

**ANALYSIS OF TEACHERS' BARRIERS IN IMPLEMENTING 2013  
CURRICULUM TO TEACH ENGLISH DURING POST PANDEMIC AT  
SMP MUHAMMADIYAH 5 SURAKARTA IN ACADEMIC YEAR  
2021/2022**

**THESIS**

**Submitted as a Partial Requirements for the  
Undergraduate Degree in English Language Education**



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**2022**

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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

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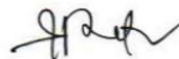
Title : Analysis of Teachers' Barriers in Implementing 2013 Curriculum to Teach English During Post Pandemic at SMP Muhammadiyah 5 Surakarta in Academic Year 2021/2022.

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*




Sukoharjo, November 14<sup>th</sup> 2022  
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## RATIFICATION

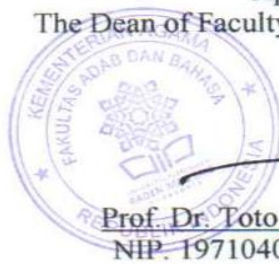
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## **DEDICATION**

I proudly dedicate this thesis especially for :

1. My beloved parents
2. My beloved brother and sister
3. My Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

Sesungguhnya sesudah kesulitan itu ada kemudahan”

**(QS: Al-Insyirah 5-6)**

“The only way to do great work is to love what you do”

**(Steve Jobs)**

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Analysis of Teachers’ Barriers in Implementing 2013 Curriculum to Teach English During Post Pandemic at SMP Muhammadiyah 5 Surakarta in Academic Year 2021/2022” 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.

Surakarta, December 12<sup>th</sup>, 2022

Stated by,



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## **ACKNOWLEDGEMENT**

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The researcher realizes that this thesis is still far from being perfect. Therefore, the researcher would like to accept any suggestions to make this paper better. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, December 12<sup>th</sup>, 2022

The Researcher



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## **ABSTRACT**

Elda Candrasari. 2022. "An Analysis of English Teacher's Barriers in Implementing 2013 Curriculum to Teach English During The Post Pandemic at Seventh Grade of SMP Muhammadiyah 5 Surakarta in The Academic Year 2021/2022. Thesis, Surakarta: English Language Education, Faculty of Cultures and Languages.

Advistor : Dr. Hj. Woro Retnaningsih, M.Pd.

Key words : Teachers' barriers, Impelementation 2013 Curriculum.

The curriculum is a very important element in the world of education as a guide for future educational goals to be better and maximal. The curriculum is one of the tools to achieve educational goals, as well as guidelines in the implementation of learning at all types and levels of education. In the application of the curriculum, it is developed in schools to adapt to environmental conditions and needs, because these are related to each other in it and become a reference for all parties who play a role in implementing the curriculum. The aim of the research is; The barriers faced by English teachers in implementing 2013 curriculum in learning English in SMP Muhammadiyah 5 Surakarta in academic year 2021/2022.

This type of research is descriptive qualitative research. The informant of this research were one English teachers in the seventh grade in SMP Muhammadiyah 5 Surakarta. The researcher used the techniques of deep interview then transcript teachers` answers, observation, and documentation of teachers` lesson plan to collect the data. The validity of the data was tested by triangulation techniques. Data analysis techniques through data collection, data reduction, data presentation, and conclusion and verification.

The result of the study shows that the barriers faced by teachers are teachers still lacking in understanding of the 2013 curriculum so it was found that teachers had difficulties in developing thematic lesson plans that teachers lacked in understanding the concept of lesson plans mandated in the 2013 curriculum, teachers find it difficult to determine indicators in selecting the right KKO in lesson plan and learning objective, and difficult to determine the essential material. Limited time allocation resulting in teachers having difficulty choosing essential material, student conditions where the students' lack of critical thinking and passivity, students that shies, afraid, and not confidence to be active and creative in the class during the teaching and learning process, and teachers have difficulties in assessing students, due to limited time, In the assessment takes a lot of time because there are many points in learning, and the learning process and assessment process are not fully in accordance with the 2013 curriculum.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Education is an important thing in a person's life, it provides direction, social status, worldly knowledge, and the chance to explore. Which is the key to success in the future, and has many goals and benefits in one's life. With education, it can produce generations of quality and character so that they have a broad view of the future to achieve an expected goal and are able to adapt quickly and precisely in various environments. A global statesman like Nelson Mandela once said that “Education is the most powerful weapon which you can use to change the world”. No doubt that education is needed by all human beings.

Schools as formal educational institutions where learning and learning take place, have systematically planned various environments, namely the educational environment, which provides various opportunities for students to gain educational experiences in order to encourage student growth and development. The environment is organized into curriculum and teaching methods. The law on the national education system number 20 in year 2003 states that a curriculum is a set of plans and regulations related to objectives, content, learning materials, and manners to use, this set is used as the manual implementation to achieve the objectives. In the learning process will not be taught properly if there is no curriculum. Therefore, learning management

must be applied by teachers when designing learning activities (Gunawan, 2017).

The curriculum has dynamic characteristics in education. Curriculum changes are required based on the educational needs of each country. Changes in social dynamics and global needs have led to changes in the curriculum in Indonesia. The 2013 curriculum, as the curriculum in Indonesia, brings several consequences in the teaching and learning process. Then, evaluation and research related to the implementation of the latest curriculum is still needed during the implementation process. The 2013 curriculum has been implemented since July 2013.

Curriculum implementation is the application of curriculum programs that have been developed in the previous stage, then tested with implementation and management, while always making adjustments to the field situation and the characteristics of students, both intellectual, emotional and physical development (Hamalik, 2009). Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, evaluation, and assessment options related to a set of objectives. Curriculum alignment between the same grade levels and the grades before and after them provides consistency in supporting learning objectives and expectations that encourage student preparation and progress.



The 2013 curriculum can be successfully implemented using the Scientific Approach. Scientific Approach is an approach that refers to investigating techniques towards some phenomena, acquiring new knowledge, and correcting and combining the background knowledge. The steps of the 2013 curriculum's Scientific Approach are: observing, questioning, associating, experimenting, Communicating (*Kemendikbud*, 2013).

In the learning process, teachers consider the 2013 Curriculum that applies when developing learning activities. The purpose of the 2013 Curriculum is to creating productive, creative, innovative, through strengthening affective attitudes, skills, and integrated knowledge for Indonesians. The 2013 curriculum emphasizes building and improving students' character, developing relevant skills based on students' interests and needs, and developing thematic approaches that benefit students' cognitive abilities. The development characteristics of the 2013 curriculum emphasize spiritual, social equality, curiosity, creativity, and knowledge and psychomotor collaboration (Gunawan, 2017).

Currently, the 2013 Curriculum has been changed or refined with a new curriculum, namely the Merdeka Curriculum. Changes to the education curriculum in Indonesia are an attempt to improve the quality of education. In Indonesia, several changes have been made to the curriculum, these changes aim to revise the previous curriculum where curriculum changes can be adapted to the needs as the era, science and technology develop. The Merdeka

Curriculum is an idea to transform Indonesian education to produce superior future generations. This is in line with the statement Saleh (2020), stated that the independent curriculum is a program that explores the potential of teachers and students to innovate to improve the learning process in the classroom. For now the independent curriculum is being developed to be implemented in all schools according to the readiness and conditions of each school.

The Merdeka Curriculum is here to perfect the implementation of the 2013 Curriculum where in the implementation of the 2013 curriculum there are technical constraints in the process of learning activities with problems related to planning, processes, and assessment in the learning process. This is supported by the research results of Wahyuni, et al. (2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and learning assessment. Then the results of the study from (Yamin, Dollah, & Amri, 2021) explained that teachers experienced difficulties in using learning methods that were not understood by students and facilities and infrastructure that were not supportive. This was further strengthened by research from (Palobo & Tembang, 2019) that The 2013 curriculum is constrained by the development of competency achievement indicators, the preparation of basic competency achievement schemes, the development of apperception activities, the development of core activity activities, the design of activities to draw conclusions, and the preparation of assessments. Because the 2013

Curriculum is integrative, teachers find it very difficult to apply it in their respective classes. Budiwati, et al. (2013) argues that the challenge of implementing the 2013 Curriculum is caused by educators who are not ready to implement this curriculum. In addition, educators have not received sufficient training to implement this curriculum in their classes.

Since the beginning of 2020, the world has been shocked by the Covid 19 virus that has infected almost all countries in the world. This pandemic caused an impact on many fields, this condition penetrated in the field of education. the central government provides a policy to close all educational institutions. This is an effort to prevent the transmission of Covid 19. The government and educational institutions making alternative learning processes for students or students by changing the learning strategy that was originally face to face to distance learning or learning on line (Anugrahana, 2020). Over time, indications of a decrease in the spread curve of the Covid 19 number have decreased. With the decrease in the spread of the Covid 19 virus, students return to school, of course with health and safety protocols that guarantee them from transmitting the virus. Entering a period of adaptation to new habits, learning and teaching activities in schools began to be active again. Differences in the learning process during the pandemic and post-pandemic are felt by teachers and students in the ongoing learning process. Where during the pandemic, students studied from home through online media such as zoom and google classrom, with a short learning time of only 1 hour of lessons, in contrast to learning during the post pandemic. Where the

learning process is allowed with face-to-face learning. During face-to-face learning, teacher creativity plays an important role. Starting from the learning method and also the media used during learning,

The learning process is inseparable from the media, methods, and learning outcomes. Media can be used as a means of providing educational material delivered by teachers to students. Teachers make materials that are more developed for the current face-to-face learning process, especially in the post pandemic period. The structure of instructional materials and delivery methods are controlled by the learning technique. Additionally, learning outcomes are assessed to identify students' strengths and preferences. The role of instructors as "facilitators" and students as "active participants" in the teaching and learning process is that of an effective medium for students. Therefore, teachers are required to use appropriate teaching techniques and present interesting teaching materials, while students are required to play an active role in the learning process (Nurrita, 2018).

In implementing of the 2013 curriculum must be well understood by all teachers, so that in applying the 2013 curriculum to get maximum results. However, it is found there are a few barriers' faced by teachers in applying this curriculum. In terms of content standards, the 2013 curriculum has undergone changes in the form of material renewal, changes in the number of subjects, and a changed approach. This of course raises several problems in the process of implementing the 2013 curriculum, which always have an impact and obstacles during the learning process. In this investigation, the problem is

explored based on three dimensions, namely; planning, process, and evaluation. Planning in determining the material to be studied, the media selected, the methods used in the teaching and learning process, and the evaluation used to determine the progress of learning and student achievement.

The researcher perceive that the implementation of 2013 curriculum should be understood by all teachers as it is a must from government to be executed currently. However, it has been shown that there are some problems that teachers encounter when implementing this curriculum during the post pandemic. There are many deficiencies in terms of the administration of the learning process, such as the preparation of lesson plans, the implementation of scientific learning, and the evaluation of learning. This is supported by the research results of Wahyuni, et al. (2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and learning assessment. Therefore, the focus of this research is to analyze teacher barriers in implementing the 2013 curriculum. In this investigation, the problem is explored based on three aspect to be selected, namely planning, process, and evaluation. The planning will establish the materials will be taught, the media will be choosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achivement.

Related to this investigation, Yulia (2016) moreover investigates the common issues faced by the implementation of 2013 curriculum. The students' need of inspiration, ineffective learning because students are too passive in the classroom, teacher do not implement the steps of scientific approach and the basic concept of 2013 curriculum. However, there are some certain resources to the improvement of the quality in ELT, i.e. More workshops about the 2013 curriculum implementation are needed to equip the teachers with the concepts of the curriculum and experience of implementing curriculum, the integrative slide in some subjects and textbook provision. Another investigated was held by Yanuarti (2021). They explored the english teachers' troubles in creating lesson plan, and problems related with teaching material. The learning process and assessment process was not fully appropriate with 2013 curriculum, teachers' difficulties in changing their teaching style, and the process of authentic assessment. This investigate was descriptive explorative using qualitative data gathering.

Based on the previous studies, teachers should comprehend the characteristics of 2013 curriculum. The 2013 curriculum is outlined with characteristics of creating a balance between spiritual and social attitudes, knowledge and skills which should be applied in various situations in the school and community. It gets the basic understanding for teachers in their educating so that the targets of this curriculum are achieved. In addition, the syllabus and lesson plans must be prepared well before the teaching and learning process, because the lesson plans are the teacher's guide.

During research the researcher conducted interview with Mr. Adi as an English teacher at seventh grade of SMP Muhammadiyah 5 Surakarta. At the time of implementation, there were barriers faced by teachers. Barriers factors in implementing the 2013 curriculum come from various fields. The teacher has difficulty in implementation of the 2013 Curriculum, within the limited time, this causes several obstacles in learning. This is supported by the research results of Darwisah (2020), The English teachers also have difficulty on time limitation in implementing the 2013 curriculum. The lack of time in the learning process makes it difficult for teachers to choose materials that suit the needs of students. The condition of students becomes an obstacle to the implementation of the 2013 curriculum, where students are passive when in class, students lack confidence to interact and ask questions in class. While in the assessment, English teachers have difficulty when conducting authentic assessments due to limited time in assessing students, especially in skills assessment.

Based on the description above, the researchers conducted research with the title: ***“Analysis of Teachers’ Barriers in Implementing 2013 Curriculum to Teach English During Post Pandemic at SMP Muhammadiyah 5 Surakarta in Academic Year 2021/2022”***.

## **B. Identification of the Problems**

Based on the detailed explanation in the background above, the problems in this research can be identified as follows:

1. Limited time for the learning process during the post pandemic.
2. Less active students during the learning process in the classroom
3. The teachers still have difficulty in conducting authentic assessments.

## **C. Limitation of the Problems**

As many qualitative studies, this research has the limitation. This research focuses on the analysis of teachers' barriers in implementation of 2013 curriculum during the post pandemic on SMP Muhammadiyah 5 Surakarta in the aspect of planning, process, and evaluation in teaching English by English teachers.

## **D. Research Question**

Based on the background of the study above as well as the identification of the problem, the problem was formulated as follows:

1. What are the barriers faced by English teacher in applying 2013 curriculum during the post pandemic in teaching English at SMP Muhammadiyah 5 Surakarta?

## **E. Objective of Study**

The objectives of the research are as follows:

1. To describe the barriers faced by the English teachers in implementing 2013 curriculum during the post pandemic in learning English at SMP



Muhammadiyah 5 Surakarta.

## **F. Benefit of Study**

### **1. Theoretical Benefits:**

The result of the research is expected to give information to the reader about the barriers faced by English teacher in implementing of 2013 curriculum in English learning.

### **2. Practical Benefits**

#### **a. For the students**

The students can achieve the materials which are taught in teaching learning process based on the objectives of 2013 curriculum.

#### **b. For the teacher**

The finding of the research hopefully can help the teachers to identify problems in implementing 2013 curriculum and help them to solve these problem. It also gives contribution to the teachers in the form of suggestion to complete their role in the implementation of 2013 curriculum in the English learning process.

#### **c. For other researchers**

By reading this thesis, the readers will get more information about the reasons of curriculum change and the applying 2013 curriculum. It is expected that this result can be used by the next researcher as one of the information about 2013 curriculum for further study.

#### **d. Definition of Key Terms**

##### **1. 2013 Curriculum**

Richards (2013), curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved. The 2013 curriculum is the curriculum that is currently being used since 2013. Muhammad Nuh stated that the main points of 2013 curriculum development are in refining mindset, strengthening curriculum management, deepening and broadening the materials, reinforcing the learning process, and adjusting the study needs to balance the outcome of the learning process (*Kemendikbud*, 2013).

##### **2. Post Pandemic**

Post pandemic is a period where previously there was a covid-19 virus, pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human-to-human infection. The worldwide pandemic issue is having a negative impact on all disciplines in general, and education in particular. which causes students to study from home and learn with an online system to avoid the spread of the Covid 19 virus (Anugrahana, 2020). But as the day progressed the covid 19 virus has decreased, this affects the learning system policy. The *kemendikbud* announced that schools were able to implement face to face learning. During the post-pandemic period, teachers and students can return to school by adhering to health protocols.

### **3. Barriers of Curriculum Implementation**

Curriculum design generally provides instructional advice, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain a curricular structure to achieve goals. (Pandey, 2018). The barriers in the 2013 curriculum implementation will be faced by teachers if the indicators are not achieved. The teachers are faced with barriers which hinder the successful of the curriculum implementation. According to (Abidin, 2016) the barriers of the 2013 curriculum implementation relate to teachers, time, facilities and infrastructures, learning materials, assessment, and learning strategies.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical review**

##### **1. Curriculum**

###### **a. The Definition of Curriculum**

The word curriculum comes from the Latin word *currere*, meaning "to run the course". This is the same Latin word that career comes from. Curriculum is understood as a course of study, allowing the student to follow it until he is finished with the race. Franklin Bobbitt (1918) as quoted by (Aliyeva, 2016) stated : "The curriculum is a series of experiential activities, that children and youth do and experience by developing the ability to do the best things that all children need to be successful adults". The word curriculum is generally understood to mean the lesson plans, books and other resources needed to promote learning. Within this definition are thousands of individual interpretations. the curriculum has a variety of different interpretations according to the aspects of each expert. Meanwhile, according to a new view, as proposed by Richards, is as follows:

“Curriculum development is an aspect of a broader field of education activity known as curriculum development or curriculum studies that focuses on determining what knowledge, skills, and values students learn in schools, and what experiences should be provided to

bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated” (Richards, 2001).

Other definition is states by Hollis Caswell as quoted by (Nur Ahid, 2006), "all the experiences children have under the guidance of teachers. “This explanation closely related with the educational field where Caswell emphasizes teacher participation, participates in determining the curriculum, determines the organizational structure of curriculum preparation, in formulating the meaning of curriculum, formulating goals, selecting content, determining learning activities, curriculum design, assessing results, and so on. Another definition is is also presented by (Galen Saylor, William M. Alexander, 1974) "We define curriculum as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center for persons to be educated". Here it is explained that the curriculum is the total effort of the school to influence student's learning, whether in the classroom, in the school yard or outside the school, including the curriculum. The curriculum is broad in nature covering all school efforts related to the student's learning experience and occurs not only in the school environment, but also outside the school and its nature can affect students' learning (Masykur, 2019).

Based on the explanation above it can be concluded that curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines in the implementation of teaching and learning activities. All activities that provide a learning or educational experience for students are essentially a curriculum.

**b. The Function of Curriculums**

Function in the context of the curriculum can be understood first, the curriculum as one of the existing parts in the system of education implementation, as various meanings or definitions of the curriculum have been stated previously. In the realm of management, this is generally the topic of the language. Second, curriculum function is defined as the curriculum's utility or benefit to parties participating in educational activities (learning). The role of the curriculum varies depending on the parties involved, including teachers, students, principals, parents, and the community.

- 1) The first to the principal. The headmaster is the school's education board's leader and manager. The headmaster's responsibilities as a leader in the school's educational management include organizing and monitoring learning.
- 2) The second to the teacher. The curriculum acts as a framework for teachers in implementing the learning process, which then becomes their duties and obligations. which will be very useful

in the application of teaching methods later. Teachers will find the curriculum extremely useful because they will be able to educate using the framework that has been established in the delivery of information and the assessments that will be conducted on students afterwards.

- 3) The third for students. In the educational process, students are the center of attention so the students must receive some information on what plans or learning programs will and should be passed. Apart from that, it may be used to assess self-awareness and education consumption. This is also linked to the pursuit of goals
  - 4) That make it simple for students to comprehend diverse materials or to carry out the learning process on a daily basis.
  - 5) The last For the community/parents. The community in this case parents are not directly involved in the learning process in the school, but parents have a role and contribution to the smoothness and success of their children's learning in school.
- (Hamalik, 2009).

## **2. 2013 Curriculum**

### **a. The Definition of 2013 Curriculum**

The 2013 curriculum is a competence and character-based curriculum that was implemented in the 2013/2014 school year. The 2013 Curriculum is a new curriculum that has been in use since the

2013/2014 academic year. Curriculum 2013 is a series of completion of the curriculum has been initiated in 2004 based on competence and then continued with curriculum 2006 (*KTSP*) The balance of soft and hard talents is emphasized further in the 2013 Curriculum. It was developed to aid in the development and balance of soft and hard skills such as affective, psychomotor, and cognitive abilities. The 2013 curriculum, which is supposed to be able to solve problems in Indonesia and prepare students for the development era, has sparked debate from a variety of perspectives. Several teachers, students, society members, and education observers disagreed about it before and after it was implemented.

The core of the 2013 curriculum is simplification, and thematic integrative efforts. The 2013 curriculum is prepared to produce a generation that is ready to face the future. Therefore, the curriculum is structured to anticipate future developments. The 2013 curriculum aims to encourage students or students to be better able to observe, ask questions, reason, and communicate (present) what they get or know after receiving learning materials at school. The 2013 curriculum emphasizes student character development, the development of relevant skills based on students' interests and requirements, and the development of a thematic approach that helps students' cognitive capacities. The 2013 curriculum aspires to teach Indonesians to live as faithful, productive, creative, inventive, and affective persons and



citizens who can contribute to the life of society, country, state, and world civilization. (Kurniawan, 2015).

**b. The Characteristics of 2013 Curriculum**

2013 Curriculum is designed with the following characteristics (Kemendikbud, 2013) :

- 1) Develop a balance among developing attitudes spiritual and social, curiosity, creativity, collaboration with intellectual and psychomotor abilities.
- 2) Schools are part of the community that provides a planned learning experience that students apply what is learned in school to the community and utilize community as a source of learning.
- 3) Develop attitudes, knowledge, and skills as well applying it to various situations in schools and communities.
- 4) Give enough free time to develop various attitudes, knowledge, and skills.
- 5) Competencies are expressed in the form of class core competencies further specified in the basic competencies of the subjects.
- 6) The core competencies of the class become the organizing (organizing elements) basic competencies, where all basic competencies and the learning process is developed to achieve competence expressed in core competencies.
- 7) Basic competencies are developed based on principles

accumulative, mutually reinforcing (reinforced) and enriching (enriched) between learning and education levels (organization horizontal and vertical) .

**c. The Implementation of 2013 Curriculum**

Implementation is the process of putting ideas, concepts, policies, or innovations into practice in order to bring about changes in knowledge, skills, values, and attitudes (Hamalik, 2009). The implementation of the 2013 curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is consistent with what Miller and Seller in Hamalik O. said, that in some cases implementation has been identified with instructions. In effective implementation is the result of the interaction between implementation strategies, curriculum structure, educational goals, and principal leadership. Therefore, optimizing the implementation of the 2013 Curriculum requires a strategic effort to synergize these components, especially teachers and principals in civilizing the curriculum (Kosassy, 2017).

In the 2013 Curriculum, teachers are required to professionally design affective and meaningful learning, organize learning, choose the right learning approach, determine effective learning procedures and competency formation, and set success criteria (Kosassy, 2017). 2013 curriculum implementation refers to how teachers use specific resources supplied in a curriculum to deliver instruction and

assessment. Curriculum designs typically involve instructional suggestions, scripts, lesson plans, and assessment alternatives that are all tied to a set of goals. Such designs emphasize uniformity in order to assist teachers in successfully implementing and maintaining the curriculum structure in order to achieve various goals.

In implementing 2013 curriculum, the importance of teacher understanding and efficacy is obvious, especially when considering the impact of these elements on student learning. Instructional approaches should be matched to the precise learning outcomes offered in the curriculum to ensure that curricular innovations are implemented with fidelity. Curricular implementation includes a variety of elements, such as curriculum delivery via materials and instructional approaches. Instructional strategies must fit with the curriculum and support the specific needs of students in order to implement curricula with fidelity. Furthermore, teacher readiness for curriculum implementation is critical (Pandey, 2018).

It is true that curriculum is used as a tool for implementation. The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for administering learning activities to achieve certain educational goals, as stated in Law Number 20 Year 2003 concerning the Education System National. Teachers implement the

2013 curriculum in three aspects, including learning planning, teaching learning process, and learning evaluation, in their teaching and learning activities in schools.

#### 1) Dimension of Teaching Learning Planning

Learning planning is the initial function of learning management activities for an active and efficient purpose. Learning planning is a process indicator that can be objectively used as an indicator to measure teacher performance (Sujana, 2019). Teacher performance in learning planning includes formulating learning objectives, preparing learning materials, learning resources, preparing learning media, planning learning activity scenarios, and planning learning outcome assessments (Mastra, 2019). When compiling a lesson plan, the teacher will: (1) make the syllabus as a guide in designing the lesson plan (RPP), (2) the teacher must have four teacher competencies, especially pedagogical competencies, one of the abilities in developing and compiling lesson plans, and ( 3) compile a lesson plan (RPP) following the applicable curriculum.

There are several components guiding teachers in developing lesson plan which can also be criteria for constructing an effective lesson plan. The components, which are based on the Minister of National Education Regulation Number 81 Year 2013 about Standard of Process, are as follows:

- a) The identity education program consists of institutional unit, class, semester, theme/subtheme and time allocation.
- b) Core competence is qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and/or semester.
- c) Basic competence and Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. Indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.
- d) Objective of study is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated. Learning objectives are formulated based on KD, using observable and measurable operational verbs, which include attitudes, knowledge, and skills. 2. The pattern or formulation of goals is basically the same as the indicators (verb + noun). Complete often referred to as the ABCD formula. A is the audience or students, B is the behavior (verb), C is the condition that must be met, and D is the degree or minimum level of success.

- e) Learning material is commonly used acronym that stands for “teaching/ learning materials. “ Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. These can be games, videos, flashcards, project supplies, and more.
- f) The teaching method is the method used by the teacher to create learning situations and learning processes for students to achieve a core competency or a certain set of indicators. The teaching method is chosen depending on the situation and condition of the students, the characteristics of each indicator and the level of knowledge that needs to be obtained in each subject.
- g) Media, tools and source of study are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. Resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students interests in learning.
- h) Teaching activity or steps of teaching is activity carried out in the process of interaction (teacher and students) in order to achieve learning objectives.

- i) Assessment is conducted to evaluate students results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can conclude that assessment is required to execute using rubrics in order to evaluate students achievement towards indicators determined.

Lesson plan is the act or process of making plans for something and learning is the act of teaching something to somebody. So, the learning plan is a plan for teachers to teach certain subjects at certain grade levels, to a certain topic, and to one or more meetings (Rochmawati, 2017). Lesson plan is a plan that specifies the procedures and management of learning to accomplish one or more basic competences set out in the conten standards and describes the syllabus. According to this prespective, an effective learning plan is one that can contain and summarize all of the material to be delivered, as well as the procedures and assessments. Furthermore, it must explain the learning objectives that must be achieved in order for learning to proceed in the desired direction (Mulyasa, 2014).

The syllabus is one of the most significant components of learning activities since it is used as a reference resource in developing and executing learning implementation in class. 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 (Rochmawati, 2017). The standard material is referenced in the form of a Syllabus and Lesson Plan in learning planning. The creation of a lesson plan, as well as media and learning research, learning assessment, and learning scenarios, are all part of learning planning. Preparation of a curriculum and lesson plan that are applied to the learning method.

As previously explained, in the 2013 curriculum, teachers are no longer in charge of developing the syllabus but only making lesson plans. Therefore, the selection of the right media is very important to integrate the techniques and methods used in the teaching and learning process. Media greatly affects learning because it will relate to student involvement. Media can be used in direct instruction, teaching strategies and student active learning projects. As for Material consists of related theory, facts, principals, and procedures which are written in point style based on the objective formulated, students' characteristic, and time allocation (Afdaliah Amin, 2021).

## 2) Dimension of Teaching Learning Process

This component is very important in the curriculum because



it is a core aspect of a curriculum. In the teaching and learning process is described into four components, pre-learning, opening lessons, core learning, and closing (Yulianingsih & Sobandi, 2017) . Which includes, the teacher open the lesson before delivering the material. In the core learning activity, some teachers explain what material will be delivered and closing material carried out by teachers and students in the teaching and learning process. The planned formation of the competence and character of students. For this purpose, core competencies, basic competencies, standard materials, indicators of learning outcomes, and time must be determined according to the interests of learning so that students are expected to have opportunities and optimal learning experiences. It is very important for the cognitive, physical, social and emotional growth of students. Teaching methods are very important in this process, teachers must choose the right method to teach students (Gani & Mahjaty, 2017).

Posner (2004) has introduced two more curriculum components: media and learning strategy. A curriculum's media and learning approach are two components that aid the teaching-learning process. Learning media is a learning resource that can assist teachers in enriching students' insights, with various types of learning media by teachers, they can be used as material in

providing knowledge to students (Nurrita, 2018). Furthermore, learning strategy as a way to organizing educational activities. It also has to do with the curriculum's goals and substance (Gani & Mahjaty, 2017).

To maximize the efficiency and effectiveness of graduate competence accomplishment, each educational unit sets a learning planing, implements the learning process, and assesses the learning process. Teachers use teaching and learning methods in this dimension, which must be in accordance with the scientific approach outlined in the 2013 curriculum. The scientific method is a method of approaching scientific that involves observing, questioning, exploring/experimenting, socializing, and communicating (Hamalik, 2009). The 2013 curriculum is considered very difficult to implement because the main purpose of this curriculum is character education. If the teacher intends to apply a scientific approach, it does not have to be presented sequentially and can be adapted to the needs of students.

According to Richards and Rodgers, approach is the level at which assumptions and attitudes concerning language and language development are communicated. Method refers to the degree to which theory is put into practice and decisions are made about specific talents to be taught, content to be taught, and

the sequence in which content will be given (Richards, 2001). Plans, techniques, and tools are among the method components that are designed to attain certain objectives. Teachers will have more freedom in the 2013 curriculum to construct distinctive and new learning strategies for presenting subjects that allow students to engage actively, artistically, and enjoyably in their learning. The strategies or tactics used to implement the curriculum must be selected or designed in accordance with the materials to be provided and the objectives to be fulfilled.

### 3) Dimension of Learning Evaluation

Evaluation is a measuring tool or process to determine the level of achievement of success that has been achieved by students on teaching materials or materials that have been delivered, with evaluation, the objectives of learning can be seen accurately and convincingly (Idrus, 2019). Widyastono (2015) explained that the 2013 curriculum emphasizes the competence of knowledge, skills, and attitudes of students holistically (balanced). There are 3 types of subject assessment, including cognitive, psychomotor, and affective. The cognitive assessment consists of daily tests, independent assignments, structured assignments, and midterm tests. The methods used in the cognitive assessment are objective questions and essays. Psychomotor assessment is a form of assessment of the work of

students' practice. At the same time, affective assessment is seen from students' attitudes in the following lessons, when students are in discussion or are being asked and answered (Triwiyanto, 2015).

For many teachers, evaluation has varied meanings. However, a widely accepted definition of evaluation among teachers in the profession is a procedure that determines the amount to which objectives have been met. The authentic assessment employed in the evaluation assesses the students' preparedness, process, and learning results in general. Teachers utilize the information to plan remedial, enrichment, or counseling programs. Furthermore, authentic assessment findings are used as a resource to help students study more effectively.

A form of authentic assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller, 2008). Authentic assessment is an evaluation concept to assess students' abilities or learning outcomes holistically. This assessment is obtained through the collection of information by the teacher about the progress and learning achievements of students through various techniques that are able to express, prove or show correctly that the learning objectives have been truly

mastered and achieved. This assessment is carried out through several types of assessments, namely portfolio assessment, work assessment, project assessment and written assessment. The combined results of all these assessments will better reflect a more holistic assessment to objectively see students' abilities.

The learning evaluation findings are obtained during the learning process and at the end of the learning unit. The final evaluation results are derived from a combination of process and learning outcome evaluations. The National Education System was established by Law Number 20 of 2003, which established a taxonomy of attitudes, knowledge, and skills. This entails acquiring and assessing data on a student's degree of achievement of learning objectives. Individual student shortcomings and strengths are also identified through assessments, allowing teachers to give specific support, educational programs, or social services to students. According to Brown (1990), there are two major roles for classroom assessment: One is to demonstrate whether or not the learning was effective.

Assessment is a process that includes four basic components:

- a) Measuring progress over time.
- b) Encouraging students to learn.

- c) Evaluating the techniques of instruction.
- d) Ranking the students' capabilities in relation to the whole group evaluation.

**d. Strength and Weaknesses of the 2013 Curriculum**

There are some important things from changes or improvements in the curriculum 2013, the Strength and Weaknesses (Mulyasa, 2013).

- 1) The 2013 curriculum is using a scientific approach that provides students with hands-on learning opportunities. This student-centered program fosters competency development via hands-on practice. To put it another way, teachers not only impart knowledge but also allow students to participate in the learning process.
- 2) The 2013 curriculum emphasizes character development. This means that students build a balance of spiritual, social, creative, cooperative, psychomotoric, and intellectual qualities in addition to learning knowledge. As a result, students will be able to learn how to solve social difficulties in their environment.
- 3) The 2013 curriculum involves comprehensive assessment, which involves evaluation in all subjects. Values for students are determined not only by their cognitive performance, but also by their politeness, religious practices, attitudes, and other

activities. However, there are also some disadvantages of the 2013 curriculum.

- 4) Many teachers were unprepared to teach the 2013 curriculum, which requires teachers to be more creative than previously. Students explore to learn in this style of curriculum, which is student-centered. As a result, teachers must be more innovative in order to assist students in the teaching-learning process. Teachers, as facilitators, must assist students in actively participating in the new learning process.
- 5) The teachers lacked a thorough comprehension of scientific topics approach. Teachers who have previously taught using traditional techniques rather than the scientific approach method will find it challenging to implement the change in learning method in 2013 curriculum to fact-based learning, which encourages students to engage critical thinking.
- 6) The teachers were unable to evaluate using realistic assessments because they lacked knowledge about how to do so. Older teachers were confused by the comprehensiveness of genuine assessments, which required them to assess students holistically, starting with input processes, and outputs from the learning processes.

**e. Teachers' Role in 2013 Curriculum During Post Pandemic**

The teacher's capacity to educate, lead, teach, and train is

inextricably linked (Gani & Mahjaty, 2017). The role of the teacher as a change-agent and a leader in the classroom means that he is probably the most important person in influencing the implementation of the curriculum. In student-centered learning as required for the implementation of 2013 curriculum, and then works as a facilitator for the students as they determine the nature of the response they will develop, and then formulate and carry out the processes to develop their response. According to (Widiastuty, 2021) The role of teachers in the implementation of 2013 curriculum is: teachers as *implementers*, teachers as *adapters*, teachers as curriculum developers, and teachers as curriculum researchers. Teachers are not only as curriculum implementers, but also as curriculum coordinators with the characteristics and needs of students.

The teachers are one of the most important personnel in educational system who are in the front line of education, heavily involved in various teaching and learning process, and also the final practitioners of educational principles and theories. Factors influencing teachers' perceptions can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students' ability and situation.

Many factors have hindered the implementation of the new 2013



curriculum. Teachers' understanding, or rather their lack of it text books, or rather their lack of them, and students' understanding are all elements that can hinder the implementation of a new curriculum. According to (Mulyasa, 2013), some elements that would effect the implementation of the new 2013 curriculum for teachers are: 1) The teachers have to understand the new 2013 curriculum. 2) The teachers have to understand the topics, ideas and subject matter. 3) The teachers have to understand the behaviour of their students. 4) Teachers have to be prepared/trained to use a variety of teaching strategies in order to teach the new 2013 curriculum. 5) The teachers have to prepare new lesson plans before starting to teach the new 2013 curriculum. We can see from the above components that the teachers knowledge base is critical since it is a major factor that supports the teaching- learning process in the classroom.

Especially during the post pandemic, face-to-face learning has begun. Various factors need to be prepared such as the level of school preparation, the readiness of parents/families, as well as the readiness of teachers through an appropriate curriculum, the availability of learning resources, and media and device support in order to meet learning needs to develop talents and skills so that learning can be effective in the post-pandemic period. Interests according to the level of education. So that it is realized in the implementation of conducive learning. in face-to-face learning

through innovation that requires the ability and skills of teachers and students to get to know technology. On the other hand, teachers deserved to get assistance from various related parties, either through the provision of facilities and infrastructure, appropriate policies, capacity building, as well as welfare and sustainable teacher professional development. However, in the process of restoring education, teachers need government's and all related parties' support to take part in assisting education services to be more effective and qualified (Arifa, 2021) .

**f. Scientific Approach**

According to the Ministry of Education (2013), the 2013 curriculum can be successfully implemented using the Scientific Approach. Scientific Approach is a new approach in English Language Teaching because the term “scientific” is more familiar with natural science, social science and management (Suharyadi, 2013). the scientific approach is an approach using scientific processes. Learners learn and gain experience through acquiring knowledge on their own. This aids them in confronting and resolving life's challenges. The implementation of Scientific in learning does not only focus on how to develop students' competence in conducting observations or experiments, but how to develop knowledge and thinking skills so that they can support creative activities in creating and innovating (Musfiqon & Nurdyansyah, 2015). In the content element of the

teaching-learning process, the scientific approach is used. Observing, questioning, associating, experimenting, and communicating are the five steps.

The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating. Each of the steps is presented as follows (Suharyadi, 2013):

- 1) Observing - to develop students' curiosity, provide a relevant learning process, and assist students acquire knowledge (Brown, 2000). The teacher instructs the students to examine objects, events, phenomena, concepts, and procedures using all of their senses, including sight, hearing, reading, and watching, and to integrate their observations with the learning materials.
- 2) Questioning - to construct knowledge as a concept. To evoke high-level thinking questions, students must have critical thinking skills. Students can also demonstrate active participation in the learning process. At this stage, teachers have to facilitate scaffolding to students in order to excite and encourage them to ask questions (*Kemendikbud*, 2013). In the classroom, both teachers and students can utilize questioning for a variety of goals. Specifically, through asking questions, the teacher encourages students to pay attention so that they can begin learning and to explore knowledge on their own (Suharyadi,

2013,p. 3-4).

- 3) Experimenting - in order to acquire a meaningful, real, and authentic learning experience, students must do experiments, particularly with appropriate resources. The students also go through a skill development process to improve their knowledge and use the scientific method to address a real-world problem.
- 4) Associating - Associating refers to grouping ability of various ideas and associating various events to be part of memory. When the experiences are stored in the brain, they will interact with the previous events or experiences. In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing.
- 5) Communicating - to improve students' capacity to verbally or non verbally offer or demonstrate all of their knowledge and abilities. Communicating is also known as collaborative learning. Teachers' collaborative learning functions are more directive, with teachers acting as administrators of their students' learning. Based on what they have learned, the students provide communicative and effective written or spoken information.

This method of teaching and learning can help students acquire positive attitudes, skills, and knowledge. Thus, students should not only have better knowledge and skills from the learning process but they also should have better attitudes

after learning using the 2013 curriculum. The Scientific Approach emphasizes not just the end product of learning, but also the learning process as an important aspect. As a result, rather than focusing on the knowledge itself, this method emphasizes the desire for knowledge. Students must be actively engaged in the learning process in order to communicate information obtained not just from teachers but also from a variety of sources. It is challenging for teachers to understand the steps and basic knowledge of the Scientific Approach in the 2013 curriculum in order to appropriately execute English Language Teaching in classrooms (Ayuni, 2015).

**g. Learning Model in 2013 Curriculum During Post Pandemic**

Effective learning is characterized and measured by the achievement of goals by students. This level of achievement also means that a number of processes are internally acceptable to students. According to Joyce & Weil (1980) learning models are conceptual framework used as a guide in conducting learning that is systematically arranged to achieve learning objectives involving syntax, social systems, reaction principles and support systems (Joyce & Weil, 1980). *Kemendikbud* (2013) emphasizes that scientific approach will be obvious when it use in certain model of learning such as: Discovery Learning, Project Based Learning, Problem Based Learning.

### 1) **Discovery Learning**

Discovery learning is a learning that involves students in problem solving for the development of knowledge and skills. In applying the Discovery Learning Model in learning activities to become student-oriented teaching materials, in improving students' thinking skills and improving student learning outcomes. the teacher only becomes a facilitator to regulate activities carried out by students such as exploring, processing, and investigating (Puspitasari & Nurhayati, 2019) .

From the theory above, it can be concluded that discovery learning is a learning process that is not given as a whole but involves students to organize, develop knowledge and skills for problem solving. So that the implementation of the discovery learning model can increase the ability of individual discovery in addition to the initially passive learning conditions become more active and creative. So that teachers can change learning from a teacher centered to a student centered approach. According to (Sinambela, 2017) the steps for implementing Discovery learning are:

- a) Stimulation (providing stimulation). Students are given problems at the beginning so that they are confused which then causes the desire to investigate the matter.
- b) Problem statement (statement / problem identification). The

second stage of this learning is that the teacher gives students the opportunity to identify as many events as possible from the problem that are relevant to the lesson material.

- c) Data collection, serves to prove related to existing statements so that students have the opportunity to collect various appropriate information,
- d) Data processing, is an activity to process data and information previously obtained by students.
- e) Verification is an activity to prove whether a pre-existing statement is true or not.
- f) Generalization (draw conclusions/generalization). This stage is drawing conclusions where the process draws a conclusion that will be used as a general principle for all the same problems. Based on the results, the principles that underlie generalization are formulated.

## **2) Project Based Learning**

The Project-Based Learning (PjBL) model emphasizes a student-centered (student-centered) learning model where students as the subject of learning activities are more active in completing tasks as learning outcomes (Suhartatik & Adi, 2014). it can be concluded that the "Project-Based Learning Model" (PjBL) is a learning model that involves students in a

project based on a problem and in the end students can produce a real work. where the teacher is only a facilitator and students can be more active in the learning process

Project-Based Learning Criteria are centered, focused on topics or problems, constructive inquiry or design, giving autonomy to students and real. The following are the major components of project-based learning (Lisminingsih, 2010):

- a) ask questions or problems that are presented to organize and initiate activities, and emphasize a number of meaningful projects,
- b) obtain a final result or number of products as a series of activities, individual communication or various task results that answer the problem.

### **3) Problem based learning**

Problem Based Learning learning model is a learning model in which it involves students to try to solve problems through several stages of the scientific method so that students are expected to be able to learn knowledge related to these problems and at the same time students are expected to have skills in solving problems (Rohman, 2020). The Problem Based Learning learning model is a learning approach that seeks to apply problems that occur in the real world as a context for students to practice critical thinking and gain skills in



problem solving, in gaining knowledge as well as important concepts from the material that has been studied. There are five steps that the teacher must take in using the Problem Based Learning learning model, as follows:

- a) Student orientation to the problem
- b) Organizing students for learning
- c) Guiding individual and group investigations.
- d) Develop and present the work
- e) Analyze and evaluate the problem solving process

#### **h. Assement in 2013 Curriculum During Post Pandemic**

Assessment is part of the teaching and learning process to assess or measure students' knowledge in learning. Assessment is “an ongoing process that includes a variety of methodological techniques” (Brown, 2004). On the other hand, (O'Malley & Pierce, 1996) explain that "assessment information is needed by administrators, teachers, development staff, students, and parents to assist in determining appropriate program placements and learning activities and in monitoring student progress". Therefore, assessment is needed to improve the learning and teaching process. in the assessment in 2013 curriculum during this post pandemic, the teacher must be able to choose which learning is the essential assessment. Essential material is an important material that must be mastered by students and is a continuous material that is found at all grade levels.

Furthermore, *Permendikbud* (2013), there is some assessments that can be applied by the English teachers in the language teaching. The forms of assessment are, observation, attitude measurement, self-assessment, assessment of a task, written or oral test, project, and portfolios. Orientation Curriculum 2013 is an increase in the balance between competence and attitude (affective), skills (psychomotor) and knowledge (cognitive) (Suryadi, 2016). In 2013 Curriculum, those assessments are used to measure the competence; knowledge, attitude, and, skill as following (Maryati, Zubaidah, & Mustadi, 2019):

- 1) Assessment of attitude competency through observation, self-assessment, peer assessment by students and journals. the assessment of attitude competence is the assessment done by the teacher to measure students' attainment of attitude competence which consist of several aspects such as receiving or attending, responding, valuing, organization, and characterization. In 2013 Curriculum, attitude is divided into two namely spiritual and social attitudes.
- 2) Knowledge through written tests, oral tests, and assignments, and and a checklist of questions. written or oral test and task assignment such as homework, individual or group project are used to assess the knowledge. The assessment of knowledge is the assessment done by the teachers in order to measure students' achievement in several aspects namely knowledge, comprehension, application, analysis, synthesis, and evaluation
- 3) Skills through performance appraisal, namely assessments that require

students to demonstrate a certain competency using practice tests, products, projects, and portfolios, analysis of skills, and analysis of task. that performance was activity by asking students to perform in group or individually and project was activity by planning the project, presenting the project and giving feedback in the form fostered comments to student project. This core competence could not be separated from the knowledge competence.

In the assessment process of curriculum 2013 there are stages that conducted by the teachers in implementing the assessment namely stage of instruments preparation, stage of execution, and the stage of score management (Suryadi, 2016). The authentic assessment employed in the evaluation assesses the students' preparedness, process, and learning results in general. Teachers utilize the information to plan remedial, enrichment, or counseling programs. Furthermore, authentic assessment findings are used as a resource to help students study more effectively. Authentic assessment is an evaluation concept to assess students' abilities or learning outcomes holistically. In this case, an assessment of learning outcomes that refers to situations or contexts "real world" in a meaningful way which is the application of the essence of knowledge and skills that require various approaches to solving problems that provide the possibility that one problem can have more than one kind of solution (Nisrokha, 2018).

This assessment is obtained through the collection of

information by the teacher about the progress and learning achievements of students through various techniques that are able to express, prove or show correctly that the learning objectives have been truly mastered and achieved. Where this authentic assessment is an assessment that includes an assessment of attitudes, skills, knowledge and they are able to practice it in real life. Students are required to learn to think critically and be able to generate opinions/answers based on their theoretical knowledge.

This assessment is carried out through several types of assessments, namely portfolio assessment, work assessment, project assessment and written assessment. The combined results of all these assessments will better reflect a more holistic assessment to objectively see students' abilities.

### **3. Barriers of the Teacher in Implementing 2013 Curriculum**

In 2013, the Indonesian government introduced a curriculum for education in Indonesia, namely 2013 curriculum. This curriculum aims to improve the quality of human resources and increase the nation's competitiveness, and in line with the development of scientific, technology, and the arts. This curriculum is expected to produce productive, creative, innovative and affective human resources, through strengthening the competence of attitudes, knowledge, and skills.

In the process of implementing the 2013 curriculum in classroom learning, there must be obstacles and challenges experienced. Namely the

implementation stage in the implementation of learning and assessment. Various barriers that arise can be from various factors. The lack of teacher understanding of the curriculum also causes obstacles to the 2013 curriculum. In addition, there is a lack of understanding of authentic assessment. Another obstacle is that teachers find it difficult to carry out activities in the classroom (Sundaya, 2014).

Bingimlas K. A., 2009 claims that lack of trust in teachers, lack of qualifications for teachers, resistance to change and negative attitudes, lack of time, lack of effective training, lack of accessibility, and lack of technical support are obstacles to the integration process. undergoing teaching and learning activities. Not infrequently we find teachers who have barriers in carrying out his duties as a person teacher. Barriers that might have stemmed from a variety of sources. The factors coming from the teacher or derived from external or internal factors, for example, that impact the teacher's ability to engage in teaching and learning activities.

According to (Mulawarman, 2021) in they research do, regarding the factors that influence teacher barriers in learning activities. The first is barriers to the 2013 curriculum learning plan, barriers in understanding the learning materials of the 2013 curriculum, barriers to learning activities in the 2013 curriculum, and barriers to an evaluation in learning in the 2013 curriculum. In implementing the curriculum, teachers should be supervised and supported to focus on the quality of learning. In line with the reality of the 2013 curriculum that is applied, an

information regarding teacher barriers is needed in implementing it. This information can be used as input for policy makers so that curriculum implementation becomes better and more efficient.

## **B. Previous Study**

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

1. Jenny Hidayanti she conducted the research entitled The Implementation of Curriculum 2013 on Islamic Education Lesson at Senior High School Malang. This study aims to describe the teachers' on the implementation of the implementation in 2013 curriculum. This research is a qualitative descriptive research. The subjects of the research are the Senior High School 8 Malang. This research focused on The learning process of 2013 Curriculum on Islamic Education Lesson at Senior High School 8 Malang carried out in accordance with the pattern and the system established by the Government. The existence of the learning process in the class with using curriculum 2013 and in the field to make students more active and make it easier for the teacher in the learning process. The implementation of the curriculum 2013 in Senior High School 8 Malang on Islamic education lesson at Senior High School 8 Malang carried out and accordance with the pattern and the system established by the Government start from syllabus, lesson plan, and assessment or evaluation system (Hidayanti, 2015).
2. Then, Darwisah who conducted her research entitled "Teacher Readiness in Implementing the 2013 Curriculum". The findings from his study are administratively the teachers have implemented the 2013

curriculum well. The implementation is included lesson plan, learning process, on the dimension of teaching learning process and evaluation some teacher still use the previous method. Furthermore, some of them have started to apply methods that are appropriate with the 2013 curriculum. The English teachers also have difficulty on time limitation in implementing the 2013 curriculum (Darwisah, 2020).

3. Yulia Nur Ekawati (2016) in her journal entitled "The Implementation of Curriculum 2013: A Case Study of English Teachers' Experience at SMA Lab School in Indonesia". Yulia explained that the problem in implementing the 2013 curriculum was at teacher do not implement the steps of scientific approach and the basic concept of 2013 curriculum, ineffective learning because students are too passive during learning. 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. Despite the fact that the government planned a variety of initiatives to promote teacher readiness in applying the 2013 curriculum, the competency assessed was insufficient. (Ekawati, 2016).
4. In addition, Yanuarti Apsari they are also conducted a research about curriculum entitled Teachers' Problems and Solutions in Implementing Curriculum 2013. The findings of his research the related to teaching and learning process, problems related to creating lesson plan, and problems related with teaching material. The learning process and assessment

process was not fully appropriate with 2013 curriculum; The problems faced by the teachers are unavailability of schools' facilities, students' condition, teachers' difficulties in changing their teaching style, and the process of authentic assessment. It is also revealed that there are resolutions that propose in the effort of solving the problems (Apsari, 2021).

Based on the three previous studies related above, it can be concluded that this study has similarities and differences with this study. Equality. Jenny Hidayanti (2015) has a similar focus in her research on The learning process of 2013 curriculum on Islamic Education Lesson at Senior High School 8 Malang carried out in accordance with the pattern and the system established by the Government. Then, Darwisah (2020) also has the same focus as this research. The English teachers also have difficulty on time limitation in implementing the 2013 curriculum, Yulia (2016) the English teachers also have difficulty in applying the steps of a scientific approach, Yanuarti (2021) focused his research on the problems related to creating lesson plans, and problems related to teaching materials. In summary, the three previous studies above have some similarities with this study. However, there will have differences and findings with this study.

These differences can be seen from several points of view. First, Jenny (2015) explores her research on the issue of the 2013 curriculum, the process of learning English. Second, Darwisah (2020) explored her research in the teachers' readiness and competence. Third, Yulia (2016)



focused her research on the problem of implementing the 2013 curriculum. Fourth, Yanuarti (2021) explored her research in the issue of 2013 curriculum are unavailability of schools' facilities, students' conditions, teachers' difficulties in changing their teaching style. The last, differences in research objects will cause differences in research results.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher discusses the methodology used in conducting this research. The research method aims to provide direction on how the research is carried out. This research method is to make the researcher accomplishes the study easily. In this chapter the researcher want to explain the methodology of the research related to Research method, setting, Technique of collecting data, and Technique of Data Analysis.

#### **A. Research Design**

The type of research use in this research is descriptive qualitative. The research was intended to collect information about the teachers barriers in implementation of 2013. Qualitative research is conducted with a research design where the findings are not obtained through statistical procedures or in the form of calculations, but rather aim to reveal phenomena in a holistic-contextual manner by collecting data from natural settings and utilizing the researcher as a key instrument. Qualitative research has a descriptive nature and tends to use an inductive approach analysis so that the process and meaning based on the subject's perspective are emphasized more in this qualitative research (Fadli, 2021).

Setiyadi states that Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely (Setiyadi, 2006).

Qualitative research is naturalistic research method because the research did on natural setting. By those theories it can be seen that qualitative research use descriptive data in the form of written or oral, and it is important to pursue the goal of the research to get the deep understanding of what the researcher observed.

Then Creswell explained that qualitative research is a method of inquiry that can be used to investigate and comprehend a central occurrence. To investigate this phenomena, the researcher asks participants broad, common questions, collects detailed responses from participants in the form of words or images, then analyzes the data for themes and descriptions. From this data, the researcher interprets the important of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts (Creswell J.W, 2012).

From the explanation above, it can be concluded that the researcher used qualitative research to describe the barriers faced by the English teachers in implementing 2013 curriculum in learning English at SMP Muhammadiyah 5 Surakarta.

## **B. Setting of Research**

Setting of this research would give explanation about the setting of place and setting of time

### **1. Place of the Research**

The research was carried out at SMP Muhaammadiyah 5 Surakarta,

which is located at Jl. Slamet Riyadi No. 443, Laweyan, Surakarta. SMP Muhammadiyah 5 Surakarta is one of junior high schools in Surakarta which has implemented 2013 curriculum. This is the reason why the researcher chose SMP Muhammadiyah 5 Surakarta as the place of the research

## 2. Time of the Research

This research was conducted in the second semester of class VII SMP Muhammadiyah 5 Surakarta for the academic year 2021/2022.

**Table 3. 1 The Schedule Table**

No	Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Okt	Nov
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 the 2013 curriculum. On the implementation curriculum 2013 in teaching learning, process and evaluation by English teacher at the 7<sup>th</sup> grade of SMP Muhammadiyah 5 Surakarta the name is Mr. Adi.

## C. Technique of Collecting Data

As this research used qualitative, so the technique for data collection was happen naturally, but in order to have more ordely data. Data collection

have carried out in three techniques, the researcher used observation, interview and documentation. The data was collected by observing and interviewing the 7<sup>th</sup> grade English teacher, Mr. Adi. Each of data collection is described briefly below.

### **1. Observation**

According to Creswell, observation is the process of gathering firsthand information by observing people and places at a research site(Creswell J.W, 2012). Observation is a technique or way in collecting data by conducting an observation to ongoing activity. In this study, researcher conducted direct observations in teacher barriers in implementation 2013 curriculum during the post pandemic. During the teaching and learning process in the classroom, researcher observed the teachers activity in the classroom how the 2013 curriculum was implemented.

Observations were conducted to find out the teacher barriers in implementation of the 2013 curriculum conducted by teachers in the classroom. where researcher only monitoring the on going activity. the researcher use observation checklist instrument on the observation and recorders for observation. The observation checklist instrument on the observation and the observation guideline linked to the teaching learning process and assessment process in accordance with the 2013 curriculum were used as research instruments in the observation. Observation is done by observe the school situation and English learning process which use

2013 curriculum in SMP Muhammadiyah 5 Surakarta. The researcher observed the English learning process of seventh grade on 23 May 2022. In this observation was carried out once on the last theme with the material describing animals. The researcher uses the observation checklist instrument on the observation.

## **2. Interview**

An interview is a conversation for gathering information. In this research, the researcher use deep interview guidelines as an instrument. According to Creswell (2012), interview occur when researchers ask one or more participants general, open-ended questions and record their answers, then transcribes and types the data into computer for analysis. In this research, interview need to be conducted to gain the information to get data related to the teachers barriers in implementation 2013 curriculum during post pandemic. Researcher used semi-structured interviews, which is It was an interview that utilized a question list, but allowed for greater flexibility for the interviewer in asking for clarification and elaboration (Arikunto, 2010). It consists of questions aimed at the specific responses of the informant, as the most suitable format for studying teachers' understanding of more open-ended questions.

This interview was conducted to get information relating the teacher barriers implementation of curriculum 2013 and the problem which is faced by the English teachers. The informant of this research are the English teachers from SMP Muhammadiyah 5 Surakarta. The interview is

carried out on 10 June 2022 with mr Adi as a sevnth grade English teacher at SMP Muhammadiyah 5 Surakarta. The researcher utilizes mobile phone to record the interview process, and also use note taking. Then the data from recording and note taking are combined and present as the result of interview. There are some questions which propose to the interviewee. The researcher arranged the question based on the needed information to compose the research.

### **3. Documentation**

The term "documentation method" refers to the process of gathering data by capturing what already exists. Documentation was a method of collecting data by collecting and analyzing documents that were relevant to the study. Documentation is a set of documents provided on paper, or digital format. Documents are sources of data used to complete research, in the form of written sources, films, pictures (photos), and monumental works, all of which provide information for the research process. In this study, the documents used were lesson plans with the theme "Describing animals". The documents in this research are the lesson plan, and the pictures of english learning process. The researcher asked the copy of lesson plan from the English teachers. The lesson plan used to complete the data and it used to validate the data.

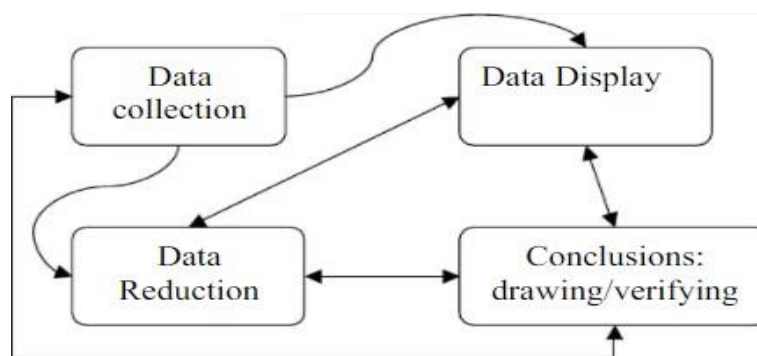
### **D. Technique of Data Analysis**

Qualitative research in the field of data analysis is a systematic process of searching for and organizing interview transcripts, field notes, and other

materials that we collect ourselves to improve their understanding and to enable us to show you what we find to others. Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis is done by organizing the data, translating it into units, synthesizing it into a predetermined pattern. In this study, the data analysis process begins when the researcher collects data. Data analysis at the time of data collection is done by sorting out which data is important or not. The analysis of qualitative data, according to Bogdan & Biklen (1982), is an attempt to work with data, organize data, choose a manageable unit, search and find what's significant and what can be given to anyone else (Moleong, 2002).

To analyze the data, the researcher was take the following procedure. there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification. Data analysis conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research researcher analyzed the data by using qualitative descriptive with the steps as follows (Miles & Huberman, 1984):





**Figure 3. 1 Components of Interactive Analysis Models**

### **1. Data reduction**

The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously through out the life of any qualitatively oriented project. Data reduction means made summary, choosing the important things, so that the data describing clearly and the researcher easily to collect the data. It means that in this research the researcher has some steps to collect the data analysis, such as data reduction and make a data display to make more easily understood, and then make a conclusion.

### **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text. Looking at displays help us to understand what is happening and to do something- either analyze further or take action-based on that understanding.

### **3. Conclusion Drawing/Verification**

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirmability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.

#### **E. Trustworthiness of the Data**

In the research, researcher obtain data to be valid by doing trustworthiness. To determine the validity of the data required techniques of investigation. Implementation of investigation techniques is based on certain criteria. There are four criteria used, those are credibility, transferability, dependability, and confirmability. The techniques to test the credibility of the data in the qualitative research include doing longer observation, increasing diligence in research, triangulation, peers discussion, negative case analysis, and member check. (Sugiyono, 2012) In this case, the researcher 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 or as a comparison of the data.

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. Triangulation, by combining theories, methods or observers in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behaviour using a variety of methods to offer a more balanced explanation to readers.

Triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. To check the trustworthiness of the data, the researcher used theoretical triangulation, credibility and dependability in this research. The triangulation used in this research is triangulation of data collection techniques. The data is checked based on the data collection technique used. In this case the researcher explores information by using several methods and data sources. In this study, the researcher that was used observations and interviews, as well as documentation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISSCUSSION**

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation checklist and interview at SMP Muhammadiyah 5 Surakarta. The researcher presents the data description of how the barriers teacher in the implementation in the aspect of planning, process, and evaluation by the English at seventh grade at SMP Muhammadiyah 5 Surakarta in the academic year of 2021/2022.

#### **A. Research Findings**

##### **1. Barriers the Teacher in Implementation 2013 Curriculum**

In implementing the 2013 curriculum, teachers experienced several barriers in the implementation in the aspect of planning, process, and evaluation. Some of the barriers faced by English teachers are as follows:

##### **a. Teaching Learning Planning**

English teachers at SMP Muhammadiyah 5 Surakarta has implemented the 2013 curriculum since 2016. Basically the teachers have understood what the 2013 curriculum wants in learning English and know what to do in learning based on the 2013 curriculum. the teacher's creativity in facilitating learning and students can explore and be active in the classroom. As a result of an interview with a 7<sup>th</sup> grade English teacher, Mr Adi says that:

*“Kurikulum 2013 ini mulai digunakan di sekolah kita sejak tahun 2016 mbak. Jadi Pembelajaran bahasa Inggris yang diinginkan kurikulum 2013 adalah pembelajaran yang berorientasi antara peserta didik dan pendidik. peserta didik difasilitasi untuk mencari tahu informasi, aspirasi, komunikasi dari level novice, dan peserta didik belajar dari berbagai sumber belajar.”*

“The 2013 curriculum has been used in our schools since 2016. So the desired English learning curriculum 2013 is oriented learning between students and teachers. Students are facilitated to find out information, aspirations, communication from the novice level, and students learn from various learning sources” (Interview, 10 June 2022).

In implementing the 2013 curriculum, the first thing to do before the teaching and learning process in schools is to make a lesson plan. Lesson plan (RPP) is a learning activity plan for one or more meetings. So it is necessary to prepare for compiling it. This was also explained by Mr. Adi in the interview

*“Ya guru membuat RPP sendiri, tapi kita dapat membuat RPP dan melibatkan banyak pihak seperti guru mapel atau MGMP sekolah, dan pihak sekolah, pengawas dan disetujui oleh kepala sekolah. RPP disusun sesuai dengan silabus, KD, dan KI nya .”*

“Yes, teachers make RPP themselves, but we can make RPP and involve many parties such as subject teachers or school MGMP, and the school, supervisor and approved by the principal. The lesson plans are arranged according to the syllabus, KD, and KI”. (Interview, 10 June 2022).

The teacher prepares a lesson plan before the learning process takes place based on the syllabus. Learning objectives, learning resources, materials, and media, learning activity and learning outcomes assessments are also prepared according to the lesson plans that have been made. The adjustment of teaching materials needs to be adjusted so that learning can be optimal, and teacher readiness is

needed in planning the learning process. The teachers' lesson plans appropriate with the demand of 2013 curriculum. The teachers has completed the component in the lesson plan, such as the subject identity, core competence, basic competence, objective of study, the material of study, method, learning resources, learning activity, assessment process. These are the component of the teacher lesson plan in the part of subject identity.

### 1) Subject Identity

Element of identity of lesson plan referring to curriculum 2013, the teacher created a lesson plan with the subject identity which consists of, education unit, subject, topic, class and semester, and time allocation. Thus, lesson plan that implemented in SMP Muhammadiyah 5 Surakarta is same with recommended of the format of lesson plan referring to curriculum 2013.

<b>RENCANA PELAKSANAAN PEMBELAJARAN ( R P P )</b>	
<i>Satuan Pendidikan</i>	: SMP Muhammadiyah 5 Surakarta
<i>Kelas / Semester</i>	: VII/ 2
<i>Mata Pelajaran</i>	: Bahasa Inggris
<i>Topik</i>	: Everything around Us
<i>Alokasi Waktu</i>	: 12 x 40 menit (6 pertemuan)

**Figure 4. 1 The Subject identity in lesson plan**

The researcher can conclude that the components of the identity learning plan made by the English teacher for class 7 in the academic year 2021/2022 at SMP Muhammadiyah 5

Surakarta meet the standards according to the Minister of National Education Regulation No. 81 of 2013 concerning Content Standards. In the lesson plan in subject identity there are school subjects, classes/semester, themes/sub-themes, time allocation in each lesson plan. In making subject identity the teacher makes it complete, and without barriers.

## **2) Core Competence**

The other components of lesson plan is the core competence. The teacher make lesson plan from the syllabus. When preparing a lesson plan, the main components is a core competency. Because core competency shows the level of ability to achieve a graduate competency standard that students must possess at each class and program level. Core competencies state the competency requirements needed by students and subjects as a supply for competence. The standard of content of minister of national education regulation No. 81 Year 2013 in the curriculum 2013, the core competence includes several of element, including spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subject matter or program in achieving graduate competency standards.

<b>Kompetensi Inti (KI)</b>	
<b>KI 1</b>	<i>: Menghargai dan menghayati ajaran agama yang dianutnya.</i>
<b>KI 2</b>	<i>: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</i>
<b>KI 3</b>	<i>: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</i>
<b>KI 4</b>	<i>: Mencoba, mengolah, dan menyaji 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 sumber lain yang sama dalam</i>

**Figure 4. 2 The Core Competence in Lesson Plan**

To help understand the description above, the following is a complete explanation of core competencies. K1 is a code that contains aspects of religion or spiritual aspects. K2 is the code for the second core competency, it is the attitude competency. K3 is reflected in the attitude of respect and full appreciation of; honesty, discipline, responsibility, caring, self-confidence, and interaction with the environment. The last one is K4 is the code for the four core competencies, these are competence that are required from concrete activities.

The elements of the core competencies carried out in schools are complete, this already refers to the 2013 curriculum, which has four core competence (KI). So, the core competence in the lesson plan made by the English teacher refer to the applicable



2013 Curriculum and without barriers.

### **3) Basic Competence**

The next components of lesson plan is basic competence and indicator formulas. It is composed of a syllabus and each material has different base competence and indicators. Serves as a guide for teachers to make activities in the class the following are the base competence of the syllabus compared to the base competence and learning activities in the teacher's lesson plans. Indicators of achievement of basic competencies are students' abilities to perform basic competencies that can be measured and observed through assessments that include cognitive, psychomotor, and affective aspects. It can be said that basic competence is an explanation of the subject matter that must be explained to students. With basic competence, teachers know what to teach students. Basic competencies include spiritual attitudes, social attitudes, knowledge, and skills in teaching capacities. Each of these aspects must run in parallel and in balance so as to produce students who have quality soft skills and hard skills.

	<b>KOMPETENSI DASAR</b>		<b>INDIKATOR PENCAPAIAN KOMPETENSI</b>
<b>4.7</b>	<i>Teks Deskriptif</i>	<b>4.7.1</b>	<i>Peserta didik dapat memahami makna kalimat deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</i>
<b>4.7.1</b>	<i>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</i>		
<b>4.7.2</b>	<i>Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.</i>	<b>4.7.2</b>	<i>Peserta didik dapat menyajikan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.</i>

**Figure 4. 3 The Base Competence in Lesson Plan**

Basic competencies and competency achievement indicators implemented in the lesson plans made by English teachers at SMP Muhammadiyah 5 Surakarta. The teacher has written core competencies which are guided by the syllabus. The teacher formulates indicators based on basic competencies, but the data obtained in this study illustrates the constraints experienced by

teachers in conducting attitude assessments. the teacher is required to carry out an attitude assessment, it's just that the English teacher for grade 7 SMP Muhammadiyah 5 Surakarta does it directly and indirectly, in the RPP KI-1 and KI-2 are still included, it's just that KD from KI-1 and KI-2 is not included in the lesson English because it is taught indirectly and has an accompanying effect on KD learning on KI-3 and KI-4. In the RPP planning, all character values related to attitude assessment are listed later when learning takes place, the salient attitudes that emerge from students will be recorded, then the appropriate attitude aspects are selected and the assessment is carried out by observation using a journal. The teacher instills attitude values indirectly. Character education that is instilled by the teacher indirectly is the teacher's example which is very important in providing examples of good actions, so that it is expected to be a role model for students to emulate. In addition, the table shows that the RPP components regarding basic competencies and competency achievement indicators made by the teacher are not precise in determining operational verbs (KKO) contained in indicator 4.7.2 not in the skills domain but the KKO used in indicator 4.7.2 is KKO which is in the realm of knowledge.

#### **4) The Objectives of Study**

The learning objectives are several competency mastery

aimed at students described in the lesson plan. by including the learning objectives in this lesson plan it shows how the learning process will be carried out in class and what results will be achieved by students in order to achieve certain competencies. With the formulation of learning objectives, it will encourage the ability of teachers to create processes or learning experiences for students that are interesting, effective, and efficient in the process of achieving learning objectives. The formulation of objectives developed by the teacher in the lesson plan is in accordance with basic competence.

***Tujuan Pembelajaran***

*Melalui kegiatan pembelajaran discovery learning siswa dapat menghayati dan mengamalkan ajaran agama islam dalam mempelajari materi tentang membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya serta mampu menangkap makna dan menyusun secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan percaya diri, disiplin dan tanggung jawab.*

**Figure 4. 4 The objective of study**

The teacher has made appropriate learning objectives based on basic competencies, using operational verbs and one behavior being measured, but in the learning objectives the teacher did not explain in detail the ABCD in the lesson plan. Learning objectives

are very important to note in order to know the learning achievements obtained by students. In this case the teacher does not experience any barriers in making these learning objectives.

## 5) The Materials of Study

Learning materials are materials used to achieve learning objectives. Learning materials are developed by referring to the main material in the syllabus. Learning materials contain relevant facts, concepts, principles and procedures, and are written in the form of subject matter/sub-topic items in accordance with the formulation of competency achievement indicators. Teachers need to prepare short material before teaching, so that students can understand what the main thing in learning.

### **1. Materi Pembelajaran Reguler**

- **Fungsi sosial**

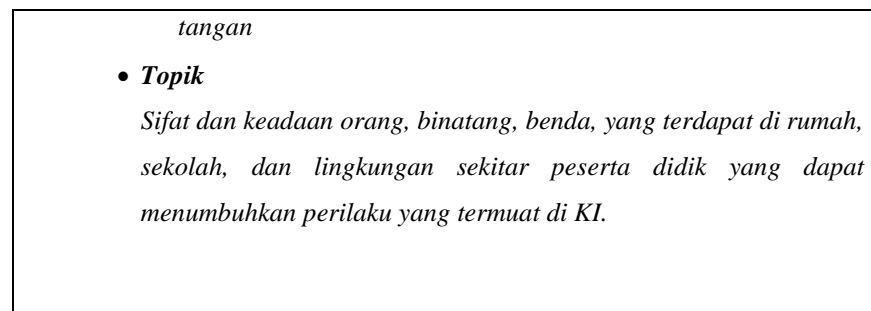
*Mendeskripsikan, mengidentifikasi, mengkritisi tentang tingkah laku/ tindakan/ fungsi orang, binatang, dan benda dari segi sifatnya.*

- **Struktur teks**

- *Simple present tense*
- *Generic structure descriptive texts*

- **Unsur kebahasaan**

- *Pernyataan dan pertanyaan terkait tingkah laku/ tindakan/ fungsi orang, benda, binatang*
- *Kosa kata be (is, am, are), has/have*
- *Subject + verb agreement*
- *Kalimat deklaratif (positive dan negatif) dalam simple present tense.*
- *Preposition of place (in, behind, on, etc )*
- *Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan*



**Figure 4. 5 The material of study**

However In choosing materials for learning, teachers find it difficult to choose essential material that is relevant to the topics and needs of students in order to meet learning objectives based on the 2013 curriculum. There are many materials in English lessons using a scientific approach.

#### **6) Method of Learning in Lesson Plan**

From the teachers' lesson plan above it showed that the teachers took the base competence from syllabus and then they specified it to the indicator. It guided them to decide the activity in the learning process. From the above table it also showed that the teachers have used scientific approach as the learning approach. Beside that the activities also illustrate the discovery learning model. It also prove in the identity of learning activities in their lesson plan.

<b><i>Pendekatan, Model dan Metode</i></b>	
<i>Pendekatan</i>	<i>: Saintifik</i>
<i>Model</i>	<i>: Discovery Learning</i>
<i>Metode</i>	<i>: Diskusi, presentasi</i>

**Figure 4. 6 Method of Learning in Lesson Plan**

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. in this case the teacher uses a scientific approach which uses 5 elements namely observing, questioning, associating, experimenting and communicating and using discovery learning learning models with discussion and presentation methods.

## **7) Learning Resources**

Learning media is a physical means to convey learning content/material. Learning tools are tools or equipment in the form of anything used by the teacher to help and expedite the learning process. In addition, tools and materials are needed in the learning process. Learning resources are also important things needed in the learning process to be able to achieve learning objectives.

### **1. Media :**

1. *Power point*
2. *video*
3. *Model (Skrip percakapan terkait ungkapan meminta dan memberikan informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda dari buku)*
4. *Multimedia materils*

**2. Alat /Bahan** : LCD Proyektor/ Laptop, sound system

**3. Sumber Belajar**

1. Kemendikbud. 2016. *Bahasa Inggris "When English Rings the Bell. Jakarta: Politeknik Negeri Media Kreatif.*
2. Cambridge Press.2008. *Cambridge Advance Learner's Dictionary. Cambridge: Cambridge Press.*
3. Purwono, Adi. 2018. *Expert for Grade VII (CALL-based materials).*

**Figure 4. 7 Learning Resources**

The use of government books is also important as a source of learning as well as in the learning process for reference material in a lesson. The book is also a source of student learning. The existence of government books helps teachers in finding material references. but the teacher does not limit what books are used. Just as teachers use non-government books to add reference material as stated by Mr Adi during the interview.

*"Ada beberapa buku non pemerintah seperti buku airlangga, selain memperkaya materialnya, kita juga bisa memperkaya assesment.kan ada contoh soal kemudian dalam buku buku non pemerintah itu activitynya ada beberapa yang sedikit berbeda dan mungkin menjadi tambahan untuk dimasukkan dalam activity anak dalam setiap harinya gitu."*

"There are several non-government books such as the Airlangga book, apart from enriching the material, we can also enrich the assessment. There are examples of questions then in the non-government books, there are some activities that are slightly different and can be added to students' activities every day." (Interview, 10 June 2022).



The existence of government books can help teachers and students in learning resources and references and non-government books as supporting and complementary books. Where teachers can use non-government books to increase student learning resources. In addition to books, teachers can also use media in the form of ppt and videos that can help students understand because students will be more familiar with visual media. As stated by Mr. Adi during the interview.

*“Untuk penyediaan media sudah sesuai dengan pembelajaran bahasa Inggris mulai dari video, PPT, internet, modul dan buku dari sekolahan. kalau saya pakai paling mudah ppt, atau saya pakai video, manfaatnya banyak salah satunya itu autentik materials, jadi anak-anak denger langsung suaranya seperti apa, lafalnya seperti apa, digunakannya seperti apa, dan eksperinya seperti apa. Jadi saya pakai PPT dan Video dan buku dari sekolahan.”*

“For the provision of media, it is in accordance with English language learning, starting from videos, PPT, internet, modules and books from schools. if I use ppt the easiest, or I use video, there are many benefits, one of which is authentic materials, so children hear directly what it sounds like, what it's pronounced like, what it's used for, and what kind of experience. So I used PPT and videos and books from school.” (Interview, 10 June 2022).

The need to identify student learning resources also affects the learning process in the classroom. Learning resources used in learning activities must be in accordance with the objectives, indicators and base competence to be achieved. The learning resources used are not limited to textbooks, the learning resources used for learning can be in the form of electronic media, such as

power points, videos that require LCD equipment, laptops and speakers. The teachers can easily access learning resources, because the school facilitates them completely, without any barriers.

#### **8) Learning Activity**

Each component of the basic competence is used as an indicator. This determines the activity in the learning process. The activities in learning are in accordance with the basic competencies. Through reading examples of descriptive text related to animals, students know about the language feature of descriptive texts about animals. Furthermore, students can ask questions related to the use of expressions in everyday life and ask difficult vocabulary related to the descriptive text. Students are trained to be able to capture the meaning of adjectives in the text. The next task, students analyze the structure of the text. It will be more perfect if the assignment is equipped with several questions, thus testing the students' knowledge. The last activity is for students to describe one of the animals they have chosen. This can be an instrument to assess their English skills, especially speaking skills. Speaking in front of the class trains students' self-confidence, courage, and responsibility. In making learning activity, there are no barriers experienced by the teacher.

Table 4. 1 The Learning Activity in Lesson Plan

<i>Kegiatan</i>	<i>Uraian Kegiatan</i>	<i>Nilai Karakter</i>
<b>1. Kegiatan Pendahuluan</b> (10 menit)	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya:</p> <ul style="list-style-type: none"> <li>- Do you have any pet at home?</li> </ul> <p>c. Guru mengajak peserta didik mendengarkan cerita tentang 'macam-macam binatang peliharaan' untuk membangkitkan motivasi belajar siswa.</p> <p>d. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat memilah jenis jenis binatang dan bagian-bagian tubuh binatang.</p>	Religius, disiplin
<b>2. Kegiatan Inti</b> (60 menit)	<ul style="list-style-type: none"> <li>• <b>Mengamati (Observing)</b></li> </ul> <p>a. Peserta didik membaca teks yang mengandung ungkapan meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang.</p> <p>b. Peserta didik mengamati kalimat yang mengandung ungkapan meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang.</p> <p>c. Peserta didik mengamati sambil mendengarkan sebuah teks mengandung ungkapan meminta dan memberi informasi dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang melalui contoh dari guru.</p> <p>d. Peserta didik mengulangi kata-kata penting setelah guru.</p> <p>e. Peserta didik memperhatikan penggunaan adjective untuk membandingkan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p>	Percaya diri, tanggung jawab

	<p>f. Peserta didik diperkenalkan beberapa kosa-kata untuk tingkah laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <p>g. Peserta didik dimotivasi untuk dapat membandingkan laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <ul style="list-style-type: none"> <li>• <b>Menanya (Questioning)</b> <p>a. Peserta didik menanyakan kosa-kata sukar terkait meminta dan memberi informasi terkait tingkah laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <p>a. Peserta didik juga menanyakan hal-hal terkait dengan penggunaan ungkapan dalam kehidupan sehari-hari.</p> <p>b. Peserta didik menanyakan tentang kosa-kata lain yang berkaitan dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p> </li> <li>• <b>Mengasosiasikan (Associating)</b> <p>a. Peserta didik memilah kalimat yang digunakan untuk mendeskripsikan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p> <p>b. Peserta didik diminta membaca teks monolog singkat tentang tngkah laku ciri ciri binatang. (on page 141-142)</p> <p>c. Peserta didik mendiskusikan hasil kerjanya dengan guru.</p> </li> <li>• <b>Mencoba (Experimenting)</b> <p>a. Peserta didik mendeskripsikan salah satu binatang yang dipilihnya.</p> </li> </ul>	
<p><b>3. Kegiatan Penutup</b> (10 menit)</p>	<p>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran. – What have we learnt today? – What does a turtle look like?</p> <p>b. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya. – For the next meeting, we will learn about our daily activity.</p> <p>c. Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya. – Please, study your text book on page 135-138 because you will need it for the next meeting.</p> <p>d. Guru mengucapkan salam penutup.</p>	<p>Religius, percaya diri dan tanggung jawab</p>

SMP Muhammadiyah 5 Surakarta have implemented according to the lesson plan. This was proven when the reseacher made classroom observation according to lesson plan. The theme used this lesson is "Everything around us" about describing animals. Students feel interested in this lesson and the material is presented in the most interesting way. Students know about various animals and describe about these animals. To help improve students' understanding, teachers use Power Point media as teaching materials. This helps students understand the learning process better, and with the help of visual media, students can see and hear the material clearly. The teaching materials and media of course still apply and are guided by the basic competencies used.

### **Finding Collection Result and Conclusion in Teaching Learning Planning**

The need for preparation in implementing the 2013 curriculum makes teachers put more effort into making lesson plans more essential. The teacher has made the lesson plans in accordance with the provisions of the 2013 curriculum, and completes the components in the lesson plans. In the lesson plan component, the teacher has no difficulties in planning subject identity, core competence, method, learning resources, class activity scenarios or preparing learning outcome assessments.

In the basic competence the teacher experienced barriers in implementing the assessment attitude. The teacher is required to carry out an attitude assessment, it's just that the English teacher for grade 7 SMP Muhammadiyah 5 Surakarta does it directly and indirectly, in the lesson plans for KI-1 and KI-2, KD from KI-1 and KI-2 is not included in language lessons English because it is taught indirectly and has an accompanying effect on KD learning on KI-3 and KI-4. In the lesson plan, all character values related to attitude assessment are listed later when learning takes place, the salient attitudes that emerge from students will be recorded, then the appropriate attitude aspects are selected and the assessment is carried out by observation using a journal. Based on the results of this analysis, it can be concluded that teachers still lack understanding in adjusting KKO in making competency achievement indicators. Teachers have not been able to use KKO in accordance with the competencies being measured. Besides that, the teacher's understanding of the learning objectives takes into account the ABCD requirements (Audience, Behavior, Condition and Degree) in the learning objectives the teacher did not explain in detail the ABCD in the lesson plan. Information about the preparation of lesson plans components is still not available to teachers, which results in teachers still being confused in preparing lesson plans.

However, teachers still face challenges in choosing materials that are relevant to the topics and needs of students in order to meet learning objectives based on the 2013 curriculum. There are many materials in English lessons using a scientific approach, the teacher feels that the time allocation given is lacking, considering that learning after the post pandemic period is slightly less than before. The teacher was unable to complete the material as planned in the lesson plans, and found it difficult to choose material that was suitable for students' needs in order to achieve learning objectives based on the 2013 curriculum. As the teacher said during the interview.

*“Kalau dulu sempat 1 minggu 2 jam pelajaran, dan kalau sekarang 3 jam pelajaran dalam 1 minggu. Karena disekolahan ini tidak dipungkiri ada beberapa pelajaran yang tidak ada di negeri, kita pelajaran agama itu ada 6, di negeri cuma ada 1. jadi kurang waktunya ya mbak, karena materinya kan banyak, jadi ada 1 materi yang terakhir itu songs, itu tidak diajarkan berdasarkan kesepakatan MGMP”. kadang juga saya ada agenda tidak terencana atau ada kegiatan di sekolahan jadi ya kepotong jam belajarnya”.*

In the past, there was 1 week of 2 hours of lessons, and now 3 hours of lessons in 1 week. Because in this school, it is undeniable that there are some lessons that are not available in the country, we have 6 religious lessons, in the country there are only 1. so there is not enough time, sis, because the material is a lot, so there is 1 material, the last one is songs, it is not taught based on the MGMP agreement”. Sometimes I also have an unplanned agenda or there are activities at school, so class hours are reduced.” (Interview, 10 June 2022)

Some of the less important material was explained briefly so that the time used was sufficient. The time allocation for English subjects at SMP Muhammadiyah 5 Surakarta is 3 hours / week due to the post pandemic. In its implementation, the time required is more than the

time planned in the lesson plan. The teacher accommodates students' conditions and class situations. In the use of LCD media and laptops it takes a few minutes to provide it, this can reduce time in the learning process. In learning using the 2013 curriculum, students are required to be active while learning, students need a lot of time to complete their assignments. Like when students practice in front of the class, by advancing one by one, it is not enough in one meeting to finish everything. In addition, there are other obstacles, such as school events, which can reduce learning time. Where when learning takes place, the learning hours are cut off.

#### **b. Teaching Learning Process**

The method in the educational process is how to implement an organized plan in the form of real and practical activities to achieve learning objectives. In this case, the teacher of SMP Muhammadiyah 5 Surkarata applies the scientific method. This was also explained by Mr. Adi in the interview

*"Iya, saya menggunakan metode itu, yang ada 5M nya yang disarankan sama pemerintah."*

"Yes, I use that method, which is 5M which is recommended by the government". (Interview, 10 June 2022)

The proses learning that uses a scientific approach, such as the ability to make observations, ask questions, conduct experiments, process information or data, draw conclusions, and report results. At this stage students are expected to be able to think critically, analytically, proactively and creatively. In the introduction, the



teacher must provide materials and media in the teaching and learning process, and also motivate students to learn contextually about the advantages of the material and its application in everyday life, the teacher will ask questions related to knowledge before the material to be studied or reflection and explanation learning objectives or basic competencies that must be achieved, as well as the presentation of material and explanations of educational activities in accordance with the applicable lesson plan.

In the 2013 curriculum, the 7<sup>th</sup> grade English teacher at SMP Muhammadiyah 5 Surakarta uses discovery learning models, they can make appropriate lesson plans with structured activities. They have implemented the scientific approach and the specified learning model. The activity in the lesson plan is designed to focus on students centered learning, where learning is centered on students who are required to be active and critical during the learning process and the teacher becomes the facilitator. The teachers use the core competence and base competence from the syllabus and the activity based on the indicator formula.

As for the various learning models in the 2013 curriculum, but based on the lesson plan documentation using the discovery learning model for learning, where learning can be done individually or in groups. So that students can share their opinions with their friends. It's the same as what the teacher said in the interview :

*“Kalau metode yang sekarang kita tetap pakai discovery learning ya, kemudian kita tetap ada berkelompok. jadi kami pilih materi yang mana melibatkan anak itu bisa diskusi dan senang. saya kasih untuk pembelajaran yang menggunakan audio visual, movie, kemudian video-video pembelajaran gitu mbak. dan hal yang paling menarik itu melalui audio visual saya auditori dan visual. Ada gambarnya ada suaranya. karena itu adalah bentuk pembelajaran yang sementara ini paling efektif dan selain itu saya kasih penugasannya. mereka disuruh diskusi dan menyimpulkan.”*

"If the current method we still use discovery learning, then we still exist in groups. so we chose the material which involved the child and could be discussed and had fun. I give it for learning that uses audio visuals, movies, then learning videos, sis. and the most interesting thing is through my auditory and visual audio visuals. There's a picture, there's a sound. because it is a form of learning that is currently the most effective and besides that I give assignments. they were asked to discuss and conclude." (Interview, 10 June 2022)

During a post pandemic, the teacher used discovery learning in learning, making students pay more attention so that they could stimulate students to be more active and more enthusiastic in learning English. teachers need to make innovations in both the delivery method and the use of media facilities as well as the use of technology as a medium to improve English learning outcomes for students.

In the learning process, the teacher uses bilingual, English and Indonesian to communicate in delivering the material during teaching so that students can better understand it. Because many students are still confused when the teacher uses English all the time. According to Mr. Adi's words in the interview

*“Untuk bahasa kita mixya dengan bahasa Inggris dan bahasa Indonesia supaya anak-anak lebih paham saat pelajaran.”*

"For our language, we mix it with English and Indonesian so that students understand better during lessons." (Interview, 10 June 2022).

In this learning process using a scientific approach, while the scientific approach is an approach that refers to investigating techniques towards some phenomena, acquiring new knowledge, and correcting and combining the background knowledge. The steps of the 2013 curriculum's Scientific Approach are: observing, questioning, associating, experimenting, Communicating. There are many activities that the teachers write on the lesson plan. The activity in teacher class which reflects the scientific method are in the following activity:

### **1) Opening Activities**

At this meeting, the theme of learning is about describing animals. At this time the lesson was carried out for 2 hours of learning or 80 minutes. Before learning begins, the teacher prepares teaching materials and media used with the help of students preparing LCD for learning. The introduction of the observation are as follow:

- a) Greeting, before starting the lesson, the teacher greets the students, dan murid menjawab salam dari guru secara bersamaan, and students answer greetings from the teacher simultaneously. Students will find it easier to follow lessons too if they feel enthusiastic and the atmosphere is also supportive. Therefore,

starting the lesson with an enthusiastic greeting from the teacher is very important.

- b) Prays together, one of the students led the prayer, before the lesson began.
- c) The teacher also taking the attendance, students raise their hands when the teacher calls out their names to check attendance in class.
- d) Reminding the material last meeting. The teacher always reminded the material last meeting before start the lesson. The teacher reminded again of the previous material, namely "Do you have any pet at home". and students respond to teachers. This also makes students remember more about the subject matter that has been taught. They also have an overview of the subject matter that will be taught next. So that the teacher can explain it easier, and students can understand or understand the material quickly.
- e) Motivates students. The teacher invites students to talk about pets. students still feel embarrassed to speak, and the teacher provokes students to motivate students so that students can be active. It can also increase students' curiosity in learning. In the end, students can take part in learning and express their ideas.
- f) The teacher explains the learning objectives or basic competencies to be achieved. Students listen carefully to the teacher's explanation of learning objectives.

In this case, the opening activity can help the teacher in preparing the learning process properly and optimally. Increase the attention, interest and enthusiasm of students to follow the learning

process that will be carried out. besides that it can help remind students about the subject matter that has been delivered before, making it easier for them to receive lessons that are still related to the previous one. In the process of opening the teacher's activity there were no barriers and the learning process can run smoothly.

## **2) Core Activities**

### **a) Observing**

First, at this meeting we will learn about animals, students will be given text about animals. Next, students read the text about by giving and asking for information related to animal descriptions. Students are taught to recognize generic structure, language features. students pay close attention to the use of adjectives of descriptive text that are clearly visible to students using an LCD projector. Next, students are introduced to vocabulary about behavior/actions/functions. In this observing session, learning was carried out smoothly, without any barriers.

### **b) Questioning**

Furthermore, in questioning session students will ask questions about the material about animals related to use of expressions in everyday life. Although not all of the students can participate in each step. In this process, only a few students asked questions and they were less enthusiastic in

this session, Students still look less brave and afraid to ask, this can happen because they are shy and not confident about what they want to ask. So the teacher provoked them to ask questions, ask about difficult words or language that the students did not understand, and the question is mostly from the teacher not from the students. In this session there were obstacles experienced by the teacher where students were less enthusiastic and active. So the teacher works hard to make students more active and participate in asking questions about what is not understood in the material. as Mr. Adi said during the interview.

*“Kendala yang saya alami saat menerapkan 5M itu saat (questioning) bertanya, karena siswa tidak terlatih berfikir kritis, dan siswa takut untuk bertanya, misalnya dalam proses bertanya guru harus merangsang siswa untuk bertanya. Pertanyaannya kebanyakan dari guru, bukan dari siswa.”*

“The barriers that I experienced when applying the 5M were when questioning session, because students were not trained to think critically, and students were afraid to ask questions, for example in the process of asking questions the teacher had to stimulate students to ask questions. The questions are mostly from the teacher, not from the students.” (Interview, 10 June 2022)

Therefore, the teacher plays a very important role in becoming a facilitator by providing guidance to students to bring up their curiosity in asking questions.

c) Associating

Next in this session, students sort out sentences in the text that are used to describe animal behavior/actions/animal characteristics. After the task is completed, then discuss it directly with the teacher. However, in this learning process the teacher missed 1 activity where in the lesson plan it was written that students were asked to read a short monologue text about the behavior of animal characteristics. Beside that, In this session the learning went smoothly, and there were no barriers in this process.

d) Experimenting

Students describe one of the previously selected animals, it can be pets or animals around students, students come forward to take turns describing the animals they have chosen in front of the teacher. The teacher gives students scores directly for student assessment. However, in this case there were only 3 students who could describe in front of the teacher, because time was running out, at this time the learning hour will end, and they continued on to the next lesson. In this session there were a few barriers where the practice process went well however, due to limited time not all students practiced on the same day, and practice was

continued at the next meeting. Students can prepare to practice describing animals in the next learning process.

e) Communicating

In this session the teacher just provides feedback on students' conceptual understanding of the material being studied briefly, but in the lesson plan the teacher did not mention this activity. It's just that the teacher still gives feedback to his students. The teacher gives a brief analysis of the practices that have been carried out by several students, and provides input so that students can better prepare for students who have not practiced. In this session, the learning process runs smoothly without any barriers.

### 3) Closing Activities

Closing activities involve students in quick discussions about what students actually learned and what it means for them now, teacher engages students in discussions to evaluate what they have learned during the lesson. In the closing activities;

- a) The teacher ask students whether they understand the subjects or not, whether they have any questions or not. students did not ask questions and they answered that they already understood the material about animals.



- b) The teacher and students reflect to today's lesson, Teacher gives feedback to students. students listen carefully to feedback from the teacher
- c) The teacher and students summarize materials learned. The teachers and students together conclude the learning material
- d) The teacher give assignments, the teacher gives assignments to students about multiple choice questions about animals and is collected at the next meeting.
- e) One of the students leads the prayer. the teacher told one of the students to pray before the English lesson ended.
- f) The Teacher says goodbye to students. students answer the teacher's greeting at the end of the meeting.

In the process of closing the teacher's activity there were no barriers, the teacher carried out the learning process according to the lesson plan that was made, and the learning went well.

The 2013 Curriculum is being implemented at SMP Muhammadiyah 5 Surakarta using effective strategies that are in line with its goals. Less theoretical presentation by the teacher allows for greater student participation in the learning process. Less in theory refers to providing brief, understandable theory in addition to practice rather than only practice. The teacher cannot teach all the existing materials, because each material requires several meetings. The teacher only chooses the important material, the teacher tries to teach all the material even though they only give a brief description of each material. In this case,

the teacher must be able to manage the time and learning activities must be adapted to the material used.

The interpretation of the data above shows that the teacher uses a scientific approach, but not all steps run smoothly. Based on the above observations, it can be said that the educational process at SMP Muhammadiyah 5 Surakarta is used in accordance with a scientific approach with the standard scientific method.

### **Finding Collection Result and Conclusion in Teaching Learning Process**

When the researcher observed in the class, the teacher taught material about describing animals. From the explanation above it can be said that there are several obstacles experienced by English teachers during the learning process. To help readers understand the results of observations, the researcher presents an analysis of the observation checklist below

**Table 4. 2 summary of the results teaching learning process**

No.	Aspect	Smoothly	Barriers
1	Opening Activities	√	
	Core Activities		
	a. Observing	√	
	b. Questioning		√
	c. Associating	√	
	d. Experimenting		√
	e. Communicating	√	
	Closing Activities	√	

From the table above it can be concluded that the teacher experienced difficulties in aspects of the teaching and learning

process. In the opening session the teacher did not experience any obstacles, in the introduction the learning went smoothly and in accordance with the lesson plans made. Media and learning resources have also been prepared. Furthermore, in the teacher's learning process, the procedures are: observing, questioning, associating, experimenting, and communicating. In this case the teacher finds barriers in the learning process. The teacher experienced several obstacles in the questioning and experimenting.

As when learning about describing animals, in the learning process the students seemed less active in the learning process, students still seemed less focused on learning, some students were still chatting with their friends. Especially in the questioning session, In the learning process students feel afraid and lack confidence to ask questions and interact in class. If the teacher gives students the opportunity to ask questions about the material, only 1 or 2 students ask questions. The lack of students interest to the material makes students less concentrated during the learning process. In the communicating session, the teacher only provides feedback on students' understanding of the concept of the material being studied briefly.

In addition, there were obstacles in the experimenting session where students when practicing describing animals in front of the teacher were hampered because the lesson time was up, and practice

would be continued at the next meeting. There are only 3 students who come to the front of the class for practice, for other students to prepare again for practice at the next meeting. Furthermore, in the closing session, the teacher and students reflect as an evaluation process about the lessons that have been carried out.

In addition, students' motivation to learn is also lacking, this can be seen from the passiveness of students during the learning process. The condition of students at SMP Muhammadiyah 5 Surakarta varies from smart and ordinary students. For smart students, teachers don't need to guide them much but for ordinary students, teachers need extra work to guide them assuming they have the same level of intelligence. Therefore, the teacher chooses a teaching model that can make students active in class such as conducting join discussions.

Teachers often use learning models using audio and visual, where it really helps students' understanding in learning. Although teachers are free to choose learning materials and resources, they must direct students to think scientifically and critically. Teachers use media such as PPT, videos, flashcards, laptops, LCD and use teaching materials from government books, modules and internet sources. In making modules based on student and teacher books and sources from the internet to make it more concise and easily understood by students.

### c. Teaching Learning Evaluation

Assessment is the process of collecting, analyzing and interpreting information to determine the level of achievement of learning objectives by students. A good grading system is also important to achieve quality learning. In order for evaluation to function properly in accordance with its objectives, it is important to establish evaluation criteria that form the basis for teachers and education practitioners in carrying out evaluation activities. The assessment used in the 2013 curriculum is an authentic assessment that assesses three areas: attitudes, knowledge, and skills that students have and can use in real life. This assessment not only evaluates students' knowledge, but also their abilities, including the learning process, student attitudes, and learning outcomes.

There are many aspects of assessment that must be assessed in the 2013 curriculum assessment, so that it takes time to sort out these aspects which makes learning in one day not all completed. As stated by Mr. Adi during the interview.

*“Saya kesulitan ya mbak dalam hal waktu untuk menilai siswa yang banyak, karena kurikulum 2013 mensyaratkan 4 penilaian walaupun sikap dan sosial itu dari observasi. Tapi untuk penilaian keterampilan dan pengetahuan itu kurang cukup. Contoh di semester 2, ada 3 bab sedangkan waktu untuk mengajar saja kurang, apalagi menguji keterampilan siswa. kalau harus sesuai dengan paternnya ditentukan pemerintah menilai satu persatu dari pengetahuan dan keterampilan itu keberatan mbak ya, karena jumlah materi itu terlalu banyak untuk dihabiskan sedangkan untuk penilaian waktunya kurang”.*

“I find it difficult in terms of time to assess a lot of students, because the 2013 curriculum requires 4 assessments, even though

attitudes and social attitudes are from observation. But for the assessment of skills and knowledge it is not enough. For example, in semester 2, there are 3 chapters while there is less time to teach, let alone test students' skills. If it has to be in accordance with the pattern, the government is determined to assess one by one the knowledge and skills, it is objectionable, because the amount of material is too much to spend while the time assessment is lacking". (Interview, 10 June 2022)

To get the correct and valid scores, the teacher must evaluate each student. Besides that the teacher usually asks about the material such as reflection on the extent of student understanding. This was also explained by Mr Adi in the interview.

*"Kalau evaluasi diakhir sebelum ditutup ya.saya biasanya menanya pada anak-anak semacam refleksi ya."*

"If the evaluation ends before closing. I usually ask students a kind of reflection." (Interview, 10 June 2022)

During the assessment process, the English teacher stated that the use of authentic assessment was a requirement of the 2013 curriculum. It's the same as what the teacher said in the interview.

*"Iya, ini penilaiannya ada 4 ya di autentik kompeten, ada rubrik buat penilaian. Ada penilaian sikap, sosial, pengetahuan dan keterampilan. Ya tetep autentik saya nilai, untuk penilaian keterampilan saya mengambil dari tulisan ada, sepeaking ada. Dan untuk pengetahuan ada tes lisan dan tulis. Biasanya saya ambil dari kontennya, kontennya anak seperti apa dari akurasi mereka berbicara, mereka menulis, kemudian the fluency, biasanya saya mengambil 3 itu.kontennya seberapa banyak mereka biasa menggunakan bahasa Inggris kemudian pilihan diksinya seperti apa? kemudian pakai akurasinya dan influencynya anak-anak menggunakan bahasa baik tuis maupun lisan."*

"Yes, there are 4 assessments, yes, in authentic competent, there is a rubric for assessment. There is an assessment of attitudes, social, knowledge and skills. Yes, I still value it authentically, for the assessment of my skills, I take from writing there is, there is sepeaking. And for knowledge there are oral and written tests. I

usually take it from the content, what kind of content are the children in terms of their accuracy in speaking, they write, then the fluency, I usually take those 3. How much content do they usually use English and what kind of diction do they choose? Then use the accuracy and the influence the children use both written and spoken language.” (Interview, 10 June 2022).

It can be seen from the explanation above that the teacher has used authentic assessment. Although not yet fully used. They only use the Authentic Assessment in a material which proper to use it. The teacher still use assessment like give a quiz for the students. Students are asked to reflect and evaluate their own performance in order to increase a deeper understanding of learning objectives and encourage higher learning abilities. In an authentic assessment, the teacher applies criteria related to the construction of knowledge, scientific studies, and experience gained from outside the school.

### **1) Spiritual attitude**

In the assessment, the teacher has several assessment instruments. The first is attitude assessment, which is an activity to determine the tendency of students' spiritual and social behavior in everyday life, both inside and outside the classroom, as a result of teaching. The teacher uses a journal sheet to assess student attitudes, which contains student names, student behavior records, and follow-up actions. The purpose of attitude assessment is to assess student behavior in the learning process that takes place at school. Attitude assessments have different

characteristics from knowledge and skills assessments, and are therefore used in different ways. Therefore, the attitude assessment focuses on improving student character building behavior in accordance with the 2013 curriculum which is aimed at the success of student character development. This value is based on teacher observations during the learning process at school. Indicators of this evaluation are obedience in worship, prayer before and after activities, honesty, discipline, responsibility, courtesy, concern, and self-confidence. From these aspects it is expected that students have good character, good social behavior and attention in the school environment.

#### **Assessment of learning outcomes**

**Table 4. 3 The Spiritual attitude assessment**

##### **Daily Journal of Seventh Grade**

<i><b>Tgl</b></i>	<i><b>Nama</b></i>	<i><b>Kelas</b></i>	<i><b>Kejadian</b></i>	<i><b>Butir Sikap</b></i>	<i><b>Tindak Lanjut</b></i>

In this assessment process the teacher has no barriers, the teacher assesses students during the learning process, where



this attitude assessment, activities carried out to find out how the character or behavior of students in class or outside the classroom attitude assessment is also the result of education to control or guide the development of attitudes students while studying at school.

## **2) Social Attitude**

In the planning aspect, the teacher only includes aspects of spiritual attitude assessment and does not include social attitudes. This has implications for the implementation so that the integration of character education cannot be carried out optimally. Where the teacher instills the values of attitudes indirectly. Character education instilled by the teacher is indirectly an exemplary teacher which is very important in providing examples of good actions, so that it is expected to be a role model for students to emulate regarding the influence of character education in the classroom showing that the teacher is a key contributing factor to the success of each program character education because teachers apply the curriculum and teachers are also role models for their students

## **3) Knowledge**

The next assessment is knowledge where the teacher uses a written test in the form of multiple choice to ask several questions related to the assessment instrument. Student assessment activities

are used to identify student learning difficulties and improve the learning process. In addition, it checks whether students have mastered the learning and identifies the strengths and weaknesses of students' knowledge acquisition in the learning process (diagnosis). At the meeting about describing these animals, the teacher made this assessment by giving assignments, because the time for the learning process had run out and was discussed at the next meeting.

**a) Assessment of learning outcomes**

The knowledge assessment technique uses a written test with multiple choices. Written test is a test in which questions and answers are presented in writing in the form of multiple choices. The written test instrument was developed by following the following steps: 1) setting the test objectives 2) arrange the grid 3) write questions based on the grid and rules for writing questions, and 4) develop scoring guidelines.

**Table 4. 4 The knowledge assessment**

NO	KOMPETENSI DASAR	MATERI	INDIKATOR SOAL	BENTUK SOAL	NO SOAL
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan	beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta	Disajikan teks teks deskriptif singkat terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda, siswa	pilihan ganda	1-3

	dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya a.	informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana a, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>simple present tense</i> dan <i>preposition</i> ).	dapat mengidentifikasi fungsi sosial, informasi terperinci dan makna kata dalam teks tersebut.		
		<i>simple present tense</i> ( <i>subject – verb agreement</i> )	Disajikan teks transaksional tulis rumpang tentang memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang,	pilihan ganda	4-5

			binatang, benda. siswa dapat mengisi rumpang menjadi teks utuh dan bermakna dengan menggunakan kata kerja yang tepat.		
			Disajikan teks deskriptif rumpang singkat tentang benda, siswa dapat melengkapi dengan preposition yang benar.	pilihan ganda	6-7
		<i>Prepositi on of place</i>	Disajikan sebuah ilustrasi. Siswa memilih pernyataan mengenai <i>preposition</i> yang paling tepat.	pilihan ganda	8
		Teks deskriptif	Disajikan teks deskriptif singkat terkait dengan tingkah laku/ tindakan/	pilihan ganda	9-10

			fungsi orang, binatang, benda, siswa dapat mengidentifikasi fungsi sosial, informasi terperinci dalam teks tersebut.		
		Teks deskriptif singkat	Disajikan teks deskriptif rumpang tentang binatang. Peserta didik mengisi rumpang menjadi teks utuh dan bermakna dengan menjodohkan dengan kata yang tepat.	<i>Matching</i>	5

### Pedoman Penskoran

$$Nilai = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

#### b) Knowledge assessment questions

In carrying out the knowledge assessment, the teacher uses written text in the form of multiple choices with

animal themes. However, in the process of working on the problem there are several obstacles. learning time will run out, and the teacher makes the assignment as homework. Students do the task at home and discuss it in the next meeting. In this case the teacher uses the knowledge assessment to get the student's daily score, because of the limited time the teacher uses homework as a knowledge assessment task.

**A. Choose the best answers for the following questions.**

*The dialogue is for number 1-3*

**Doraemon**

Doraemon is one of the characters in a Japanese animation series created by Fujiko Fujio. Doraemon is a robotic cat. He has small blue body and white hands and feet. He can hear perfectly yet he does not have ears.

Doraemon possesses a large pocket that carries many tools from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese pancake filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?  
 a. Doraemon                      b. Fujiko Fujio                      c. Robotic cats  
 d. Nobita
2. What is the weakness of Doraemon?  
 a. He has a magic pocket  
 b. He gets panic easily  
 c. He is only a robotic cat  
 d. He likes eating *Dorayaki*
3. The following statements are true except ...  
 a. Fujiko Fujio is the creator of Doraemon character.  
 b. Doraemon has many kind of gadgets inside his pocket  
 c. Doraemon is a robotic cat which is made by Nobita  
 d. Doraemon likes eating *dorayaki*

*The dialogue is for number 4-6*

I have a yellow-belly slider turtle as my pet. I name it Teto. He lives in a small pool in my backyard. He (4) ... a green and yellow shell. He has four strong legs with sharp claws. However, he cannot run fast, he only (5) ... slowly in the ground. Teto is an omnivore. He (6) ... vegetables and insects. It is very cute when Teto hides its legs and head inside his shell.

4. a. have  
 b. has  
 c. had  
 d. is having
5. a. jumps  
 b. flies  
 c. sleeps  
 d. walks
6. a. drinks  
 b. eats  
 c. keeps  
 d. feeds

**Figure 4. 8 Questions for knowledge assessment**

#### **4) Skills (psychomotor)**

The last is skills assessment, an assessment that requires a response in the form of skills to take action or behavior in accordance with competency requirements. The actual assessment is done by observing the student's actions. In this case, the teacher assesses the students' speaking and writing skills. The written assessment consists of several components including content, grammar and vocabulary. In this assessment, students directly describe the animal that has been selected in front of the teacher, and the teacher immediately gives a score to the student for assessing student skills, but there are only a few students who have advanced, and students who have not advanced will continue at the next meeting.

##### **a) Assessment of learning outcomes**

Skills assessment is an assessment carried out to determine students' ability to apply knowledge to perform certain tasks in various contexts according to competency achievement indicators. Where this assessment contains several skills that are very good and/or well mastered by students and whose mastery is starting to increase. The written test instrument was developed by following the following steps: 1) setting the test objectives; 2) arrange the



grid; 3) write questions based on the grid and rules for writing questions; and 4) develop scoring guidelines.

**Table 4. 5 Skills assessment**

<b>No.</b>	<b>Kompetensi Dasar</b>	<b>Materi</b>	<b>Indikator</b>	<b>No Soal</b>
4.7	teks deskriptif	Teks deskriptif	Disajikan sebuah contoh	1
4.7.1	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.	lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks	teks deskriptif mengenai publik figur di Indonesia beserta ilustrasi. Peserta didik diminta menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan	

No.	Kompetensi Dasar	Materi	Indikator	No Soal
			sesuai konteks	

No	Aspek Penilaian		Skor				
			1	2	3	4	5
1	Content						
2	Grammar						
3	Vocabulary						

The following is a writing assessment rubric used by Class VII English teachers SMP Muhammadiyah 5 Surakarta. The scoring rubric in the table contains only three indicators, namely grammar content and vocabulary. All three are seen in terms of accuracy and inaccuracy in the use of grammar, vocabulary and content. This component is given a gradation with the lowest score of 1 and the highest score of 5.

#### **b) Skills (psychomotor) assessment questions**

In assessing the skills of the teacher using an oral test in which students describe animals in front of the teacher. The teacher will immediately give scores to students. In the assessment process the teacher experienced problems where

the time needed in this assessment was less, there were only 3 students who advanced to practice, and the assessment process was continued at the next meeting.

The teacher provides input and feedback to students in the practice, and they should be able to prepare for practice which will be continued in the next lesson, because the lesson time is almost up, and the rest of the lesson will be used for closing activities.

**Question Items:**

1. Make a descriptive text about animal around you, choose one of them. *The texts should be in 5-7 sentences*

**Figure 4. 9 Question for skills (pshycomotor) assessment**

### **Finding Collection Result and Conclusion in Teaching Learning Evaluation**

There are many aspects of assessment that must be assessed in the 2013 curriculum assessment, so that it takes time to sort out these aspects which makes learning in one day not all completed. When the teacher start teaching, the teacher immediately assesses each student, and the assessment is also carried out until the end of the lesson, usually the teacher will do a kind of reflection at the end of the lesson, where the teacher will ask about the material that has been discussed.

In the spiritual assessments the teacher conducts a direct assessment during the learning process, in this case the teacher can

give a score during the learning process. The teacher does not experience obstacles in the assessment. The teacher assesses the students' daily lives while at school. In the planning aspect, the teacher only includes aspects of spiritual attitude assessment and does not include social attitudes. This has implications for the implementation so that the integration of character education cannot be carried out optimally.

In knowledge assessment the teacher finds difficulties, where when assessing students' knowledge of the material describing animals, where students will work on multiple choice questions and learning time will run out, the teacher takes the initiative to replace them with homework assignments, where students can work on these assignments and discuss task at the next meeting

In skills assessment, the teacher gives an assignment where students practice about describing animals in front of the teacher, by going forward one by one, it is not enough in one meeting to finish everything. so the teacher takes a long time to do the assessment. Assessment must be carried out simultaneously with the learning process, thus making the teaching and learning process less effective. Time is also a barrier in the evaluation process where the time needed to assess students is felt to be lacking. Teachers must be smarter in managing learning time and looking for learning activities that are in

accordance with the material being studied and maximize the available time.

### **Summary of the Results Teaching Learning Planning, Teaching Learning Process, and Teaching Evaluation**

From the explanation above, it can be said that there are several obstacles experienced by English teachers during the lesson. Starting from teaching learning planning, there are obstacles to learning resources in the selection of materials. in addition to the teaching learning process in the questioning and experimenting sessions. The last one is teaching learning evaluation in the knowledge assessment and skills assessment sessions.

**Table 4. 6 Summary of the results teaching learning planning, teacher learning process, and teaching evaluation**

No	Aspect	Smoothly	Barriers
1	Teaching Learning Planning	Subject Identity	√
		Core competence	√
		Basic competence	√
		The objective of study	√
		The material of study	√
		method of learning	√
		Learning Resources	√
		Learning activity	√
2	Teaching Learning Process	Opening activities	√
		Core activities	√
		a. Observing	√
		b. Questioning	√
		c. Associating	√
		d. Experimenting	√
		e. Communicating	√
		Closing Activities	√
3	Teaching	Spiritual attitude	√

	Learning Evaluation	Social attitude		√
		knowledge Assessment		√
		Skills Assessment		√

In the explanation above it can be concluded that in the implementation of learning the teacher experienced several obstacles in the learning process. Starting from teaching learning planning where in the basic competence the teacher experienced barriers in implementing the assessment attitude, the teacher is required to carry out an attitude assessment, it's just that the English teacher for grade 7 SMP Muhammadiyah 5 Surakarta does it directly and indirectly, in the lesson plans for KI-1 and KI-2, it's just that KD from KI-1 and KI-2 is not included in language lessons English because it is taught indirectly and has an accompanying effect on KD learning on KI-3 and KI-4. Besides that the teachers still lack understanding in adjusting KKO in making competency achievement indicators. Teachers have not been able to use KKO in accordance with the competencies being measured. Besides that, the teacher's understanding of the learning objectives takes into account the ABCD requirements (Audience, Behavior, Condition and Degree) in the learning objectives the teacher did not explain in detail the ABCD in the lesson plan.

Then the teacher has difficulty sorting out essential material that is suitable for the learning process. In terms of media or methods or anything else the teacher can prepare to implement them properly. Based on the results of the study it was found that the difficulties experienced by

teachers in developing thematic lesson plans were that teachers did not understand the concept of lesson plans mandated in the 2013 Curriculum, so that teachers found it difficult to determine indicators and learning objectives; and difficult to determine the essential material.

Furthermore, in the teaching learning process aspect, the teacher experienced several obstacles in the questioning and experimenting sessions. Where it is difficult for the teacher to make students active in class, the teacher first stimulates students so they have the courage to ask questions and be active in class. In the experimenting session the teacher experienced obstacles because the learning time was almost up, where students were practicing for skills assessment, for this the teacher would continue the assessment at the next meeting. In the teaching evaluation aspect, the teacher experienced obstacles in the planning aspect, the teacher only includes aspects of spiritual attitude assessment and does not include social attitudes. This has implications for the implementation so that the integration of character education cannot be carried out optimally. Then in assessment of knowledge and skills where the time in the learning process was running out and the knowledge assessment became homework and skills assessment on the practice of describing animals was continued at the next meeting.

## **B. Discussion**

### **1. Barriers the Teacher in Implementing 2013 Curriculum**

#### **a. Teaching learning planing**

In preparing for learning the teacher carries out the planning stage starting from making lesson plans includes formulating learning objectives, preparing learning materials, learning resources, preparing learning media, planning learning activity scenarios, and planning learning outcome assessments (Mastra, 2019). The 7<sup>th</sup> grade English teacher at SMP Muhammadiyah 5 Surakarta applies the 2013 curriculum in lesson planning. Lesson plan is a plan that specifies the procedures and management of learning to accomplish one or more basic competences set out in the conten standards and describes the syllabus (Mulyasa, 2014).

The need to prepare for teaching is very influential on the learning process. Creating lesson plans can help teachers organize goals, materials, learning activities, and assessments effectively and can help students achieve their learning goals more easily. The teacher has prepared carefully for the planning starting from the materials and media used. Success in implementing the 2013 curriculum is strongly influenced by the teacher, teachers need to be more creative and improvise to make their students more active and creative. The lesson plans are written in full, starting from KI, KD, school identity, learning objectives, introduction, core activities, closing, to materials, media and



methods are also written in it. If there are obstacles in the development of the lesson plans, the teacher can coordinate and evaluate this with the MGMP. The holding of MGMP and workshop to discuss and motivate in order to improve and ability to plan and implement, and evaluate learning programs in order to increase self-confidence as a professional teacher.

In implementing the provisions of the 2013 curriculum, there are several barriers faced by the seventh grade English teacher at SMP Muhammadiyah 5 Surakarta. In the aspect of planning, the teacher experienced problems in making lesson plan. One of the problems causing teacher difficulties in compiling lesson plans is due to the teacher's lack of understanding of the 2013 curriculum, this problem is often encountered by teachers causing teachers to be unmotivated in designing it (Palobo & Tembang, 2019). The teacher is required to carry out an attitude assessment, it's just that the English teacher for grade 7 SMP Muhammadiyah 5 Surakarta does it directly and indirectly, in the lesson plan KI-1 and KI-2 are still included, it's just that KD from KI-1 and KI-2 is not included in the lesson English because it is taught indirectly and has an accompanying effect on KD learning on KI-3 and KI-4. Beseides that the teachers still lack understanding in adjusting KKO in making competency achievement indicators. Teachers have not been able to use KKO in accordance with the competencies being measured. Besides that, the teacher's

understanding of the learning objectives takes into account the ABCD requirements (Audience, Behavior, Condition and Degree) in the learning objectives the teacher did not explain in detail the ABCD in the lesson plan.

The next barriers the amount of material and having to teach using a scientific approach makes it difficult for teachers to manage learning time. English teachers have difficulty in choosing material that suits the needs of students, so that the time used is sufficient to complete the English material. In addition, the use of learning models such as discovery learning makes students take longer. Students must do several activities so that they can find learning materials then analyze them to get ideas, and present them. This is relevant to previous study (Darwisah, 2020), revealing that some of the barriers faced by teachers in implementing the 2013 curriculum were limited time and complicated material.

To expedite the course of the learning process, it is necessary for teachers to make lesson plans, so that the learning process can be well organized. Teachers can work together and discuss with other teachers or workshop in designing and solving problems faced by teachers. It is means that teaching skill can be developed by working with a mentor teacher (Jack C. Richards, 2001). The 2013 curriculum demands how a teacher applies learning models that make students participate actively in learning. The teacher can arrange modules as additional concise

learning resources, and include material relevant to the topics and needs of students in order to meet learning objectives based on the 2013 curriculum.

#### **b. Teaching Learning Process**

In the process of teaching English teachers apply what has been planned in the lesson plans made. In practice, the teacher has prepared what is needed for the learning process. in the learning process contains the theme of describing animals. Followed by opening lesson, core learning and closing (Yulianingsih & Sobandi, 2017) . In implementing the 2013 curriculum, teachers use scientific methods that focus on developing students' character, developing relevant skills and knowledge based on students' interests and needs, and developing a thematic approach that helps students' cognitive capacities. The scientific approach includes five aspects of learning, namely observing, questioning, experimenting, associating, and communicating.

The implementation of Scientific in learning does not only focus on how to develop students' competence in conducting observations or experiments, but how to develop knowledge and thinking skills so that they can support creative activities in creating and innovating (Musfiqon & Nurdyansyah, 2015). The method used by the seventh grade English teacher is discovery learning, the teacher guides students to find out, and not be told. This method is in accordance with the scientific approach because this method accommodates one of the steps

of the scientific approach, namely exploration. In applying learning also requires media that is in accordance with the material being taught, the teacher uses learning media that is in accordance with what is written in the lesson plan, namely using videos and power point slides. Another component is using teaching materials that are in accordance with the characteristics of the 2013 curriculum by using textbooks from government and non-government sources, besides that teachers use modules that they make themselves. In this learning process is expected to increase the values of student development.

Lack of student participation and motivation in the learning process makes teachers work hard to make students active and critical. It is not easy to make students active in class, different intelligences are also one of the things that make teachers teach extra. Especially in applying questioning to 5 M in questioning, the students' lack of confidence makes them afraid to ask questions and are not trained to think critically. So that the English teacher must provide support so that students are able to be active in the classroom. Through joint discussions and presenting them in front of the class, students are more courageous in their opinions. The importance of student activity in learning according to (Mulyasa, 2002), Learning is said to be successful and of good quality if all or at least most of the students are actively involved, both physically, mentally and socially in the learning process.

The teacher can arrange scaffolding from the most dominant

language features that must be taught so that learning remains effective, with the scaffolding students have room to think actively. The teachers who use scaffolding become more of a role as mentors and learning facilitators, rather than being the main source of knowledge. Teachers can also implement class discussions, in addition to increasing student activity, discussions also train students to think critically and also build high self-confidence. Meanwhile, if students do direct practice, students will be required to always be active in asking questions, actively looking for various kinds of references so that the practice can be successful. In addition, teachers can use structured or unstructured assignments given to students so that the material left behind can be resolved. (Kusworo & Hardinto, 2009) stated that the scaffolding learning strategy is designed to overcome students' difficulties in understanding the material according to their abilities so that they can increase students' understanding of the material presented delivered by the teacher.

Learning techniques and media make teachers try to maximize adequate facilities and infrastructure in schools so that students are not bored in learning and are more active in the classroom. availability of facilities and infrastructure such as LCD, books, and internet make the 2013 curriculum work effectively. each media has its own characteristics, so the level of effectiveness is limited in order to achieve the goals to be achieved. Therefore, teachers should be able to

carry out multi-media learning. Teachers use appropriate and varied media. To create enthusiasm for learning in students and allow interaction between students and teachers so that students can learn according to their abilities and interests. A teacher must have a strategy in learning activities. The strategy that is owned is not only to achieve learning objectives or foster student interest in learning. But competent, intelligent and professional teachers have a special way in the classroom. Learning media is a learning resource that can assist teachers in enriching students' insights, with various types of learning media by teachers, they can be used as material in providing knowledge to students (Nurrita, 2018).

### **c. Learning Evaluation**

According to Ministerial Regulation No. 104 of 2014 concerning the assessment of learning outcomes by educators in primary and secondary education explains that the assessment of learning outcomes is a process of collecting information about learning achievements that have been carried out by students in developing attitudes, knowledge, and skills competencies that are carried out systematically during and after the learning process. learning. In conducting an authentic assessment, 2013 curriculum emphasizes the competence of knowledge, skills, and attitudes of students holistically (balanced) (Widystono, 2015). The assessment is carried out according to the activities carried out, the attitude assessment is taken from daily

activities through observation, knowledge assessment, taken from a written test by giving several questions related to the material, and an assessment of competency skills, namely students' writing and speaking skills. There are some traditional assessments that are still used by teachers such as giving quizzes to students. In terms of assessment, the teacher invites students to reflect on learning at the end of the lesson by asking questions to students, where students will be trained to improve their way of thinking and encourage learning abilities.

In addition, they also experienced difficulties in the student assessment process. There are many aspects of assessment make teachers overwhelmed in assessing students in a short time. Lack of time makes the assessment process less effective. especially in skills assessments that take a lot of time, because these assessments require several meetings to complete. This is relevant to (Ruslan, Fauziah, & Alawiyah, 2016) found that the obstacles experienced by teachers in authentic assessment are the many aspects that must be assessed in the 2013 curriculum assessment. In addition, the assessment is carried out simultaneously with the learning process, thus making the teaching and learning process less effective. Authentic assessment of students one by one takes a very long time, because the assessment must be done in a real and objective manner.

In assessing during learning the teacher can choose one of the

students to come forward to present the results of his work, the teacher immediately gives the student a score. The teacher can do a kind of reflection where the teacher asks students questions at random about the material that has been studied and answers these questions orally or writes on the blackboard, so that the teacher knows the students' understanding of the material being studied and gives scores of students who have answered the question. In the aspect of assessment, teachers can conduct attitude assessments with daily observations, knowledge assessments through written and oral tests, and skills assessments through practice.

Meanwhile, teachers must receive sufficient socialization and workshops that must be guided by competent instructors so that teachers become professional teachers. with MGMP as well as a forum that facilitates the gathering of teachers of the same subject to develop work professionalism, improve the abilities and skills of teachers in the process of teaching and learning activities. This can help teachers with problems that occur everyday during the teaching and learning process. Things that need to be considered are training, implementation and mentoring, as well as evaluating the success and failure of learning and digging information from the internet or sources who are more familiar with the 2013 curriculum (Kastawi, Widodo, & ..., 2017).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter the researcher states the conclusion of the research. The research conclusion is presented based on the data which has been analyzed in the previous chapters. In general, the description of the teachers barriers implementation of the 2013 curriculum at SMP Muhammaiya 5 Surakarta is carried out through 3 aspects, namely teaching learning planning, teaching learning processes, and learning evaluation. From all the data analysis about the implementation of the 2013 curriculum by the English teacher of 7<sup>th</sup> grade at SMP Muhammadiyah 5 Surakarta that the 7<sup>th</sup> grade English teacher has made the lesson plan in accordance with the complete 2013 curriculum. Teachers prepare materials and teaching materials that are prepared before learning and use school facilities and infrastructure to support learning.

SMP Muhammadiyah 5 Surakarta has implemented the 2013 curriculum. There are several barriers faced by the 7<sup>th</sup> grade English teacher. In the planning aspect, teachers are still lacking in understanding of the 2013 curriculum, so that the lack of maturity in designing lesson plans, so that it becomes a barrier factor experienced by teachers in implementing the 2013 curriculum. The difficulties experienced by teachers in developing thematic lesson plans are that teachers do not understand the concept of lesson plans mandated in the 2013 curriculum, teachers find it difficult to determine indicators and learning objectives, and it is difficult to determine essential

material.

The limitation of time make the teachers cannot implement the 2013 curriculum perfectly. The material cannot be taught completely and some material is only briefly explained. Time constraints also make the learning process not in accordance with the lesson plan. The condition of students in terms of understanding and passivity of students in class is also the barriers for teachers in implementing the 2013 curriculum. Students can't concentrate on the material and are passive, especially during the questioning process. The students should be motivated in the questioning process because they cannot be active as it is hoped. The teacher uses the discovery learning model in the learning process suggested by the 2013 curriculum. In terms of assessment, the teacher uses authentic assessment to assess students. There are many aspects and the lack of time to assess the authentic assessment are also the barriers to the learning process. teachers have difficulty in assessing students, especially in skill assessments which require a lot of time to assess students one by one.

Teachers can use appropriate learning media and techniques to make students more enthusiastic and active in class. teachers must receive sufficient socialization and workshops that must be guided by competent instructors so that teachers become professional teachers. with MGMP as well as a forum that facilitates the gathering of teachers of the same subject to develop work professionalism, improve the abilities and skills of teachers in the process of teaching and learning activities.

**B. Suggestions**

## 1. For the teacher:

- a. Teachers and all parties involved in implementing the 2013 curriculum at SMP Muhammadiyah 5 Surakarta to continue to carry out regular training in order to improve the quality of education. Real guidance in training is very important to improve teacher competence at SMP Muhammadiyah 5 Surakarta.
- b. English teachers are expected to remain optimistic and enthusiastic in educating students regardless of the curriculum used. Because the 2013 curriculum emphasizes more on student character education.
- c. Teachers can make students enthusiastic about learning English by using interesting learning media.
- d. Motivate students to be active in learning English. Teachers can tell how important English is for their future.
- e. Better at managing time.

## 2. For the institution

- a. The school evaluates the implementation of learning carried out by each teacher in each subject and school
- b. Schools are expected to make training and supervision related to the implementation of the 2013 Curriculum.

3. For the government:

- a. The government should give more workshop and training on the 2013 curriculum, in order to perfect the teachers knowledge about 2013 curriculum.
- b. The assessment should be simplified in order to solve the learning evaluation problems.

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## **APPENDICES**

## Appendix 1

### Observation checklist

Date : 23 May 2022

Interviewer : Elda Candrasari

Teacher : Mr. Adi

Class : Seventh grade

Location : SMP Muhammadiyah 5 Surakarta

Theme: Describing Animals

No	Pertanyaan	Ya	Tidak
1	Guru menyiapkan rencana pelajaran sebelum proses pembelajaran	√	
2	Guru membuka proses pembelajaran dikelas dengan salam dan doa	√	
3	Guru menyampaikan tujuan pembelajaran sesuai dengan kompetensi yang akan dicapai	√	
4	Siswa menyimak penjelasan guru mengenai tujuan pembelajaran dengan baik, bersungguh – sungguh dan memahami tentang tujuan yang akan dipelajari.	√	
5	Guru memberi materi yang diajarkan berdasarkan tujuan pembelajaran	√	
6	Guru menerapkan metode 5 M pada proses pembelajaran	√	
7	Siswa aktif bertanya di kelas		√
8	Guru memberikan evaluasi berupa soal-soal yang berkaitan dengan materi	√	
9	Guru beserta siswa menyimpulkan materi yang telah dipelajari	√	
10	Guru menutup proses pembelajaran	√	
11	Guru menyiapkan media pangajaran dan pembelajaran	√	
12	Guru menggunakan buku yang disediakan oleh pemerintah	√	
13	Guru menggunakan media dari power point, video, LCD atau internet	√	
14	Mengukur keempat aspek dalam kurikulum 2013 (aspek spiritual, sosial, pengetahuan dan keterampilan)	√	

## Appendix 2

### Interview Guidelines (For Teacher)

Date : 10 June 2022

Interviewer : Elda Candrasari

Informan : Mr. Adi

Class : Seventh grade

Location: SMP Muhammadiyah 5 Surakarta

No	Pertanyaan	Jawaban
1	Apakah dalam proses pembelajaran sudah menerapkan kurikulum 2013? Dan apa yang bapak pahami tentang pembelajaran Bahasa Inggris yang diinginkan dalam kurikulum 2013?	kurikulum 2013 ini mulai digunakan di sekolah kita sejak tahun 2016 mbak. Jadi Pembelajaran bahasa Inggris yang diinginkan kurikulum 2013 adalah pembelajaran yang berorientasi antara peserta didik dan pendidik. peserta didik difasilitasi untuk mencari tahu informasi, aspirasi, komunikasi dari level novice, dan peserta didik belajar dari berbagai sumber belajar.”
2	Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?	Ya guru membuat RPP sendiri, tapi kita dapat membuat RPP melibatkan banyak pihak seperti guru mapel atau MGMP sekolah, dan pihak sekolah, pengawas dan disetujui oleh kepala sekolah. RPP disusun sesuai dengan silabus, KD, dan KI nya .
3	Dikurikulum 2013 kan kita disarankan menggunakan scientific approach, apakah bapak sudah menggunakan pendekatan tersebut atau menggunakan metode lainnya?	Ya, saya menggunakan metode itu, kan yang ada 5 M nya yang disarankan sama pemerintah.

4	Dalam proses pembelajaran apakah menggunakan bahasa Inggris/bahasa Indonesia/mix untuk alat komunikasi antara siswa dan guru?	Untuk bahasa kita mixya dengan bahasa Inggris dan bahasa Indonesia supaya anak-anak lebih paham saat pelajaran”
5	Dimasa post pandemi ini metode apa yang bapak gunakan agar tetap efektif dalam pembelajaran?	Kalau metode yang sekarang kita tetap pakai discovery learning ya, kemudian kita tetap ada berkelompok. jadi kami pilih materi yang mana melibatkan anak itu bisa diskusi dan senang. saya ngasih untuk pembelajaran yang menggunakan audio visual, movie, kemudian video-video pembelajaran gitu mbak, dan hal yang paling menarik itu melalui audio visual saya auditori dan visual. Ada gambarnya ada suaranya. karena itu adalah bentuk pembelajaran yang sementara ini paling efektif dan selain itu saya kasih penugasannya. mereka disuruh diskusi dan menyimpulkan..
6	Selain buku guru dan buku siswa, buku apa yang Anda juga jadikan sebagai pegangan dalam pembelajaran?	Ada beberpa buku non pemerintah seperti buku airlangga, selain memperkaya materialnya,kita juga bisa memperkaya assesment.kan ada contoh soal kemudian dalam buku buku non pemerintah itu activitynya ada beberapa yang sedikit berbeda dan mungkin menjadi tambahan untuk dimasukkan dalam activity anak dalam setiap harinya gitu.

7	Media pembelajaran apa yang bapak guru gunakan?	Untuk penyediaan media sudah sesuai dengan pembelajaran bahasa Inggris mulai dari video, PPT, internet, modul dan buku dari sekolahan. kalau saya pakai paling mudah ppt, atau saya pakai video, manfaatnya banyak salah satunya yaitu autentik materials, jadi anak-anak denger langsung suaranya seperti apa, lafalnya seperti apa, digunakannya seperti apa, dan eksperinya seperti apa. Jadi saya pakai PPT dan Video dan buku dari sekolahan.
8	Model evaluasi apa yang sering bapak guru gunakan di setiap pertemuan pelajaran dikelas?	Kalau evaluasi diakhir sebelum ditutup ya. saya biasanya menanya pada anak-anak semacam refleksi ya.
9	Object yang dinilai guru, apakah autentik kompeten?	Iya, ini penilaiannya ada 4 ya di autentik kompeten, nanti ada rubrik buat penilaian. Ada penilaian sikap, sosial, pengetahuan dan keterampilan. Ya tetep autentik saya nilai, untuk penilaian keterampilan saya mengambil dari tulisan ada, speaking ada. Dan untuk pengetahuan ada tes lisan dan tulis. Biasanya saya ambil dari kontennya, kontennya anak seperti apa dari akurasi mereka berbicara, mereka menulis, kemudian the fluency, biasanya saya mengambil 3 itu. kontennya seberapa banyak mereka biasa menggunakan bahasa Inggris kemudian pilihan diksinya seperti apa? kemudian pakai akurasinya dan influencynya anak-anak menggunakan bahasa baik tulis maupun lisan.

10	Dimasa post pandemi seperti sekarang apakah ada pengurangan jam pelajaran pada proses belajar mengajar?	Kalau dulu sempat 1 minggu 2 jam pelajaran, dan kalau sekarang 3 jam pelajaran dalam 1 minggu. Karena disekolahan ini tidak dipungkiri ada beberapa pelajaran yang tidak ada di negeri, kita pelajaran agama itu ada 6, di negeri cuma ada 1. jadi kurang waktunya ya mbak, karena materinya kan banyak, jadi ada 1 materi yang terakhir itu songs, itu tidak diajarkan berdasarkan kesepakatan MGMP". kadang juga saya ada agenda tidak terencana atau ada kegiatan di sekolahan jadi ya kepotong jam belajarnya.
11	Apakah ada kendala untuk menerapkan Scientific Approach?	Kendala yang saya alami saat menerapkan 5M itu saat questioning bertanya, karena siswa tidak terlatih berfikir kritis, dan membuat siswa takut untuk bertanya, misalnya dalam proses bertanya guru harus merangsang siswa untuk bertanya. Pertanyaannya kebanyakan dari guru, bukan dari siswa.
12	Kesulitan apa yang ditemui guru dalam proses evaluasi outentik?	Saya kesulitan ya mbak dalam hal waktu untuk menilai siswa yang banyak, karena kurikulum 2013 mensyaratkan 4 penilaian walaupun sikap dan sosial itu dari observasi. Tapi untuk penilaian keterampilan dan pengetahuan itu kurang cukup. Contoh di semester 2 ada 3 bab sedangkan waktu untuk mengajar saja kurang , apalagi menguji keterampilan siswa. kalau harus sesuai dengan paternnya ditentukan pemerintah menilai satu persatu dari pengetahuan dan keterampilan itu keberatan mbak ya. karena jumlah materi itu terlalu banyak untuk dihabiskan sedangkan untuk penilaian waktunya kurang.

### Appendix 3 Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN ( R P P )

Satuan Pendidikan	: SMP Muhammadiyah 5 Surakarta
Kelas / Semester	: VII/ 2
Mata Pelajaran	: Bahasa Inggris
Topik	: <i>Everything around Us</i>
Alokasi Waktu	: 12 x 40 menit (6 pertemuan)

##### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 sumber lain yang sama dalam sudut pandang/teori.



### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

	KOMPETENSI DASAR		INDIKATOR PENCAPAIAN KOMPETENSI
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Peserta didik dapat memilah kalimat dalam teks terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
		3.7.2	Peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7	Teks Deskriptif	4.7.1	Peserta didik dapat memahami makna kalimat deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial,
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks		

<b>4.7.2</b>	deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda		struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<b>4.7.2</b>	Peserta didik dapat menyajikan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Melalui kegiatan pembelejaran discovery learning siswa dapat menghayati dan mengamalkan ajaran agama islam dalam mempelajari materi tentang membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya serta mampu menangkap makna dan menyusun secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan percaya diri, disiplin dan tanggung jawab.

## **D. Materi Pembelajaran**

### **2. Materi Pembelajaran Reguler**

- **Fungsi sosial**

Mendeskripsikan, mengidentifikasi, mengkritisi tentang tingkah laku/ tindakan/ fungsi orang, binatang, dan benda dari segi sifatnya.

- **Struktur teks**

- *Simple present tense*
- *Generic structure descriptive texts*

- **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait tingkah laku/ tindakan/ fungsi orang, benda, binatang
- Kosakata *be (is, am, are), has/have*
- *Subject + verb agreement*
- Kalimat deklaratif (positive dan negatif) dalam *simple present tense*.
- *Preposition of place (in, behind, on, etc )*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- **Topik**

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

## **E. Pendekatan, Model dan Metode**

- a. Pendekatan : Saintifik
- b. Model : Discovery Learning
- c. Metode : Diskusi, presentasi

## **F. Media/Alat, Bahan dan Sumber Belajar**

### **1. Media :**

- a. Power point
- b. Video : <https://youtu.be/UeOkqTsKAL8>
- c. Modul (Skrip percakapan terkait ungkapan meminta dan memberikan informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda dari buku)

d. Multimedia materials

**2. Alat /Bahan** : LCD Proyektor/ Laptop, sound system

**3. Sumber Belajar**

- a. Kemendikbud. 2016. Bahasa Inggris “*When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif.
- b. Cambridge Press.2008. Cambridge Advance Learner’s Dictionary. Cambridge: Cambridge Press.
- c. Purwono, Adi. 2018. Expert for Grade VII (CALL-based materials).

**G. Kegiatan Pembelajaran**

**PERTEMUAN PERTAMA**

<i>Kegiatan</i>	<i>Uraian Kegiatan</i>	<i>Nilai Karakter</i>
<b>2. Kegiatan Pendahuluan</b> (10 menit)	a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  b. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya: - <i>Do you have any pet at home?</i> c. Guru mengajak peserta didik mendengarkan cerita tentang ‘ <i>macam-macam binatang peliharaan</i> ’ untuk	religius, disiplin

	<p>membangkitkan motivasi belajar siswa.</p> <p>d. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat memilah jenis jenis binatang dan bagian-bagian tubuh binatang.</p>	
<p><b>3. Kegiatan Inti</b> (60 menit)</p>	<p><b>d. Mengamati (Observing)</b></p> <p>h. Peserta didik membaca teks yang mengandung ungkapan meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang.</p> <p>i. Peserta didik mengamati kalimat yang mengandung ungkapan meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang sesuai konteks penggunaannya.</p> <p>j. Peserta didik mengamati sambil mendengarkan sebuah teks mengandung ungkapan meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi nama bagian tubuh binatang</p>	<p>percaya diri, tanggung jawab</p>

	<p>melalui contoh dari guru.</p> <p>k. Peserta didik mengulangi kata-kata penting setelah guru.</p> <p>l. Peserta didik memperhatikan penggunaan <i>adjective</i> untuk membandingkan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p> <p>m. Peserta didik diperkenalkan beberapa kosa-kata untuk tingkah laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <p>n. Peserta didik dimotivasi untuk dapat membandingkan laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <p><b>e. Menanya (Questioning)</b></p> <p>b. Peserta didik menanyakan kosa-kata sukar terkait meminta dan memberi informasi terkait tingkah laku/ tindakan/ fungsi dan anggota tubuh binatang.</p> <p>c. Peserta didik juga menanyakan hal-hal terkait dengan penggunaan ungkapan dalam kehidupan sehari-hari.</p> <p>d. Peserta didik menanyakan tentang kosa-kata lain yang berkaitan dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p>	
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	<p><b>f. Mengasosiasikan (Associating)</b></p> <p>g. Peserta didik memilah kalimat yang digunakan untuk mendeskripsikan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</p> <p>h. Peserta didik diminta membaca teks monolog singkat tentang tngkah laku ciri ciri binatang. (on page 141-142)</p> <p>i. Peserta didik mendiskusikan hasil kerjanya dengan guru.</p> <p><b>j. Experimenting</b></p> <p>Peserta didik mendeskripsikan salah satu binatang yang dipilihnya.</p>	
<p><b>4. Kegiatan Penutup (10 menit)</b></p>	<p>e. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran.</p> <p>–<i>What have we learnt today?</i></p> <p>–<i>What does a turtle look like?</i></p> <p>f. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya.</p> <p>–<i>For the next meeting, we will learn about our daily activity.</i></p> <p>g. Guru memberikan tugas untuk menunjang kegiatan pada</p>	<p>ligius, percaya diri dan tanggung jawab</p>

	<p>pertemuan selanjutnya.</p> <p><i>–Please, study your text book on page 135-138 because you will need it for the next meeting.</i></p> <p>h. Guru mengucapkan salam penutup.</p>	
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## PERTEMUAN KEDUA

Kegiatan	Uraian Kegiatan	Nilai Karakter
<b>1. Kegiatan Pendahuluan</b> (10 menit)	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajak peserta didik menonton potongan film tentang binatang dan menebak nama binatang dalam bahasa Inggris untuk membangkitkan motivasi belajar Bahasa Inggris.</p> <p>c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat meminta dan</p>	religius, disiplin



	memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi orang dan binatang sesuai dengan konteks penggunaannya.	
<b>2. Kegiatan Inti</b> (60 menit)	<ul style="list-style-type: none"> <li>• <b>Mengasosiasikan (Associating)</b> <ul style="list-style-type: none"> <li>a. Peserta didik menonton film berbahasa Inggris berjudul Ferdinand.</li> <li>b. Peserta didik mengamati karakter yang muncul dan menuliskan ciri-ciri dari tiga karakter binatang yang muncul di film.</li> <li>c. Peserta didik mempresentasikan tentang karakter yang sudah dituliskan secara individu.</li> </ul> </li> </ul>	
<b>3. Kegiatan Penutup</b> (10 menit)	<ul style="list-style-type: none"> <li>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran. <ul style="list-style-type: none"> <li>– <i>What have we learnt today?</i></li> <li>– <i>What do you feel about today's activities?</i></li> </ul> </li> <li>b. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya. <ul style="list-style-type: none"> <li>– <i>For the next meeting, we will learn about how to describe people and things around us.</i></li> </ul> </li> <li>c. Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya.</li> </ul>	

	<p>– <i>Please, study your text book on page 135-138 because you will need it for the next meeting.</i></p> <p>d. Guru mengucapkan salam penutup.</p>	
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### PERTEMUAN KETIGA

Kegiatan	Uraian Kegiatan	Nilai Karakter
<p><b>1. Kegiatan Pendahuluan</b> (10 menit)</p>	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajukan pertanyaan untuk membangkitkan minat dan kesadaran siswa tentang materi yang akan dipelajari:</p> <ul style="list-style-type: none"> <li>- <i>What time do you wake up in the morning?</i></li> <li>- <i>What time do you go to school every day?</i></li> </ul> <p>c. Guru memandu siswa menjawab pertanyaan yang sebelumnya dilemparkan.</p>	<p>ligius, disiplin</p>

	<p>d. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat meminta dan memberi informasi terkait dengan tingkah laku/ kebiasaan orang dan konteks penggunaannya.</p>	
<p><b>2. Kegiatan Inti</b> (60 menit)</p>	<ul style="list-style-type: none"> <li>● <b>Mengamati (Observing)</b> <ul style="list-style-type: none"> <li>a. Peserta didik membaca percakapan tentang kegiatan sehari hari dilakukan secara berpasangan. (text book: 135)</li> <li>b. Peserta didik mengamati kalimat yang digunakan dalam kegiatan tersebut.</li> <li>c. Guru memberi contoh cara membuat kalimat meminta dan memberi informasi terkait dengan tingkah laku dan kebiasaan seseorang.</li> </ul> </li> <li>- <i>What time does Ana go to school every day?</i></li> <li>- <i>Ana goes to school at 6.30 every day.</i></li> <li>d. Peserta didik menirukan contoh yang diberikan oleh guru.</li> <li>● <b>Mencari Informasi(Experimenting)</b></li> </ul>	

	<p>Peserta didik secara berkelompok menanyakan kebiasaan teman sekelasnya dengan melakukan kegiatan survei. (text book: 138)</p> <p><b>k. Mempertanyakan (Questioning)</b></p> <p>a. Peserta didik menanyakan kosa-kata sukar terkait meminta dan memberi informasi terkait laku/tindakan kegiatan seseorang.</p> <p>b. Peserta didik juga menanyakan hal-hal terkait dengan penggunaan ungkapan dalam kehidupan sehari-hari.</p> <p>c. Peserta didik menanyakan tentang kosa-kata lain yang berkaitan dengan meminta dan memberi informasi terkait kegiatan/kebiasaan seseorang.</p>	
<p><b>3. Kegiatan Penutup</b> (10 menit)</p>	<p>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran.</p> <ul style="list-style-type: none"> <li>– <i>What have we learnt today?</i></li> <li>– <i>What does Arya do in the morning?</i></li> <li>– <i>What time does Ibnu go to school in the morning?</i></li> </ul> <p>b. Guru memberikan gambaran</p>	

	<p>materi yang akan diberikan untuk pertemuan selanjutnya.</p> <p>c. <i>For the next meeting, we will learn about</i> Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya.</p> <p>– <i>Please, make lists of twenty things around your home and school. You will need it for the next meeting.</i></p> <p>d. Guru mengucapkan salam penutup.</p>	
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#### PERTEMUAN KEEMPAT

Kegiatan	Uraian Kegiatan	Nilai Karakter
<b>1. Kegiatan Pendahuluan</b> (10 menit)	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajukan pertanyaan untuk membangkitkan minat dan kesadaran siswa tentang materi yang akan dipelajari:</p> <p>- <i>What things do you find at home?</i></p> <p>- <i>What do you do in the morning before we go to school?</i></p>	Religius, disiplin

	<p>- <i>Do you remember Ferdinand?</i>  <i>What does a bull look like?</i></p> <p>c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat memahami unsur kebahasaan dalam teks deskriptif (<i>simple present tense</i>) dan preposisi (<i>preposition</i>).</p>	
<p><b>2. Kegiatan Inti</b>  (65 menit)</p>	<p><b>1. Mengamati (Observing)</b></p> <p>a. Peserta didik membaca teks yang mengandung ungkapan meminta dan memberi informasi terkait ciri fisik dan karakter seseorang.</p> <p>b. Peserta didik mengamati sambil mendengarkan sebuah teks mengandung ungkapan meminta dan memberi informasi terkait dengan ciri fisik, tingkah laku/ tindakan dan karakter seseorang.</p> <p>c. melalui contoh dari guru.</p> <p>d. Peserta didik mengulangi kata-kata penting setelah guru.</p> <p>e. Peserta didik memperhatikan penggunaan <i>adjective dan verb</i> untuk membandingkan ciri fisik, tingkah laku/ tindakan dan karakter seseorang.</p> <p>f. Guru memberi pemahaman</p>	

	<p>mengenai struktur teks dan tata bahasa (<i>simple present tense</i>) yang digunakan dalam dialog dan materi yang dipelajari sebelumnya.</p> <ul style="list-style-type: none"> <li>• <b>Mencari Informasi (Experimenting)</b> <ol style="list-style-type: none"> <li>a. Peserta didik mengidentifikasi unsur teks (<i>verbs</i> dan <i>adjective</i>) dalam teks yang disajikan. (Expert task 4)</li> <li>b. Peserta didik diminta mengisi kalimat rumpang dengan pilihan kata kerja yang benar berdasarkan materi <i>subject-verb agreement</i> yang telah dipelajari.</li> <li>c. Peserta didik mendiskusikan hasil kerjanya dengan guru.</li> </ol> </li> <li>m. <b>Mempertanyakan (Questioning)</b> <ol style="list-style-type: none"> <li>a. Peserta didik menanyakan kosa-kata sukar terkait meminta dan memberi informasi terkait ciri fisik, tingkah laku/ tindakan dan karakter seseorang.</li> <li>b. Peserta didik juga menanyakan hal-hal terkait dengan penggunaan ungkapan dalam kehidupan sehari-hari.</li> <li>d. Peserta didik menanyakan tentang kosa-kata lain yang berkaitan dengan tingkah laku/ tindakan/</li> </ol> </li> </ul>	
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	<p>fungsi orang, binatang, benda.</p> <p><b>n. Mengasosiasikan (Associating)</b></p> <p>a. Peserta didik diminta menjawab pertanyaan benar atau salah tentang informasi yang tersaji dalam teks deskripsi pendek. (Expert: Task 10)</p> <p>b. Peserta didik mendiskusikan hasil kerjanya dengan guru</p>	
<p><b>3. Kegiatan Penutup</b> (5 menit)</p>	<p>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran.</p> <p>– <i>What have we learnt today?</i></p> <p>b. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya.</p> <p>– <i>For the next meeting, we will learn about how to describe people and things around us.</i></p> <p>c. Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya.</p> <p>– <i>Please, study your text book on page 135-138 because you will need it for the next meeting.</i></p> <p>d. Guru mengucapkan salam penutup.</p>	



## PERTEMUAN KELIMA

Kegiatan	Uraian Kegiatan	Nilai Karakter
<b>1. Kegiatan Pendahuluan</b> (10 menit)	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajukan pertanyaan untuk membangkitkan minat dan kesadaran siswa tentang materi yang akan dipelajari:</p> <ul style="list-style-type: none"> <li>- <i>What do you think about Mr.Adi?</i></li> <li>- <i>Do you think Mr.Adi is funny?</i></li> <li>- <i>What is Mr. Adi look like?</i></li> </ul> <p>c. Guru memandu siswa menjawab pertanyaan yang sebelumnya dilemparkan.</p> <p>d. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat memahami makna kalimat deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda .</p>	Religius, disiplin

<p><b>2. Kegiatan Inti</b> (60 menit)</p>	<ul style="list-style-type: none"> <li>● <b>Mengamati (Observing)</b> <ul style="list-style-type: none"> <li>a. Peserta didik membaca teks deskriptif pendek mengenai figure populer dalam kehidupan sehari-hari. (Expert Task 1)</li> <li>b. Peserta didik mengamati kalimat yang digunakan dalam kegiatan tersebut.</li> <li>c. Peserta didik menjawab pertanyaan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang.</li> </ul> </li> <li>o. <b>Mempertanyakan (Questioning)</b> <ul style="list-style-type: none"> <li>a. Peserta didik menanyakan kosakata sukar terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis mengenai seseorang.</li> <li>b. Peserta didik juga menanyakan hal-hal terkait dengan penggunaan ungkapan dalam kehidupan sehari-hari.</li> </ul> </li> <li>● <b>Mencari Informasi(Experimenting)</b> <ul style="list-style-type: none"> <li>a. Guru menanggapi pertanyaan peserta didik</li> <li>b. Peserta didik membaca teks</li> </ul> </li> </ul>	
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	<p>deskriptif pendek mengenai figure populer dalam kehidupan sehari-hari. (Expert: Task 8)</p> <p>c. Peserta didik mengamati kalimat yang digunakan dalam kegiatan tersebut</p> <p>d. Guru menjelaskan fungsi social dan struktur teks deskriptif sederhana pada peserta didik.</p> <p><b>Mengasosiasikan (Associating)</b></p> <p>a. Peserta didik diminta untuk mengelompokkan teks yang telah disajikan sebelumnya sesuai dengan struktur teks deskriptif yang telah dipelajari.</p> <p>b. Peserta didik diminta untuk mengurutkan sebuah teks acak menjadi sebuah teks yang bermakna sesuai dengan struktur teks yang benar. (Expert: Task 9)</p>	
<p><b>3. Kegiatan Penutup</b> (10 menit)</p>	<p>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran.</p> <p>– <i>What have we learnt today?</i></p> <p>– <i>What is descriptive text?</i></p> <p>– <i>What are the parts of a descriptive text?</i></p> <p>– <i>What is the function of a</i></p>	

	<p><i>descriptive text?</i></p> <p>b. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya.</p> <p>–<i>For the next meeting, we will learn about our beautiful country and what are inside it.</i></p> <p>c. Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya.</p> <p>–<i>Make descriptions of a popular person and one of your family members as examples below.</i></p> <p>d. Guru mengucapkan salam penutup.</p>	
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### PERTEMUAN KEENAM

Kegiatan	Uraian Kegiatan	Nilai Karakter
<b>1. Kegiatan Pendahuluan</b> (10 menit)	<p>a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>b. Guru mengajukan pertanyaan tentang tugas yang diberikan:</p>	Religius, disiplin

	<ul style="list-style-type: none"> <li>- <i>What does your brother do?</i></li> <li>- <i>What is your brother look like?</i></li> <li>- <i>What is your favourite artist?</i></li> <li>- <i>How is she/he?</i></li> </ul> <p>c. Guru mengajak peserta didik menonton potongan film tentang binatang dan menebak nama binatang dalam bahasa Inggris untuk membangkitkan motivasi belajar Bahasa Inggris.</p> <p>d. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>⇒ Peserta didik dapat meminta dan memberi informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda sesuai dengan konteks penggunaannya.</p>	
<b>2. Kegiatan Inti</b> (60 menit)	Mengamati (Observing) <ul style="list-style-type: none"> <li>a. Peserta didik diminta membaca teks yang mengandung deskripsi tentang letak, ciri dan keadaan Indonesia dengan fokus unsur bahasa <i>preposition</i>.</li> <li>b. Peserta didik diminta membaca teks monolog yang mengandung deskripsi tentang letak, ciri dan keadaan Indonesia.</li> <li>c. Peserta didik mengamati</li> </ul>	

	<p>penggunaan kalimat dalam teks dan unsur kebahasaan yang muncul.</p> <p><b>Mempertanyakan (Questioning)</b></p> <p>Peserta didik menanyakan kosakata sukar terkait dan unsur kebahasaan pada teks yang telah dibaca (<i>preposition</i>).</p> <p><b>Mengasosiasikan (Associating)</b></p> <ol style="list-style-type: none"> <li>Guru memberi pemahaman mengenai unsur teks <i>preposition</i> pada peserta didik Peserta didik membaca teks deskriptif pendek tentang benda yang ada di ruang guru. (Expert Task 8)</li> <li>Peserta didik mengamati kalimat yang digunakan dalam kegiatan tersebut.</li> <li>Peserta didik menjawab pertanyaan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait benda.</li> <li>Peserta didik mengidentifikasi unsur teks (<i>verbs</i> dan <i>preposition</i>) dalam teks yang disajikan.</li> <li>Peserta didik menjawab pertanyaan mengenai letak benda yang</li> </ol>	
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	disajikan dalam materi multimedia.	
<b>3. Kegiatan Penutup</b> (10 menit)	<p>a. Guru bersama-sama peserta didik membuat rangkuman/ simpulan pelajaran.</p> <ul style="list-style-type: none"> <li>- <i>What have we learnt today?</i></li> <li>- <i>What do you feel about today's activities?</i></li> </ul> <p>b. Guru memberikan gambaran materi yang akan diberikan untuk pertemuan selanjutnya.</p> <ul style="list-style-type: none"> <li>- <i>For the next meeting, we will learn about songs. .</i></li> </ul> <p>c. Guru memberikan tugas untuk menunjang kegiatan pada pertemuan selanjutnya.</p> <ul style="list-style-type: none"> <li>- <i>Please, read the next chapter of your book. Find the song on page 179 in the internet and try to sing it.</i></li> </ul> <p>d. Guru mengucapkan salam penutup.</p>	

## H. Penilaian

### 1. Teknik Penilaian

#### a. Sikap: Observasi (Jurnal)

### JURNAL HARIAN

Tgl	Nama	Kelas	Kejadian	Butir Sikap	Tindak Lanjut

b. Pengetahuan : Tes Tulis

### KISI-KISI TES TERTULIS

NO	KOMPETENSI DASAR	MATERI	INDIKATOR SOAL	BENTUK SOAL	NOMOR SOAL
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan	beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana,	Disajikan teks teks deskriptif singkat terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda, siswa dapat mengidentifikas i fungsi sosial, informasi terperinci dan makna kata	pilihan ganda	1-3



	<p>sederhana, sesuai dengan konteks penggunaannya.</p>	<p>sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>simple present tense</i> dan <i>preposition</i>).</p>	<p>dalam teks tersebut.</p>		
		<p><i>simple present tense (subject – verb agreement)</i></p>	<p>Disajikan teks transaksional tulis rumpang tentang memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda. siswa dapat mengisi rumpang menjadi teks utuh dan bermakna</p>	<p>pilihan ganda</p>	<p>4-5</p>

			dengan menggunakan kata kerja yang tepat.		
			Disajikan teks deskriptif rumpang singkat tentang benda, siswa dapat melengkapi dengan preposition yang benar.	pilihan ganda	6-7
		<i>Preposition of place</i>	Disajikan sebuah ilustrasi. Siswa memilih pernyataan mengenai <i>preposition</i> yang paling tepat.	pilihan ganda	8
		Teks deskriptif	Disajikan teks teks deskriptif singkat terkait dengan tingkah laku/ tindakan/	pilihan ganda	9-10

			fungsi orang, binatang, benda, siswa dapat mengidentifikas i fungsi sosial, informasi terperinci dalam teks tersebut.		
		Teks deskriptif singkat	Disajikan teks deskriptif rumpang tentang binatang. Peserta didik mengisi rumpang menjadi teks utuh dan bermakna dengan menjodohkan dengan kata yang tepat.	<i>Matching</i>	5

### Instrumen penilaian

#### A. Choose the best answers for the following questions.

The dialogue is for number 1-3

#### Doraemon

Doraemon is one of the characters in a Japanese animation series created by Fujiko Fujio. Doraemon is a robotic cat. He has small blue body and white hands and feet. He can hear perfectly yet he does not have ears. Doraemon possesses a large pocket that carries many tools from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese pancake filled with red bean paste. This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?
  - a. Doraemon
  - b. Fujiko Fujio
  - c. Robotic cats
  - d. Nobita
2. What is the weakness of Doraemon?
  - a. He has a magic pocket
  - b. He gets panic easily
  - c. He is only a robotic cat
  - d. He likes eating *Dorayaki*
3. The following statements are true except ...
  - a. Fujiko Fujio is the creator of Doraemon character.
  - b. Doraemon has many kind of gadgets inside his pocket
  - c. Doraemon is a robotic cat which is made by Nobita
  - d. Doraemon likes eating *dorayaki*

The dialogue is for number 4-6

I have a yellow-belly slider turtle as my pet. I name it Teto. He lives in a small pool in my backyard. He (4) ... a green and yellow shell. He has four strong legs with sharp claws. However, he cannot run fast, he only (5) ... slowly in the ground. Teto is an omnivore. He (6) ... vegetables and insects. It is very cute when Teto hides its legs and head inside his shell.

- |              |             |              |
|--------------|-------------|--------------|
| 4. a. have   | 5. a. jumps | 6. a. drinks |
| b. has       | b. flies    | b. eats      |
| c. had       | c. sleeps   | c. keeps     |
| d. is having | d. walks    | d. feeds     |

The dialogue is for number 7-8

Rudi gets the first rank in this semester. He has the best mark on Computer subject. His father bought him a new computer. It is the newest model. The colour is black. He places it (7) ... a desk in his bedroom. The CPU is very powerful and fast. It has a crystal clear LCD monitor with a wireless keyboard (8)... it. Rudi is very happy for this present.

7. a. in  
b. on  
c. in front of  
d. behind
8. a. in  
b. on  
c. in front of  
d. behind



*The dialogue is for number 9-10*

### **My Unique Pets**

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

9. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
  - a. because the turtle might infect you with a certain disease
  - b. because it is the location of a turtle's weapon
  - c. because it can cause stress to the turtle
  - d. because it will kill the turtle
10. What is the purpose of the text above?
  - a. To tell the readers that the writer's family is pet lovers
  - b. To describe the writer's turtles to the readers
  - c. To persuade the readers to keep turtles as a pet
  - d. To show the advantages of keeping turtles

**B. Complete the following description using the suitable words in the box below.**



There is an iconic clock in Balapan railway station. It is big and

(1) \_\_\_\_\_ (*shape*).

It is hanging (2) \_\_\_\_\_ the station's wall since late 80's. It is very (4) \_\_\_\_\_. It is made of (3) \_\_\_\_\_. Some parts of the clock are rusted. It has two (5) \_\_\_\_\_ which show hours and minutes.

5) round	b. square	c. old	d. hands
e. under	f. on	g. modern	h. metal

#### Pedoman Penskoran

$$Nilai = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

c. Ketrampilan: 1. Unjuk Kerja (Menulis)

#### KISI –KISI PENILAIAN KETRAMPILAN

No.	Kompetensi Dasar	Materi	Indikator	No Soal
4.7 4.7.1	teks deskriptif  Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks	Disajikan sebuah contoh teks deskriptif mengenai publik figur di Indonesia beserta ilustrasi. Peserta didik diminta menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks	1

**Instrumen Penilaian Praktik : Praktik ‘Writing’ sesuai kondisi yang diberikan.**

**Butir Soal:**

*Make a descriptive text about the character in the “Ferdinand” movie. The*

*texts should be in 5-7 sentences. Write your descriptive text as the following example.*

**Angus**

It is a bull.

It is very funny. (character)

It has two horns.

It has long brown fur.

It has four legs.

It has a long tail.

**Rubrik Penilaian:**

No	Aspek Penilaian	Skor				
		1	2	3	4	5
1	Content					
2	Grammar					
3	Vocabulary					

**Pedoman Penskoran**

$$Nilai = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Mengetahui,

Kepala SMP Muh. 5 Surakarta

Surakarta, 12 Juli 2021

Guru Bahasa Inggris,

**Parwanto, S.Pd.**

NIPm. 512 099 211

**Adi Purwono, S. Pd.**



## Appendix 4

### Picture of Pre- Research to Observation



### Picture of interview process

