, model or method. Then evaluation means the assessment process. Besides, this research also displayed the barriers of those three aspects of the implementation as the result of the research.

F. Benefits of the Research

The benefits of the research are :

1. Theoretical Benefits :

The result of the research is expected to give information to the reader about the implementation of 2013 curriculum in English learning and some problems which is faces which are by the teachers in implementing it.

2. Practical Benefits

a. For the students :

The research adds students' knowledge about the English learning process and the various problem which happen in it, so it will motivate them to be active students is learning English.

b. For the English teachers :

Gives contribution to the teachers in the form of suggestion to complete their role in the implementation of 2013 curriculum in the English process. The other benefitis to give reflection to the teachers to evaluate their work in achieve the goal of 2013 curriculum especially in the English subject.

c. For the other researcher :

The research can be one of the references for other researchers who want to conduct a research about curriculum in language learning.

G. Clasifications of Key Terms

The writer wants to explain the main terms of the title to avoid ambiguity and different interpretation of each reader.

1. Curriculum

According to UU nomor 20 tahun 2003

" Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu."

"curriculum is a set of plans and aggrements regerding the objectives,content and learning materials as well as the means used the guide the implementation of learning activities to achieve spesific educational objectives."

2. 2013 Curriculum

Fadlillah (2014:16) 2013 Curriculum is a Curriculum developed to improve and balance the ability of soft skills and hard skills in the form of attitude skills and knowledge. Widyastono

(2014: 119) that the 2013 Curriculum is a curriculum emphasize the develop of knowledge competencies, skills, attitude, and student holistically (balanced). It can be concluded that the 2013 curriculum was pursued to improve students' ability not only from knowledge but also from attitude.

3. **Barriers of Curriculum Implementation**

Implementation is the actualization or implementation of the writen curriculum (Sukiman, 2015 : 163). According Mulyasa in Sukiman (2015: 164) state that the process of applaying ideas, concepts and curriculum policies in a learning activity so that students master a certain set of competencies, as a result of interaction with the environment.

CHAPTER II

LITERATURE REVIEW

A. Teory Description

1. Curriculum

a. Curriculum Definition

The etymology meaning of curriculum rooted from the word *"currir"* which mean runner and *"curere"* mean a place for run. So, curriculum is a distance which must be taken on by the runner from the star until finish.

Based on the result of the collection of information about curriculum, has obtained several statement. According to George A. Beauchamp (1986) as quoted by Sholeh(2015 : 21) stated : "A curriculum is a writen document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in giving school". George focuses on the pleaning procees starting from beginning in the school.

Other definitions is stated by caswell and campbell as quoted by Sukiman (2015 : 4), " curriculum as all the experiences children have under the guidance of teachers). This explanation closely related with the educational field because in that definition is mentioned "teachers" and "children".

Another definition is also presented by Saylor and Alexander (1956) cited in Sholeh, (2015:21) which mentioned that curriculum is the total effort of the school to going about desired outcomes in school and out-of school situations". Saylor and Alexander focuses on the effort. It is not only about schools' world but it is also impact the students' daily life.

Based on the explanation above it can be concluded that curriculum is a program education planned and implemented to achieve a number of educational goals.

b. Curriculum Component

There are some main components of curriculum, it can be studied from the definition from UU No 20 th 2003 PP No 19 th 2005 "Curriculum is a set of plan and adjustment about the goal, content, and materials of the lesson including the way which is used as guidance in the organizing a learning process to achieve particular educational goal". In that description seen that curriculum has four main component including; goal, materials, process, and evaluation. All components are important in the development of curriculum and it influence each other.

1) Goal

In composing curriculum the first thing which should be determined is the goal. The 2013 curriculum aims to prepare to

have the ability to live as individuals and citizens who are faithful, productive, creative inovative and evective. Educational objectives can be classified into 4, namely:

a) National Education Goals

In the perspective of national education, the objectives of national education can be seen clearly in Law Number 20 of 2003 concerning the National Education System that "National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aimed at developing its potential. students to become human beings who believe and fear God Almighty, knowledge, competence, creativity, independence, and become democratic and responsible citizens "

b) Institutional Goals

Institutional objectives are goals that must be achieved by every educational institution, as a qualification that must be possessed by every student after taking or completing a program at a certain educational institution. Institutional objectives are also a reflection of the expected competency standards for graduates from each level of educational units.

c) Curricular Goals

Curricular goals are goals that must be achieved by each field of study or subject, as a qualification that students must have after completing a certain field of study at an educational institution.

d) Instructional Objectives or Learning Objectives

Instructional objectives or learning objectives are the abilities that students must have after studying certain material in a certain field of study in one meeting.

2) Material

Curriculum material is everything given to children in teaching and learning activities in order to achieve goals. The contents of the curriculum include the types of fields of study taught and the contents of the program of each of these fields of study, the fields of study are adapted to the types, levels and existing educational channels.

3) Proces / Method

The method components include plans, methods, and tools that are planned to achieve certain goals. In the 2013 curriculum, teacher have room to develop creative and innovative learning methods in delivering subjects that allow students to be able to carry

out their learning process actively, creatively and fun, with high effectiveness. Selection or making of methods or strategies in carrying out the curriculum that has been made must be in accordance with the material to be provided and the objectives to be achieved.

4) Evaluaton / Assessment

Assessment (evaluation) curriculum covers all aspects of learning limits. According to Schwartz and his colleagues, assessment is a program to provide opinions and determine the meaning or utility of an experience.General requirements for evaluation are that an assessment that must be carried out must meet the following requirements or criteria:

a) It has validity, meaning that the evaluation must really measure what it wants to measure.

b) Has reliability, shows the permanence of the results. In other words, the person who will be tested will get the same score if tested again with the same test equipment

c) Efficiency, an evaluation tool used wherever possible without wasting a lot of time

d) Usefulness/ practically, evaluation tools should be useful. Namely to obtain information about students.

c. **Syllabus**

In the 2013 curriculum there is one learning administration that must be fulfilled and made by an educator namely the syllabus. Syllabus is one principal in learning activities becouse the syllabus is used as reference material in making and developing learning implementation plans in class.

Hutchinson and Waters define syllabus as a statement of what is to be learnt and reflects of language and linguistic performance. This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed (Yalden, J, 1987). Syllabus is the explanation about basic standards of competence and competence into the subject matter, learning activities and achievement of competence indicators (Abdullah, 2007). Syllabus is a learning plan on a subjec convering core competencies, basic competencies, learning materials, learning activities, assessment, time allocation, and learning resources. Syllabus is the main point in learning activities, becouse it is used as reference in making and developing a Plan Learning Implementation

From those definitions we can say that syllabus outlines the goals and objectives of a course, prerequisites, the grading/evaluation

scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. Each of these components defines the nature of the learning experience.

d. **Lesson Plan**

Every learning activity certainly requires a lesson plan. Lesson plan in this curriculum is called a Learning Implementation Plan (RPP), becouse with RPP will facilitate the educator in delivering the material with this plan what the learning objectives will be more easily achieved results.

According to Mulyasa (2014:144) RPP is a plan that describes the procedures and management of learning to achieve one or more basic competencies set out in the conten standards and describe the syllabus. From that opinion we know that a good learning plan is a learning plan that can contain and summarize all material to be conveyed along with the methods and assessments. In addition, it must state the learning objectives to be achieved so that learning can go according to the direction that has been determined. To make it easier to develop lesson plans in the 2013 curriculum, According There are several principles that must be followd include: the first is prepared by the teacher as translation of curriculum ideas and based on the syllabus. The second is diferrences in students' interest in learning motivation and emotions and learning styles. The third encourage active

participation of student. The fourth priciple is in accordance with the objectives of the 2013 curriculum to produce independent student. The fifth is develop a culture of reading and writing. The sixth lesson plan is provide feedback and follow up. The seventh pricriple is the relationship and integration between core competencies and basic competencies.the last is applying information and communication technology.

2. Curriculum 2013

a. Curriculum 2013 Definition

Curriculum 2013 is a new curriculum that was implemented in 2013/2014. This Curriculum is a development of existing curricula, both the competency – based curriculum which was initiated in 2004 and the Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan,KTS) in 2006. Its just that the emphasize in the Curriculum 2013 is the improvement and balance of soft skills and hard skillswhich includes aspects of attitude, skills and knowledge. Then the position of competence which was originally delivered from subject, transformed into sujects developed from competence. In addition, learning is more thematic in all thus, it can be understood that the 2013 curriculum is a developed to improve and balance the ability of soft skills and hard skills in the form of attitude skills and knowledge (Fadlillah 2014:16). Then that the 2013 Curriculum is a curriculum emphasize the develop of knowledge competencies, skills, attitude, and

student holistically (balanced). It can be concluded that the 2013 curriculum was pursued to improve students' ability not only from knowledge but also from attitude (Widyastono 2014: 119)

Theoretically, the Curriculum 2013 is an enhanced *Tylerian Model* as a competency based curriculum. competence in that context is as learning outcomes or achievements learning, namely the results of students that reflect masteryo attitudes, knowledge, and skills. Therefore, the development, implementation, curriculum evaluation is directed towards achieving the full competence of students.

b. Principles of curriculum 2013

Curriculum 2013 was developed on a competency based curriculum. Education based on a competency based curriculum was designed to provide a learning experience for students in develop the ability to be, knowledgeable, skilled and the curriculum 2013 adheres to the following principles :

1) Learning prioritizes the process. Namely in the form of learning activities in school, class and society.

2) The learning experience is carried out in accordance with the backgroud, characteristic and the initial ailities of student.

3) The learning outcomes of all students become the results of the curriculum.

c. **Legal foundation**

According to fadlillah (2014 : 29) Curriculum 2013 is developed based on three aspects namely; philosophic, judicial, and conceptual. The philosophical is the foundation of curriculum compilation which is based on the framework of thought and the true nature of education. In this context the philosophical foundation of the curriculum 2013, namely: education based on noble values, academic values, student need and society ; The curriculum is oriented towards competency development.

Juridical aspec are a foundation that is used as a legal umbrella in the preparation and development of curriculum, the juridical foundation used include: law number 20 year 2003 *(UU NO.20 TH 2003)* concering the National Education System; RPJMN 2010 – 2014 Educational sector which contains changes in learning methodology and curriculum instructuring; permendikbud number 81A of 2013 concerning the implementation of the curriculum 2013.

Conceptual aspects are of foundation of ideas abstracted from concrete events. In based on the compilation of this 2013 curriculum the conceptual foundation include : the principle of relevan; curriculum model; learning process and assessment.

d. The Characteristics of Curriculum 2013

Curriculum 2013 is designed with the following characteristics :

1) Developing a balance between spiritual and social attitudes, knowledge, and skills, andapplying them in various situations in the school and community.

2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.

3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills.

4) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.

5) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

e. **Element of Revisions in Curriculum 2013**

In the 2013 curriculum , there were several elements of revisions, among others elements of revision Competency of graduation, elements of revision in possition subjects (content), approach (content), curriculum structure (subjects and time allocation) content, learning process, learning outcome assessement and extras curricular. Revisions element:

1) Graduates' Competencies

Graduates' competence is increasing and balancing *soft skills* and *hard skills* which include aspects of attitude competence, skill and knowledge. Skill is something that an individual has for perform assigments or jobs that are assigned to students. Attitude is feeling (happy or unhappy, like it or not) or reaction to a stimulus that comes from aoutside. Knowledge is consciousness in the cognitive realm.

2) Subject Position (contents)

Competencies that were originally derived from subject turned into subject developed through competence. Changes in learning materials are developed based on competence so that they meet the suitability and adequacy aspect, then acomodate local, national, and international content.

3) Approach

In Curriculum 2013 the learning approach is based on observations, questions, data collection, reasoning, and presentation of the results through the use of various learning resources (student find out)

4) Curriculum Structure (subject and time allocation)

For junior high school: Technology Information and Communication (TIK) became the media of all subject. Self-development is integrated in each subject and etracurriculer. The number of subject changes from 12 to 10. The number of hours increases by 6 hours/ week.

5) Learning process

a) Process standards that were originally focused on exploration and confirmation comes with observing, asking, process, present, conclude and create.

b) Learning not only happens in classroom, but also in school and community environment

c) The teacher is not the only source of learning

d) The learning process for SMP is Natural Sciences and Social Sciences are taught in an integrated manner.

6) Assessment of learning outcomes

    a) Based on competency.

    b) Shift through tests towards authentic assessment.

    c) Assessment is not only basic competency but the level of core competition.

    d) The fortfolio is made as an instrument of valuation

7) Extracurricular

    Extracurricular in junior high school that is pramuka and the choise is OSIS, PMR,etc (fadlillah2014:31)

    From the description above, it is seen that the 2013 curriculum is basecally very actual applied in the context of contemporary indonesia. It is just so that this curriculum can be implemented successfully, so preparation is needed device that is needed as well as possible.

f. Teachers' Role in 2013 Curriculum

    In the previous curriculum the learning model was a teacher center model now it becomes a student centered model, absolutely it gives impact for the teacher. Role of the teachers is not same anymore. Many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of program

(James Brown, 1995). Curriculum 2013 is curriculum that emphasize the attainment of competency knowledge and attitude skills which are all summarized in the competencies of hard skils and soft skills. In the regard there are several principles that must be considered together by the teachers in implementing learning include :

1) the teachers acts as a facilitator and one of the sources of learning for students. So students who have to be more active to get now information or knowledge during the learning process takes place.

2) The teachers must be able to give an injection of enthusiasm to students to keep going forward and never get bored in following the learning process, becouse learning must be able to foster student motivation to continue learning and doing activities. Such circumstances require teachers to be more creative and professional in carrying out learning with student.

3) Creating a pleasent atmosphere. Same as the opinion of Hamruni (2009:6) that learning will only be effective if the atmosphere of the students is in a pleasent condition. Example : outing class

4) The teachers must become role model for students in good behavior and thinking in dealing with problems that arise in everyday life

5) The teacher provides learning strategies and methods that are appropriate to the learning material that will be given to students.

Ideal learning trategies and methods are learning strategies or methods that are fun, contextual, effective and efficient and have a meaning for students.

g. **Scientific approach**

Learning is a scientific process, becouse it is universal in search of truth. Therefore, the 2013 curriclum mandates the essence of the scientific approach in learning and the scaintific approach used in learning. The aplication of this scientific approach is a expected to be used as a golden bright for the development and development of the attitudes, skill and knowledge of students.

Scientific learning is student center learning, where students are required to determine their own material related to certain subjects. (fathurrohman, 2015: 115 - 117)

Kemendikbud (2013:164) state that scientific approach is a learning process that can stimulate students to do the following skill: observing, questioning, Associating, experimenting, and networking.

1) Characteristic of Scientific approach

Learning with the scientific approach has the following characteristics:

a) Student centered, student centered learning illustrates a learning strategy where the teacher is more faciliting than having to teach directly.

b) Involves science process skills in constructing concept or principles. Encourage and inspire student to be able to think hypothetically in seeing differences, similarities and links to one another. Inspire student to be able to understand, apply and develop rational and objective thingking patterns in responding to learning

c) Involves potential cognitive processes in stimulating the development of the intellect. Encouraging and inspiring students to think critically, analyze and appropriately identify, solve problems, and apply learning material.

d) Can develop the character of student. With scientific learning student are expected to have a strong character, becouse the character is installed through learning that emphasizes spiritual attitudes and moral attitudes.

e) Learning material based on facts or phenomena that can be explained which certain logic or reasoning is not limited the something, becouse it is based on concepts, theories, and facts that can be accounted for.

f) Learning objectives are formulated in a simple and clear but interesting presentation system . (fathurrohman, 2014 : 115)

2) Steps of Teaching and Learning in Scientific Approach

The general steps in the scientific approach in learning process include observing, questioning, associating, experimenting, and communicating (Permendikbud nomor. 81A, 2013). The explanations of each skill are as follow:

a) Observing

The first thing to do in the scientific approach is observe. Observing is a systematic observation and recording of symptoms that appear on the object of observation is the activity of making attention to an objec by using all the senses (fathurrohman 2014: 119). Observing in the learning process can be directly with the experimental process and can be indirectly by obseving learning resources.

b) Questioning

The second step is questioning. Questioning can be used by both teachers and students in the classroom. The teacher gives question to help the students construct their idea or to confirm their understanding.

The students use questioning process to solve their confusion in the observing process. It helps them to complete information and give them more opportunity to be active. The activities in questioning process such as discussion, group working, and class discussion. It gives the students a freedom in proposing their idea. This process make the students have critical thinking skill which logic and systematic.

c) Experimenting

The experimental activity start from gathering information is a follow up to asking. This activity is carried out by gathering information from various sources through various means such as reading books paying attention to phenomena or objects more thoroughly and even conducting experiments. From this activity collected a number of information and then conduct experiments.

d) Associating

The term "reasoning" in the framework of the learning process with the scientific approach adopted in the 2013 Curriculum to illustrate that student center. The emphasis is of course in many ways and the situation of students must be more active than the teacher. Reasoning is the process of thingking logically and systematically on empirical fact that

can be observed to obtain conclusion in the form of knowledge (Fathurrohman,2014:139). In the context of learning, "associating" is focused on students' learning activities.

e) Communicating

The last step in scientific approach is communicating. The students should communicate what they have learnt. They deliver the result of their observation, the conclusion which they have got from the deep analysis. They can deliver the result orally or in the form of written report or other media.(permendikbud no 81a th 2013)

The above structured steps are designed in order to make the learning process more directed. The learning purpose covers 3 aspects, namely knowledge, skill, and attitude. The scientific approach's step help the students attain the all aspects. The activity in each step gives lesson to the students. They get experience which add and sharpen their knowledge, skill, and attitude.

h. **Learning Model in 2013 Curriculum**

Effective learning is learning that gives meaning or value to students. In order to lead to effective learning, so need a good and efektive learning model. According to Sagala in

Fathurrohman(2015:194) Learning models are conceptual framworks that are used as guidelines in conducting activities.

Kemendikbud (2013:195) emphasizes that scientific approach will be obvious when it use in certain model of learning such as: (Project Based Learning), Problem Based Learning, Discovery Learning.

1) Problem Based Learning

Accoeding Fathurrohman (2015:213) Problem Based Learning is a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve problem.

2) Project Based Learning

Project Based Learning is a learning model that involves a project in the learning process, a project undertaken by students can be individuals or group projects and carried out whitin a certain period of time, colaboratively producing a product whose result are then displayed or presented (Fathurrohman , 2015:227). This model is a learning strategy that focuses on students in problem solving activities.

3) Discovery learning

Kemendikbud (2013: 158) explained that the principle in Discovery learning is the materials are not given in final form, so the students are stimulated to identify what they want to know. In this model of learning students must search information related with the material and then construct it to ordered information. Discovery learning is good to make the students be more active in the process of learning and it also can build students' creative thinking. They will be more responsible with their work.

Not all learning models are appropriate for all KD/ Learning materials. Certain learning models are only appropriate for certain learning materials. Conversely, certain learning materials will be able to work optimally if using certain learning models. Therefore, the teacher must analyze the formulation of each KD statement, whether it tends to disclose learning discovery or problem based learning or project based learning.

i. **Assesement in 2013 Curriculum**

Assessement is a procedure used to describe behaviour. Assesement as an effort to compare something with a certain size is usually related to quantitative. According Ebel in fathurohman (2015:434) assesment is a set of rules regarding giving numbers to the results of an activity.

According Regulation of the Minister of Education and Culture Number. 66 of 2013(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013) in (Sunarti and Sally, 2014:12) the principles of assessement in the 2013 curriculum are as follow:

1) Objective, means that the assessment is based on standards and is not influenced by the subject of the assesor.

2) Integrated, means that the assessment by educators is carried out in a planned, integrated with learning activities, and substainable.

3) Economical, means an efficient and effective assessement in pleaning, implementing and reporting

4) Transparent, meaning that the assessement procedures,assesement criteria, and basis for decision making are accessible to all parties.

5) Accountable, means that the assessement can be held accountable to the school's internal and external parties for technical aspects, procedures, and result.

6) Educative, means educating and motivating student and teachers.

j. Barriers of the Teacher

Learning is inseparable from obstacles, so itis with English. English in the curriculum 2013 is learning that balance soft skills and hard skills for that implementation, learning mostly uses a scientific

approach. In this approach the curriculum itself develops though the dynamic interaction of action and reflectio. Grundy (1987:15). "this is,the curriculum is not simply set of plantsto be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally relatedand integrated into the process". If the cimbine all four aspect of curriculum as stated above we find that the main components of curriculum are as follows:

1) Aims / goal

   Formulating objectives curriculum objectives of any program, institution or education system

2) Contents / subject matter

   Curiculum content is a body of facts, ideas, concept and skills that are presented, discussed and involved in the learning. The content selected should reflect the pre-determined curriculum objectives and experiences needed by the learner. While selecting the contents the curriculum designer should give attention that the knowledge to be selected must be of established value to participants and the society they are going to serve after learning and they should meet the needs and interests of the learners. What society has achieve, its institutions aspirations, tradisions. This is because some of these will themselves form the content of learning.

3) Methods

The learning method is a way of carrying out activities between educators and students when intercting in the learning process. Educators need to know and learn teaching methods in order to deliver material and be understood by students. Teaching method are practiced at the time of teaching and are made as attractive as possible so that students gain knowledge effectively and efficiently

4) Evaluation

Continuous assessment and final examination. In order to measure the success of curriculum there should be continuous assessment throughout the learning as well as final examination at the end of the learning.

In formal education the teacher is aplays an important role in carrying out the process learning. In this activity the teacher designedorganize and direct how the teaching and learning process it goes on the ability of theteachers to manage related classes with the creation of a conducted class climate. Therefore, class must be managed well in order to create an atmosphere fun in learning activities.

Not infrequently we find teachers who have barriers and obstacles in carrying out his duties as a person teacher.Barriers and obstacles that could have originated from many factors. For

example, factors originating from the teacher itself or derived from external factors that influence teacher in undergoing teaching and learning activities.

According to NoermaElya Putri (2013) in her research do, namely regarding the influencing factors teacher barriersin learning activities revealed that there are two factors that influence teacher difficulties. These two factors are the originating factors from the teacher itself and the factors that come from students. In where these factors are explained as follows;

a) Factors originating from the teacher

Namely, the factor of teachers who are unable manage learning time well, and less the teacher is ready in preparing the learning media, then the teacher also has barriersinimplementing lesson plans. Because in the curriculum 2013 students are required to be active. While the teacher must prepare the learning media and each teacher teaches several classes, it result in the teacher's lack of time in preparing the material and makes learning ineffective.

b) Factors originating from students

These factors include: attitudes towards student learning which tend to be less ready, students do not have language package and learning concentration are classified low.

Passivity of students to cntribure to learning english. Some students stills think that english is a "scary". Then have an impact on the core activities to questioning or asking questions. Because basically, when they want to ask something, another question in the form of "what should you say" or "what do you say in english?" will appear first. Of course this can be something that influences their asking interest.

Limited vocabulary. Meanwhile kurrikulum 2013requires english teachers to use english during the teaching and learning process. Becouse a minimum of understanding of focabulary can lead to miscommunication between teacher and student.

B. Previous Study

Some previous researchs almost have the same idea with this research:

1) Futiqa Zen conducted a research entitled "Implementasi Kurikulum 2013 Dan Hambatan Yang Di Alami Oleh Guru Matematika Di SMKN Tulungagung Tahun 2014 .(Multi Kasus di SMKN 1 Boyolangu dan SMKN 2 Boyolangu)". This are research focused on the implementation of 2013 and the barriers faced by the mathematic teachers. The findings of the research were the mathematic learning process used scientific approach but not fully. Then the teachers faced some barriers namely; (1)students who still difficult to change the habit of a model and teaching methods in the previous curriculum (2)

books from the government are an elusive(3) lack of the use of media because not all of the students have electronic media like laptop.

2) Faridah alawiyah (2014) in her journal entitled "Teacher Readines in the implementation of the 2013 curriculum". alawiyah exlaned that the big problem in implementing the 2013 curriculum was at teacher readiness. This was because the teacher spearheaded and held an important role in the success of the 2013 curriculum. considering the teacher who directly met and interacted with protege. Although the goverment prepared various kinds of programs to improve teacher readiness in implementing the curriculum 2013 with good because the competency prossessed was inadequate.

3) Heri ratnawati (2016) from international jourvy of instruction, her thesis entitle "Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia" The study aims to describe vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013, which has been implemented since July 2013 in several Indonesian schools and which might have been in effect in all schools around 2014. The study was descriptive explorative research by means of qualitative data gathering. The data of vocational high school teachers' difficulties in implementing the assessment within the Curriculum 2013 were gathered by means of interviews and focus

group discussions. The thesis only focus on difficulties in implementing the assessment in curriculum.

4) Wayan maba (2017) from international jurnal, her thesis entitle "Teachers' Perception on the Implementation of the Assessment Process in 2013 Curriculum" This study aims to describe the teachers' perception on the implementation of the assessment process in 2013 curriculum. This research is a qualitative descriptive research. The subjects of the research are the Elementary school principals and elementary school teachers in Denpasar. Most teachers stated that the assessment in 2013 curriculum is quite good because it provides an attitude assessment, including the aspect of the spiritual and social, knowledge aspects, and skills aspects. There were some obstacles found by teachers in conducting the assessment, such as, limited time that teachers have in observing students' social attitudes and writing the results of the assessment that require a lot of time to describe the students' abilities.

Based on the three relevant literature studies above, this research has similarities and differences. However, in this research, the reseacher focused on the implementation of 2013 Curriculum and English teachers barriers in its implementation. The research above investigated the 2013 curriculum's readiness and effect on teachers as well as obstacles faced by teachers from various subjects. In this study

the reseacher focusedon implementation curriculum 2013 and barriers to english teachers in implementing.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher want to explain the methodology of the research related to Research method, setting, Technique of collecting data,

A. Research Method

In this research the writer used descriptive qualitative research to collect data and presents the research. The research was intended to collect information about the implementation of 2013 in English learning and the barriers which the teachers found in its implemention. This was the season the research used descriptive qualitative research. According to Banister et al,"Qualitative research is: (a) an attempt to capture the sense that lies within, and that structures what we say about what we do; (b) an exploration, elaboration and systematization of the significance of an identified phenomenon; (c) the illuminative representation of the meaning of a delimited issued or problem.

Qualitative research is research methodology that is influenced by the philosophy of post-positivism, which is employed in natural objects and regards the researcher as the key of the instruments (Sugiyono, 2006: 15)

Another definition stated by Cresswell (1994) as cited by Gunawan (2014;114), qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic

picture, formed with words, reporting detail views of informants, and conducted in natural setting.

In this Qualitative Research, the objects of the Curriculum 2013 research is certain and likelyto changes in the future. Because, if the implementation of Curriculum 2013 is considered a failure, it will be replaced with a batter curriculum than before. The other consideration in using the qualitative research as explained by Moeloeng (2010:10) are : 1. qualitative research is able to adjust with general realities moderately; 2. this kind of research presents relations between researchers and their respondents directly; and 3. it is more sensitive and is adjustable to changes in pattern of values faced by researchers .

B. Setting of Research

1. Place of Research

The setting of this research was at the SMPN 5 Karanganyarin 2019/2020 academic year. SMPN 5 Karanganyar is one of the pilot schools for implementing the 2013 curriculum. And since the initial implementation until now whether there are still barriers in its application. This is the reason why the the researcher chose SMPN 5 Karanganyar.

2. Time of Research

The research was conducted from february until oktober 2020, the schedule of the research can be seen in the table below :

Table 3.1 The Schedule Table

	Activities	Jan	feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Okt
1	Pre-Research		√								
2	Create proposal		√								
3	Proposal Examination						√				
4	Coduct the research									√	
5	Arrange thesis										√
6	Munaqasyah										√

3. Subject of the Research

The subject of this research was focused on the implementation of Curriculum 2013. On the implementation curriculum 2013 in teaching learning, process and evaluation by English teachers at the 7th grade of SMP N 5 Karanganyar the name is Mrs. Khusnul. The reseacher only made one observation, at the time of learning observation with the theme "it's Me!", introduction about hobby.

C. Technique of Collecting Data

The data was collected by doing observation and interview with English teacher in 7th grade is Miss Khusnul. They are 5 questions related to implementation of 2013 Curriculum and 5 questions related to teacher barriers in implemention of 2013 Curriculum. The data was collected by conducting interviews to get data related to the implementation 2013 curriculum and teachers barriers in implementation 2013 curriculum. The data taken before COVID- 19, was carry out on february 24, 2020. The other data was collected by doing direct observation. In this study, researchers conducted observations on implementation 2013 curriculum during the teaching and learning process in the classroom. Observations were conducted to find out the implementation of the 2013 curriculum conducted by teachers in the classroom. Documentation method means how to collect data by recording the data that already exist. Documentation was a way of collecting data by collecting and analyzing documents that were considered important in the research undertaken. In this study, the documents used were lesson plans.

D. Technique of Data Analysis

A qualitative data analysis according to bodgan as cited by Sugiyono(2012:332) is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. There are activities in the analysis of data, including data reduction, the data display, and conclusion.

In this research used interactive analysis model, as stated by Miles and Huberman (1992: 18-20) there are two model of qualitative data analysis, they are flow analysis model and interactive analysis model. The data reduction and data presentation are processed along with data collection in interactive analysis model.

Figure 3.1 Components of Interactive Analysis Models
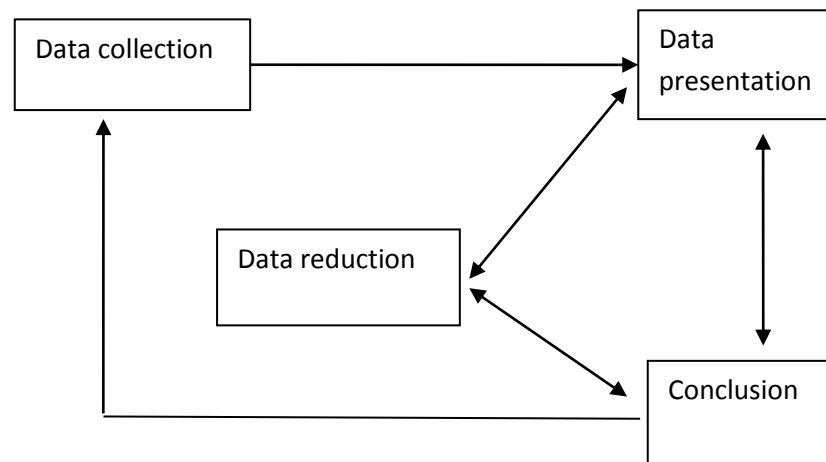
Components of Interactive Analysis Models (Rachman, 1999: 121)

1. Data collection

   This is the process to get all needed information in this research. The reseacher used some techniques as mentioned before namely observation and interview. The technique was enough to get all needed information to conduct this research.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up-field notes or transcription (Miles and Huberman. 1994 : 10). In this process the all data is reduced by choosing the necessary data from the result of interview and observation.

3. Data Display

According to Miles and Huberman (1994 : 11) a display is an organized, compressed, assembly of information that permit conclusion drawing and action. The most frequent form of display from qualitative data in the past has been extended text. The presentation of data in this research was in the form of narration which consists of the implementation of 2013 curriculum in English learning process and some categories of teachers' difficulties in the implementation of 2013 curriculum.

4. Drawing Conclusion

The next step after data display is drawing conclusion, it also becomes the final step of this research. The conclusions are credible if it is supported by consistent and valid proof. It gave the reflection of the research's result.

E. Trustworthiness of the Data

Before analyzed the data, the researcher tested the validity of the data. To determine the validity of the data required techniques of investigation. Implementation of investigationtechniques is based on certain criteria. There are four criteria used, those are credibility, transferability, dependability, andconfirmability (Moleong,2009 :324)

The techniques to test the credibility of the data in thequalitative research include doing longer observation, increasingdiligence in research, triangulation, peers discussion, negativecase analysis, and member check. Sugiyono(2013: 121) In this case, the writer used triangulation for testing the validity of the data. Triangulation is a data validity investigation technique that takes the advantage from something else besides the data for the purpose to check oras a comparison of the data.

Triangulation used in this reseacher was the triangulation of technique. The data was checked based on the data collection techniques that used, those were observation, interview, and documentation.

Figure 3.2 triangulation with three data collection techiques

Interview ⟷ Observation

Documentation
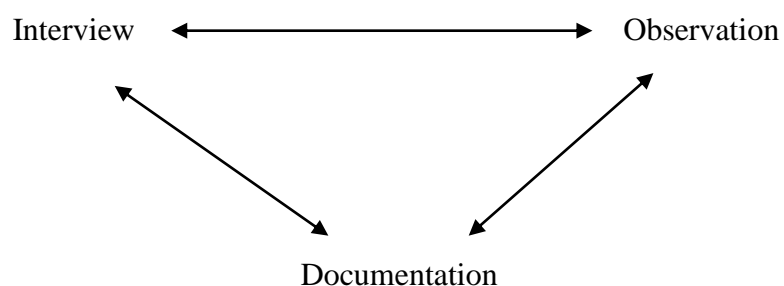
Triangulation becomes the best way to eliminate the differences in the construction of reality in the context of a study when collecting data. In other words, with triangulation, the researcher can recheck the finding by comparing the data that obtained from multiple techniques. Moleong (2009 :332)

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CHAPTER IV

RESEARCH FINDINGS AND DISSCUSSION

In this chapter the reseacher present the results of interviews and observations at SMP 5 Karanganyar related to the implementation of Curriculum 2013 and also the barriers teacher in the implementation.

A. Research Findings

1. The implementation of curriculum 2013

Good learning is in accordance with the curriculum componens to achieve learning objectives. Below the reseacher presents data related to curriculum components which include : 1) goal, 2) material, 3) process or method, 4) evaluation.

a. Goal

English teachers in SMP N 5 Karanganyar has implemented the curriculum 2013. This was explained by miss khusnul during the interview who explained that :

"Ya.. alhamdulillah SMP 5 Sudah menerapkan kurikulum 2013 sejak tahun 2016 sampai sekarang''

The implementation curriculum 2013 schools are required to meet all the needs in implementation of the curriculum 2013, for example

component teachers, facilities and supporting infrastructure. And SMP N 5 Karanganyar have tried all of these to create learning objectives.

In implementing, the teacher tries to achieve learning objectives. Learning objectives have also been explain in the RPP below:

Table 4.1 The goal in lesson plan

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

- Menentukan tujuan komunikatif teks memaparkan jati diri
- Mengidentifikasi struktur teks memaparkan jati diri
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan jati diri dalam bentuk tulisan
- Menggunakan ungkapan memaparkan jati diri orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.

From the destination in RPP, teachers at SMP N 5 Karanganyar try to make it happen though in various ways.

b. Material

The curriculum materials is basically curriculum content. Students learn in the form of interaction with their environment, the

environment of people, tools and ideas. The main task of a teachers is to create this environment, to encourage students to have productive interactions and provide design in a teaching plan. Teachers in SMP N 5 Karanganyar tried though in various ways

'' Diupayakan iyaa, tetapi kadang kadang apa yang kita maksudkan itu belum tentu bisa sampai ke anak dengan baik, belom tentu mereka bisa memahami apa yang kita inginkan''

SMP N 5 Karanganyar have implemented according to the lesson plan. This was proven when the reseacher made classroom observation according to lesson plan

Table 4.2 The material in lesson plan

Tema :   Chapter II – It's Me!   Topik :
Diri sendiri, nama dan tempat tinggal
Fungsi Sosial :   Berkenalan menjaga hubungan interpersonal guru dan teman.

Struktur Teks :

A: Hi Dinda, I am Anita. It's a pleasure to meet you.   *B: I am glad to meet you.*

A: What's your name?

B: My name is Anita.

A: How old are you?

B: I am twelve years old

A: Where do you live?

B:I live in Jakarta.

Introducing self (memperkenalkan diri sendiri) :

I would like to introduce myself, my name is....

I will introduce myself, my name is...

Please let me introduce myself, my name is...

Let me introduce myself, my name is...

Introducing someone (memperkenalkan orang lain):

I would like to introduce my friend, this is....

I will introduce my friend, his name is...

Let me introduce my friend, this is...

I want to introduce my friend...

This is my friend,his/her name is......

ID Card :

Name :

Nick name :

Date of birth :

Sex :

Address:

Origin :

Hobby :

Signature :

My Self Identity :

*Hello, my name is.......... I live at..... I am from.... I was born in........
My hobby is......*

Before starting the learning process, the teacher prepared simple material so the students were able to understand what the main thing in learning. At the time of the research, the teacher was able to make simple sentences so that the students could understand them. In this material, the students were very enthusiastic because they raised the theme of introducing hobbies, and students had very diverse hobbies so the class atmosphere became busy but still active and conducive.

Even though the material has been made as simple as possible, there must be students who didn't understand the material presented by the teacher. This is the same as what was conveyed by Mrs. Khusnul in the interview:

''Diupayakan iyaa, tetapi kadang kadang apa yang kita maksudkan itu belum tentu bisa sampai ke anak dengan baik, belom tentu mereka bisa memahami apa yang kita inginkan''

In the interview we know that the teacher has chosen language that is easy to be understood by the students. Due to the time constraints, the teacher provided other options for learning not only from the teacher, but

also via internet or other books. The teacher also realized that they cannot fully supervise students in learning but the teacher provided another way so that students do not only rely on the teacher but can learn on their own via internet. This is the same as the teacher's opinion in the interview:

''Iyaa, jadi biasanya kalau pada materi yang kita sampaikan itu, anak merasa kurang jelas maka kita selalu menyarankan untuk bisa belajar dari sumber pembelajaran yang lain, mungkin bisa dari membaca buku bisa, atau mungkin saat ini paling bagus dan mudah dijangkau yaitu dengan browsing internet mbak ''

Because it is easy to access the internet, the students can learn via internet. Sometimes the internet is more interesting than book because it can be in the form of videos or stories, so the students would be easier to understand the essence of learning. Even though learning via internet, the core of learning did not deviate from SKL or KD. So it did not deviate from the learning objectives.

''Ya itu tadi, untuk materi pokoknya kita tetap mengambilkan dari buku siswa dan buku panduan dari guru, tetapi tetep untuk materi tambahannya kita mengambil dari internet ataupun vidio pembelajaran. Tapi tetap tidak boleh menyimpang dari SKL maupun KD''

In terms of material, the teacher has carried out according to the curriculum strived for the material presented so it would be remained an effective tool to achieve SKL. The teacher also has tried if the material is

not effective then there are other materials to make learning effective. Even though the student learned via internet or learned using other books it did not deviate from SKL or KD.

c. Process / method

The method is a path that we must take in order to provide an understanding to the students about the lessons they are learnt and planned to achieve certain goals, because the learning process method becomes more creative and focused.   Teacher in SMP N 5 Karanganyar applies a method or a scientific approach. This was also explained by Miss Khusnul in the interview

''Kalau di kurikulum 2013 emang sudah dijelaskan atau sudah di gariskan bahwa kita di sarankan menggunakan scientific approach, jadi menggunakan pendekatan scientific approach ''

Because curriculum 2013 balances soft skills and hard skills, the right approach is the scientific approach. Teacher in SMP N 5 also apply it according to the RPP or agreed curriculum

Table 2.3 Table the method in lesson plan

A. Metode Pembelajaran
Pertemuan I   :Scientific Approach
Pertemuan II   :Scientific Approach
Pertemuan III :Scientific Approach
Pertemuan IV   : Genre Approach
Pertemuan V   : Genre Approach

From the RPP, we know that learning uses a scientific approach, where student centered learning means students are required to be active in the learning process. There the teacher is only a companion in learning.

Not only is the method a component of success in learning, the learning process is also important in learning success. During the interview, the learning process was in accordance with the lesson plan, it was also proven that the learning activity process in the lesson plan below:

Table 4.4 The learning activity process in lesson plan

Pertemuan III (Ketiga) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10menit
Inti	***Scientific Approach*** **Langkah 1. Mengamati**	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	o Siswa mengamati contoh ungkapan untuk memperkenalkan diri dan ungkapan memperkenalkan diri orang lain yang diberikan guru. o Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan tersebut. **Langkah 2. Merumuskan Pertanyaan atau Hipotesis** o Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan tentang perbedaan kedua ungkapan tersebut yakni meliputi isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana. **Langkah 3. Mengeksplorasi** o Siswa dapat menyebutkan perbedaan dari kedua ungkapan tersebut. **Langkah 4. Mengasosiasi** o Secara berpasangan, siswa menjodohkan ungkapan perkenalan diri dan ungkapan memperkenalkan diri orang lain dengan responnya yang sesuai. o Secara berpasangan, siswa menjawab soal tentang ungkapan memperkenalkan diri sendiri	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	dan ungkapan memperkenalkan diri orang lain. o Secara berpasangan, siswa menyusun dialog yang acak menjadi sebuah dialog yang benar dan tepat. **Langkah 5. Mengomunikasikan** o Siswa mempresentasikan hasil diskusi mereka. o Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari. **Langkah 6. Refleksi** o Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang yang telah dipelajari terkait *introducing and its responses* o Guru memberikan apresiasi atas partisipasi semua peserta didik	
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas yang terdapat pada LKS siswa. o Peserta didik memperhatikan informasi tentang	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	

At the opening, the teacher greets and continuesto pray together. Then the teacher checks attendance and the teacher reviews yesterday's leson. At the opening activity where were only those activities. Teacher don't motivate students to learn. So there are points that were missed at opening is students' motivation to learn contextually according to the benefits and application of the material.

At the core of learning, in the classroom observation, the activity table above is in accordance with the basic competence, in the observation process, learning sequences as usual starting from greeting, attendance to reviewing yesterday's lesson until finally in the learning process. In observing the material, it is related to hobbies. In this material the researcher used scientific and made an examples by looked at everyday life, daily activities. There are some students who feel less enthusiastic about this learning, maybe because they are still

early and did not know each other's friends and finally appointed by the teacher to come forward and tell at least about hobbies.There werethe reasons why these children were less enthusiastic about this material, it turns out that there were problems in life the child's personal, name, and hobby is not supported by his parents. During the learning process the teacher used bilingual because there were still many students who did not understand if the teacher always use English. The statement is in accordance with the word Mrs. Khusnul in the interview:

''Harus, jadi menjadi keharusan bagi guru guru bahasa inggris untuk use english daily in teaching dan dalam berbagai kegiatan itu menjadi keharusan.''

Even though she was not used to using English, the teacher still gets used to it a little bit, for example if someone wants to ask questions or if someone has permission to go to the bathroom, then tried to use English even though it is bilingual but there was effort and courage in activities learning continues to use English.

During a pandemic, teachers' experience confusion in applying the right method, because the learning process is only one way. During the interview the teacher also explained that:

"Gini ya mbak, kalau pembelajaran masa pandemi ini memang banyak sekali keterbatasan karna kita kadang kadang hanya

berkomunikasinya satu arah, karena berbagai kendala yang ada di siswa maupun yang ada di guru. Jadi, kalau saya melihat dan saya menerapkan memang tidak ada yang paling efektif, jadi meskipun menggunakan problem based learning maupun menggunakan project based learning keduanya tidak bisa dianggap sesuatu yang sangat efektif"

As we know that face-to-face learning there are still many obstacles, especially with only one-way learning. It is undeniable that achieving the maximum learning objectives is very difficult because of limited supervision by the teacher and no feedback from both. The explanation of the data above showed that the teacher used the scientific approach even though not all stages were going well, for example in the process of asking the teacher must stimulate students to ask. The questions were mostly from the teacher, not from students. Based on the above observations, it can be said that the learning process at SMP 5 Karanganyar used scientific methods in accordance with the criteria of scientific methods. The material given was based on facts and can be applied in real life. Because the teacher provided material that stimulated students to think critically and creatively, it is proven when students were appointed to go forward and introduce themselves about their hobbies, another scientific criterion was to provide lessons to foster and inspire students to think hypotheses

when seeing diversity, similarities and relationships in self-introduction material about their hobbies

At the closing, the teacher only provides feedback on the day's lesson and then say goodbay. The teacher doesn't provide homework to students and also doesn't provide information about planned learning activities for the next meeting.

d. Evaluation

Assessment is the process of gathering information to decide students' achievement of learning outcomes. The assessment which is used in 2013 is the authentic assessment. This assessment is not only assess the students' knowledge but also it assess the ability which include the process of learning, students' attitude and the result of learning.

SMP N 5 Karanganyar has attempted an autentc assessment. This is as explain by miss khusnul in the interview :

"Insyaallah diupayakan untuk tetap autentik kompeten"

This also applies when teacher observation apply autentic assessment, although not all are applied

2. Assessment of learning outcomes

Table 4.5 table the assessment in lesson plan

a. Spiritual attitude

The concept of spiritual attidudes that will be observed is accepting, implementing and appreciating the teachings of the religion they adhere to.

No.	Technique	Instrument	Instrument items	Execution time	information
1.	Observation	Observation sheet (Jurnal notes)	Attached	Learning takes place	(assessment for and of learning)

b. Social attitude

The social attitude competencies that will be observed include : honesty, discipline, responsibility, polite, caring and convident in interacting.

No.	Technique	Instrument	Instrument items	Execution time	Information
1.	Observation	Observation sheet (Jurnal notes)	Attached	Learning takes place	(assessment for and of learning)
2.	Self-assessment	Observation sheet (Jurnal notes)	Attached	Learning is over	(assessment as learning)

No.	Technique	Instrument	Instrument items	Execution time	Information
3.	Assessment between friends	Observation sheet (Jurnal notes)	Attached	Learning is over	(assessment as learning)

c. Knowledge

Knowledge assessment is carried out by measuring the mastery of students which includes dimensions of factual, conceptual, procedural and metacognitif knowledge at various levels of thought process.

No.	Technique	Instrument	Instrument items	Execution time	Information
1.	Writing test	Underline the filling	Attached	Learning is over	(assessment forLearning and assessment aslearning)

d. Skills

Skills assessment is carriedout using performance appraisal techniques, project appraisals and portfolios.

No.	Technique	Instrumen	Instrument items	Execution time	Information
1.	Portofolio	1. writting test (make dialogue) 2. oral test (have a concersation)	1. Make a dialogue about introducing yourself/ introducing someone else	During the teaching and learning activities	assessment for, asand of learning

			expression s!		
			2. Practice a dialogue that you have made!		
			3. Make an ID Card!		
			4. Make a self identity paragraph !		
			5. Practice your self identity!		

From the teacher seems to have used authentic assessment. In each material there are new assignments or activities as a way of assessing student knowledge. The teachers noted the core competencies in making rpp. The teachers not only assessed the test results at the end of the lesson but they also evaluated the students 'processes and attitudes during learning, it was admitted by the teacher in the interview when the researcher asked how to assess the students' consistency.

"Bisa mbak. Kita bisa melakukan observasi, kita observasinya artinya jangka panjang, jadi tidak hanya sehari dua hari saja, kita coba observasi perilaku anak dalam belajar itu dalam beberapa kali pertemuan jadi tidak hanya sekali. Lalu kemudian, juga dilakukan tes. Jadi untuk mendapatkan tagihan, untuk mendapat keontentikan kompetensi dari siswa itu kita juga mengadakan tes, tapi kita biasanya mengadakan tes tertulis"

In assessing skill, performance assessment used by almost of the teacher, they asked the students to speak or perform something in front of the class. The teachers use this activities to measures the students' skill especially in speaking. After perform in front of the class the teachers usually give positive comment for their students. This is appropriate with other criteria of authentic assessment the assessment's uses as feedback for students' achievement. The teachers are not use the authentic assessment in all of the materials because it takes time. They only use the Authentic Assessment in a material which proper to use it. They still use the traditional assessment like give written question for the students.

In the assessement process SMP N 5 Karanganyar have meet the following criteria is have validity and also reability. Because the teacher also makes assessments through written tests. In the assesment process, observations in this case don't enter the

criteria because they waste a lot of time even though they can get information about student.

It can be concluded that the authentic assessment have implemented in SMP N 5 Karanganyar although it is not use wholly. The teachers only used it in some materials, because the authentic assessment takes much time and they only have limited times. Beside that the authentic assessment has many elements, so it is a little bit difficult.

1. **Barriers the teacher in implementation curriculum 2013**

In implementation of 2013 curriculum the teacher have understand well about the theory, but they still faced some burriers in the implementation of 2013 curriculum especially in the english learning.

a. Lack of understand of Graduate Competency Standar (SKL)

Standards can be interpreted as benhmarks or can also be said as minimum criteria. A standard often refers to the minimum achievement.

There are still teachers at SMP N 5 Karanganyar who find it difficult to understand SKL. Whereas SKL is the main reference in learning. Teachers feel in understanding SKL different perceptions. It's the same as what the teacher said in the interview :

"Iya itu memang jadi ada beberapa SKL yang jelas dan ada juga beberapa SKL yang kadang kami masih sulit, karena dari beberapa guru itu memahaminya berbeda jadi memang perlu diadakan

pertemuan untuk menyamakan persepsi. Jadi biar tidak satu kemana, yang satunya lagi kemana, jadi ada 1 kesepakatan"

From the interview we know that its not easy to understand SKL, because SKL is very important in the learning process, its necessary to hold a workshop on understanding SKL, if don't understand the SKL it will be difficult to achieve educational goals.

b. Lack of definition of competency standards.

The competency that is used as the standard of graduation is very important, becouse it is to find out the extence to which students' ability to understand the subjects being taugh, became a benchmark or reference and serves as a criterion in determining student or student graduation, a detailed description is need it aims to achieve to target education. Miss khusnul also conveyed the same thing :

"Seperti yang tadi saya sampaikan, ada materi materi yang sudah cukup jelas, tetapi ada standar standar kompetensi yang perlu dijabarkan lagi".

From the interview, the teacher feels that in the description of the competence it needs to be translated again. Because competency standards are used as a reference in curriculum preparation and teaching development, encouraging consistency in providing

education and training, and determining qualifications, so it is necessary to describe it.

c. Difficulty to apply appropriate learning techniques in conveying to student

To achieve optimal learning objectives, one that needs to pay attention is technique. In *Communicative Language Learning* and *Genre Based Approach* there are no problems. But in delivering learning, the teacher must know the proper technique, becouse the teacher also realized that the teacher can't monitor children simultaneously due to limit time and energy, so that they don't know how students receive learning, but teachers in SMP 5 try to understand all student. Miss khusnul also said that when the reseacher interview about the difficulties In *Communicative Language Learning* and *Genre Based Approach*

"Alhamdulillah untuk guru tidak ada, Cuma nanti kita menyampaikan pada anak ya memang harus pandai pandailah memakai tehnik agar anak anak bisa mengerti dengan apa yang kita sampaikan"

Proper technique can achieve educational goals. But not only that, identifying the materials is also necesary due to achieving the SKL Curriculum. In the correct conditions it will be more difficult to

convey material to students. The same with Wiss Khusnul conveyed is:

"Sementara ini, dan itu sudah menjadi problem lama itu yang pertama tetep pada keterbatasan kosa kata pada anak, bahkan untuk saat saat ini juga karna sudah tidak bisa tatap muka secara intensif bahkan dari sosial competennya dan unsur kebahasaannya sulit untuk disampaikan pada anak, jadi kadang kadang komunikasi hanya di sampaikan satu arah saja"

In the intwerview, the teacher had a little difficulty in choosing the right technique in learning, because understanding students one class at the same time is not easy and must have extra energy in its aplicattion.

d. Difficulties in the authentic evaluation process

Authentic assessment is carried out continuously in the context of meaningful learning environment or real world, so that it reflects the real learning experience. This information is obtained through portfolios, observations, experimen and journals during learning which can provide an averview of the true abilities of student. In the interview the teacher said that :

"Yaa ada beberapa hal, yang pertama banyak anak yang tidak mengumpulkan tugas yang kita berikan, bahkan untuk pengerjaan ulangan pun ada banyak yang tidak mengerjakan dan kita tidak bisa

mengontrol secara langsung. Kalaupun mereka mengumpulkan kadang kadang tidak tepat waktu, jadi kita perlu betul waktu yang agak panjang untuk melihat ke ontetikan dari evaluasi anak itu sendiri".

From the interview we know that to see the outhenticity of the evaluation there is a little obstacle becouse of the student. First : many students didn't submit assignments, second : collect not on time. While the teacher can't control it directly so it takes a little longer to see the students' authenticity. In a pandemic , the assessment process becomes increasingly difficulut. Teachers can't force children to submit assignment even though there are consequences themselves.

B. Discussion

1. Implementation of 2013 Curriculum

Based on the description, it can be concluded that good learning is in accordance with the curriculum componens to achieve learning objectives. This research aims to describe the implementation of 2013 curriculum. Below the reseacher presents data related to curriculum components which include : 1) goal, 2) material, 3) process or method, 4) evaluation.

a. Goal

The teachers at SMP 5 Karanganyar strive to achieve learning goals. What will the student be able to do as result of the teaching that he was unable to do before (rownree, 1997) The teacher tries to make the student feel happy when learning, the teacher uses language that is easily understood by the student, the teacher is closer to the student. This is the teacher's effort in helping the success of educational goals. Its no easy for teacher to achieve educational goals, but it is their main goal. How children feel understood in learning even though they do various ways.

b. Materials

The content componen (material) in the teaching and learning process must be relevant to the objectives of teaching. The material includes anyting related to teaching objectives. The teaching and learning process componen involves two educational subjects, is students and teachers. Teaching mateerials refer to anything which is used by teachers or learners to facilitate the learning of language (Tomlinson,2004)

c. Process/ method

In implementation 2013 Curriculum used a scientific approach, because it was in accordance with the applicable curriculum. With this scientific approach, student should be active in learning.

fadlillah(2014:171). The aplication of this scientific approach is a
expected to be used as a golden bright for the development and
development of the attitudes, skill and knowledge of students
(Fadlillah, 2004)

d. Evaluation

In the assessment process, the teacher assessed that it is a
uthentically compenent. From the datathey assessed four aspects from
the students namely spiritual attitude, social attitude, cognitive, and
skill and they used various kind of assessment. The teacher assessed
by mean of written tests and observation. The authentic assessment is
an assessment requiring students to use the same competencies, or
combinations of knowledge, skills, and attitudes, that they need to
apply in the criterion situation in professional life (Bastiaens, &
Kirschner, 2004)

2. Barriers the teacher in implementation curriculum 2013

Curriculum training and socialization are initial capital of successful
implementation of the curriculum. When training and socialization are
organized properly, they will give a good understanding about curriculum
for teachers. In this study, the research results show that the time for
training and socialization has not been effective and efficient, in terms of
the management. These resulted from lack of understanding of teachers to

the curriculum implementation. These results of research conducted by (Eraslan, 2013)

The teachers do not fully understand the assessment within the new curriculum. They also have difficulties in developing the instrument of attitude assessment. In addition, the criteria of minimum passing grade cause the teachers to have difficulties as well in performing the authentic assessment. The reasons are that the teachers have difficulties because many poins in authentic assesment. The assessment system is the factor that the teachers complain most of the time within the process of implementing Curriculum 2013. Even several teachers consider that the assessment system within Curriculum 2013 is difficult and complicated to be implemented. In addition, these teachers also argue that the assessment system in Curriculum 2013 is consuming time and effort. As a result, most of the teachers must to find an appropriate, easy, effective and efficient (Lumadi, 2013)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The reasearch conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of curriculum 2013 by the English teacher of 7th grade at SMP N 5 Karanganyar that the teacher all the teachers have made the lesson plan appropriate with the rule of curriculum 2013. They completed the all component of lesson plan and the teachers in SMP N 5 Karanganyar have been implementing since 2016. In implementing the curriculum 2013, the material presented is in accordance with the curriculum. The teacher applies according to the theme. The learning process in SMP N 5 Karanganyar generally reflected the characteristic of 2013 Curriculum. The teachers used the scientific method although sometimes some of the steps are missing in the implementation. The students should be motivated in the questioning process because they can't be active as it is hoped. Studied from the teachers' lesson plan they have implemented the authentic assessment. They assess four aspects from the students namely spiritual attitude, social attitude, cognitive, and skill and they used various kind of assessment.. The teacher assesses from tests or observations, the purpose of observation is to determine the value of attitudes and skill.

The 2013 curriculum has been implemented but there are still some problems which hamper the teachers in SMP N 5 Karanganyar in implemented this curriculum perfectlyThere are still teachers who have difficuly understanfing SKL. Teacher in SMP 5 Karanganyar feel that there are different perceptions or different understanding between one teacher and another. Lack of understanding competency standards. In RPP is general language, there are teachers who have different undertanding with other teachers.The difficulty of applying the right technique. Because scientific learning is student center, grade 7th hasn't been be able to become a center, it becomes a problem for teachers in implementing. Sometimes, what the teacher say doesn't reach the student. There are many points that should be assessed by the teachers. It made the teacher a little bit confuse. The teachers assess the students' attitude subjectively. They did not use all of the rubric assessment that they have before in lesson plan.

B. Suggestions

1. For the teacher:

a. Improve their creativity especially in teaching media in order to make the students be more active in learning process. They can use various kinds of method and media. For example they can use flash card, mind mapping, or series of pictures.

b. Foster their knowledge about the model of learning to make success in the implementation of 2013 curriculum.

c. The teacher must often provide assistance to students who still have difficulties and receive learning with the curriculum 2013

d. There needs to be motivation for student continuously and consistently so that student are always motivated in every teaching and learning activity, bacause its know that student are an unstable age and need guidance and direction by teachers

2. For the institution

a. The schools should complete the school facilities such as LCD projector, computer, internet access, because the implementation of 2013 curriculum very influenced by the availability of facilities. In SMP N 5 Karanganyar is found that the facilities did not adequate for the all classes

b. The school must hold more frequent meetings between teachers to equalize perceptions for the learning process

c. The schools must conduct outreach to parents more often about the 2013 curriculum, so that parents are more intensive in supervising their students while studying at home.

3. For the government:

a. The government should give more workshop for the teachers, in order to perfect the teachers knowledge about 2013 curriculum. The

government should pay more attention to the some barriers in the implementation of 2013 curriculum.

b. monitoring and supervision needs to be done periodecally to see and evaluation how the learning is running, whether its as expected no not.

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APPENDICES

Appendix 1 Question of Interview

1. Apakah dalam proses pembelajaran, sudah menerapkan kurikulum 2013?

   a. Sejak kapan penerapan kurikulum 2013?

2. Metode apa yang biasa ibu terapkan dalam mengajar bahasa inggris agar menjadi efektif ?

   a. Apakah metodenya autentik?

   b. Apakah menggunakan bahasa inggris untuk alat komunikasi antara siswa dan guru?

3. Dimasa pandemi ini metode apa yang ibu gunakan agar tetap efektif dalam pembelajaran?

4. Apakah materi sudah menjadi alat bantu yang efektif untuk mencapai SKL?

   a. Jika materi tidak efektif , apakah ada materi lain?

   b. Materi apa untuk menggantinya agar pembelajaran tetap efektif?

   c. Kenapa materi tersebut?

   d. Ada berapa banyak materi tambahannya bu?

   e. Dapat dari mana atau sumber dari mana materi tersebut dapat diterapkan?

5. Object yang dinilai guru, apakah autentik kompeten?

   a. Bagaimana cara menilai keontetikan ? apakah dengan obsevasi/ tes lisan/ tes tertulis/ projek?

6. Dalam memahami SKL apakah guru mengalami kesulitan?

7. Dalam memahami kurikulum apakah guru mengalami kesulitan?

8. Apakah mengalami kesulitan dalam *Communicative Language Learning*dengan *Genre Based Approach? Apa saja?*

9. Kesulitan apa yang ditemui dalam mengidentifikasi materi untuk membantu mencapai SKL Kurikulum?

10. Kesulitan apa yang ditemui guru dalam proses evaluasi outentik?

Appendix 2 Result of the Interview

Date   : Friday, November 20, 2020

Interviewer   : Septian Umiqoiriyah

Teacher   : Kusnul Chotimah, S.Pd

Interviewer   : Apakah dalam proses pembelajaran sudah menerapkan kurikulum 2013?

Teacher   : Ya.. alhamdulillah SMP 5 Sudah menerapkan kurikulum 2013 sejak tahun 2016 sampai sekarang

Interviewer   : Metode apa yang biasa ibu terapkan dalam mengajar bahasa inggris agar menjadi efektif ?

Teacher   : Kalau di kurikulum 2013 emang sudah dijelaskan atau sudah di gariskan bahwa kita di sarankan menggunakan scientific approach, jadi menggunakan pendekatan scientific approach.

Interviewer   : Apakah menggunakan bahasa inggris untuk alat komunikasi antara siswa dan guru?

Teacher   : Harus, jadi menjadi keharusan bagi guru guru bahasa inggris untuk use english daily in teaching dan dalam berbagai kegiatan itu menjadi keharusan.

Interviewer   : Dimasa pandemi ini metode apa yang ibu gunakan agar tetap efektif dalam pembelajaran?

Teacher   : Gini ya mbak, kalau pembelajaran masa pandemi ini memang banyak sekali keterbatasan karna kita kadang kadang hanya berkomunikasinya satu arah, karena berbagai kendala yang ada di siswa maupun yang ada di guru. Jadi, kalau saya melihat dan saya

menerapkan memang tidak ada yang paling efektif, jadi meskipun menggunakan problem based learning maupun menggunakan project based learning keduanya tidak bisa dianggap sesuatu yang sangat efektif.

Interviewer : Apakah materi sudah menjadi alat bantu yang efektif untuk mencapai SKL ?

Teacher : Diupayakan iyaa, tetapi kadang kadang apa yang kita maksudkan itu belum tentu bisa sampai ke anak dengan baik, belom tentu mereka bisa memahami apa yang kita inginkan.

Interviewer : Jika materi tidak efektif , apakah ada materi lain?

Teacher : Iyaa, jadi biasanya kalau pada materi yang kita sampaikan itu, anak merasa kurang jelas maka kita selalu menyarankan untuk bisa belajar dari sumber pembelajaran yang lain, mungkin bisa dari membaca buku bisa, atau mungkin saat ini paling bagus dan mudah dijangkau yaitu dengan browsing internet mbak.

Interviewer : Materi apa yang pokok dan tambahannya bu agar pembelajaran tetap efektif?

Teacher : Ya itu tadi, untuk materi pokoknya kita tetap mengambilkan dari buku siswa dan buku panduan dari guru, tetapi tetep untuk materi tambahannya kita mengambil dari internet ataupun vidio pembelajaran. Tapi tetap tidak boleh menyimpang dari SKL maupun KD.

Interviewer : Object yang dinilai guru, apakah autentik kompeten?

Teacher : Insyaallah diupayakan untuk tetap autentik kompeten

Interviewer : Bagaimana cara menilai keontetikan ? apakah dengan obsevasi/ tes lisan/ tes tertulis/ projek?

Teacher : Bisa mbak. Kita bisa melakukan observasi, kita observasinya artinya jangka panjang, jadi tidak hanya sehari dua hari saja, kita coba observasi perilaku anak dalam belajar itu dalam beberapa kali pertemuan jadi tidak hanya sekali. Lalu kemudian, juga dilakukan tes. Jadi untuk mendapatkan tagihan, untuk mendapat keontentikan kompetensi dari siswa itu kita juga mengadakan tes, tapi kita biasanya mengadakan tes tertulis

Interviewer : Dalam memahami SKL apakah guru mengalami kesulitan?

Teacher : Iya itu memang jadi ada beberapa SKL yang jelas dan ada juga beberapa SKL yang kadang kami masih sulit, karena dari beberapa guru itu memahaminya berbeda jadi memang perlu diadakan pertemuan untuk menyamakan persepsi. Jadi biar tidak satu kemana, yang satunya lagi kemana, jadi ada 1 kesepakatan.

Interviewer : Dalam memahami kurikulum apakah guru mengalami kesulitan?

Teacher : Seperti yang tadi saya sampaikan, ada materi materi yang sudah cukup jelas, tetapi ada standar standar kompetensi yang perlu dijabarkan lagi.

Interviewer : Apakah mengalami kesulitan dalam *Communicative Language Learning* dengan *Genre Based Approach? Apa saja ?*

Teacher : Alhamdulillah untuk guru tidak ada, Cuma nanti kita menyampaikan pada anak ya memang harus pandai pandailah memakai tehnik agar anak anak bisa mengerti dengan apa yang kita sampaikan.

Interviewer : Kesulitan apa yang ditemui dalam mengidentifikasi materi untuk membantu mencapai SKL Kurikulum ?

Teacher : Sementara ini, dan itu sudah menjadi problem lama itu yang pertama tetep pada keterbatasan kosa kata pada anak, bahkan untuk

saat saat ini juga karna sudah tidak bisa tatap muka secara intensif bahkan dari sosial competennya dan unsur kebahasaannya sulit untuk disampaikan pada anak, jadi kadang kadang komunikasi hanya di sampaikan satu arah saja.

Interviewer : Kesulitan apa yang ditemui guru dalam proses evaluasi outentik?

Teacher : Yaa ada beberapa hal, yang pertama banyak anak yang tidak mengumpulkan tugas yang kita berikan, bahkan untuk pengerjaan ulangan pun ada banyak yang tidak mengerjakan dan kita tidak bisa mengontrol secara langsung. Kalaupun mereka mengumpulkan kadang kadang tidak tepat waktu, jadi kita perlu betul waktu yang agak panjang untuk melihat ke ontetikan dari evaluasi anak itu sendiri.

Appendix 3 Lesson Plan

(RPP 3.2 / 4.2)

Satuan Pendidikan   : SMP N 5 Karanganyar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh)/I (Satu)

Materi Pokok   : Chapter II :It's Me! - *Introduction*

Alokasi Waktu   : 5 x 2 JP (5 Pertemuan)

A. Kompetensi Inti

KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.

KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.

KI 4 Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana	3.2.1 Melafalkan ungkapan perkenalan diri 3.2.2 Mengidentifikasi tujuan teks untuk perkenalan diri 3.2.3 Mengidentifikasi struktur teks untuk perkenalan diri 3.2.4 Mengidentifikasi unsur kebahasaan dari teks perkenalan diri 3.2.5 Mengidentifikasi fungsi sosial dari ungkapan memperkenalkan diri orang lain 3.2.6 Mengidentifikasi struktur teks dari ungkapan memperkenalkan diri orang lain 3.2.7 Mengidentifikasi unsur kebahasaan dari ungkapan memperkenalkan diri orang lain 3.2.8 Mengidentifikasi struktur teks dari teks identitas diri (ID Card) 3.2.9 Mengidentifikasi unsur kebahasaan dari teks identitas diri (ID Card) 3.2.10 Mengidentifikasi struktur teks dari teks identitas diri (paragraf) 3.2.11 Mengidentifikasi unsur kebahasaan dari teks identitas diri (paragraf)
4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek, dan	4.2.1 Mengeja huruf dalam unsur teks perkenalan diri 4.2.2 Membuat teks ungkapan

sederhana dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	perkenalan diri
	4.2.1 Mendemonstrasikan ungkapan perkenalan diri
	4.2.2 Membuat dialog tentang ungkapan memperkenalkan diri orang lain
	4.2.3 Mendemonstrasikan dialog memperkenalkan diri orang lain
	4.2.4 Menjodohkan ungkapan perkenalan diri dengan respon yang sesuai
	4.2.5 Menjawab soal tentang ungkapan perkenalan diri sendiri dan orang lain
	4.2.6 Menyusun dialog acak tentang ungkapan perkenalan diri sendiri dan orang lain
	4.2.7 Menjawab soal dari teks ID Card
	4.2.8 Menyusun teks identitas diri (ID Card) berdasarkan informasi yang tersedia
	4.2.9 Membuat teks identitas diri (ID Card)
	4.2.10 Menyusun teks identitas diri (ID Card) menjadi sebuah paragraf perkenalan diri sendiri
	4.2.11 Mempresentasikan teks perkenalan diri sendiri (ID

	Card) didepan kelas

C. Tujuan Pembelajaran:

Pertemuan III :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1.   Peserta didik menjodohkan ungkapan perkenalan diri dan ungkapan "memperkenalkan diri orang lain" dengan responnya yang sesuai.

2.   Peserta didik menjawab soal tentang ungkapan perkenalan diri dan ungkapan "memperkenalkan diri orang lain" dengan tepat.

3.   Peserta didik menyusun dialog acak tentang ungkapan perkenalan diri dan "memperkenalkan diri orang lain" secara berkelompok.

4.   Peserta didik mempresentasikan hasil diskusi mereka.

D. Materi Pembelajaran

1. Materi Reguler

Tema :

Chapter II – It's Me!

Topik   :

Diri sendiri, nama dan tempat tinggal

Fungsi Sosial   :

Berkenalan menjaga hubungan interpersonal guru dan teman.

Struktur Teks   :

A: Hi Dinda, I am Anita. It's a pleasure to meet you. *B: I am glad to meet you.* *A: What's your name?* *B: My name is Anita.* *A: How old are you?* *B: I am twelve years old* *A: Where do you live?* *B:I live in Jakarta.*

Introducing self (memperkenalkan diri sendiri) :

I would like to introduce myself, my name is....
I will introduce my self, my name is...
Please let me introduce myself, my name is...
Let me introduce myself, my name is...

Introducing someone (memperkenalkan orang lain):

I would like to introduce my friend, this is....
I will introduce my friend, his name is...
Let me introduce my friend, this is...
I want to introduce my friend...
This is my friend, his/her name is......

ID Card :

Name :
Nick name :
Date of birth :
Sex :
Address:
Origin :
Hobby :
Signature :

My Self Identity :

Hello, my name is.......... I live at..... I am from.... I was born in........ My hobby is......

Unsur Kebahasaan   :
   a. Kosa kata dan tata bahasa baku
   b. Ucapan, tekanan kata, intonasi
   c. Ejaan dan tanda baca
   d. Tulisan tangan

2. Materi Remidi

1. *My name is..., I want to introduce my.....his/her name is...., I live at......,* dan semacamnya

3. Materi Pengayaan

Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

E. Metode Pembelajaran

Pertemuan I   : Scientific Approach

Pertemuan II   : Scientific Approach

Pertemuan III   : Scientific Approach

Pertemuan IV   : Genre Approach

Pertemuan V   : Genre Approach

F. Media, Alat, dan Sumber Pembelajaran

1. Media

- Video
- Power point slide
- Papan Tulis

2. Alat

- LCD
- Spidol
- Speaker

3. Bahan

- Model dialog tentang ekspresi *how to introduce my self / someone else*
- Model teks perkenalan diri
- Flash Cards
- ID Cards

G. Sumber Pembelajaran

- Buku Bahasa Inggris, *When English rings a bell.* Halaman. 21 – 36 (Edisi revisi 2016)
- Djatmika, dkk. 2017. *Passport to the world 1: A fun and easy English book*. Solo: Platinum

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VII[A]

- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- http://learnenglish.britishcouncil.org/en/

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan III (Ketiga) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 menit
Inti	***Scientific Approach***	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	Langkah 1. Mengamati o Siswa mengamati contoh ungkapan untuk memperkenalkan diri dan ungkapan memperkenalkan diri orang lain yang diberikan guru. o Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan tersebut. **Langkah 2. Merumuskan Pertanyaan atau Hipotesis** o Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan tentang perbedaankedua ungkapan tersebut yakni meliputi isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana. **Langkah 3. Mengeksplorasi** o Siswa dapat menyebutkan perbedaan dari kedua ungkapan tersebut. **Langkah 4. Mengasosiasi** o Secara berpasangan, siswa menjodohkan ungkapan perkenalan diri dan ungkapan memperkenalkan diri orang lain dengan responnya yang sesuai. o Secara berpasangan, siswa menjawab soal tentang ungkapan memperkenalkan diri sendiri dan ungkapan memperkenalkan diri orang lain. o Secara berpasangan, siswa menyusun dialog yang acak menjadi sebuah dialog yang benar dan tepat.	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	Langkah 5. Mengomunikasikan o Siswa mempresentasikan hasil diskusi mereka. o Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari. **Langkah 6. Refleksi** o Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang yang telah dipelajari terkait *introducing and its responses* o Guru memberikan apresiasi atas partisipasi semua peserta didik	
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas yang terdapat pada LKS siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Penugasan:

Work in pairs

Match the statements to the responses!

1. Hi, I'm Adi. What's your name ? 2. Hi, let me introduce my friend. his name is Dilla. 3. I live at Jln. Melati. 4. Nice to meet you. 5. What's your name ? 6. Where are you from? 7. Are you from Jakarta? 8. How do you spell your name? 9. Are you Dona? 10. How do you do, Intan.

1. Nice to meet you too 2. Where do you live ? 3. Hi,Adi. My name is Ubed. 4. How do you do. 5. Hi, Dilla.Nice too meet you. 6. A-N-D-R-A 7. I am from Padang 8. My name is Arnita 9. No, I'm from Surabaya. 10. Yes, I'm Dona Siahaan.

Choose the corect answer by circle a,b,c, or d!

1. She .... from Bantul.
   a. is b. are c. were d. am

2. Desi : What's your name ?

   Rico : ...... is Rico.
   a. my name was
   b. my name is
   c. his name was
   d. his name is

Re-arrange the dialogue below to be a good one!

Diana : Hi, I'm Diana. What's your name?

Putu : Where do you live?

Diana : I live at Jln. Sumbersari. And you?

Putu : Hi, My name is Putu

Diana : I live at Jln. Sumberlanggeng.

Putu : I am from Bali. And you?

Diana : Where are you from?

Diana : I'm from Jogja.

I. Penilaian

1. Assessment technique

a. Spiritual attitude

No.	Technique	Instrument	Instrument items	Execution time	Information
1.	Observasi	Observation sheet (Jurnal notes)	attached	Learning takes place	(assessment for and of learning)

b. Social attitude

No.	Technique	Instrument	Instrument items	Execution time	Information
1.	Observation	Observation sheet (Jurnal notes)	Attached	Learning takes place	(assessment for and of learning)
2.	Self-assessment	Observation sheet (Jurnal notes)	Attached	Learning is over	(assessment as learning)
3.	Assessment between friends	Observation sheet (Jurnal notes)	Attached	Learning is over	(assessment as learning)

c. Knowledge

No.	Technique	Instrument	Instrument items	Execution time	Information
1.	Writing test	Underline the filling	Attached	Learning is over	(assessment forLearning and assessment aslearning)

d. Skills

No.	Technique	Instrumen	Instrument items	Execution time	Information
1.	Portofolio	1. writting test (make dialogue) 2. oral test (have a concersation)	1. Make a dialogue about introducing yourself/ introducing someone else expressions! 2. Practice a dialogue that you have made! 3. Make an ID Card! 4. Make a self	During the teaching and learning activities	assessment for, asand of learning

			identity paragraph! 5. Practice your self identity!		

2. Pembelajaran Remedial
    a.   Bentuk program pembelajarn remedial
- Jika peserta 50 % dilakukan dengan pembelajaran ulang.
- Jika peserta 20 % - 49% dilakukan dengan pemberian tugas kelompok
- Jika peserta kurang dari 20% dilakukan bimbingan secara khusus.

    b.   Tes ulang
    c.   Pembelajaran remedial dan tes ulang dilaksanakan diluar jam tatap muka.

3. Pembelajaran Pengayaan
    a. Melakukanidentifikasikemampuanbelajarpesertadidikdenganpengamatan.

    b.Pelaksanaan pembelajaran pengayaan dengan kegiatan penugasan untuk menambah nilai peserta didik.

Mengetahui   Karanganyar, 15 Juli 2019

Kepala SMP N 5 Karanganyar   Guru Bahasa Inggris

Drs. Wardoyo, M.Pd.   **Kusnul Chotimah, S.Pd**

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Appendix 4 Pictures of Pre- Research to Observation

Date : february 24, 2020