

**ENGLISH TEACHER'S RESPONSES TO THE IMPLEMENTATION OF
CURRICULUM 2013 IN SMPN 4 BLORA ACADEMIC YEAR 2022/2023**

THESIS

**Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana***



By:

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FACULTY OF CULTURES AND LANGUAGES
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2023

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Sukoharjo, June 14th 2023

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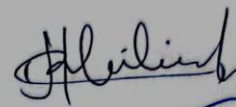
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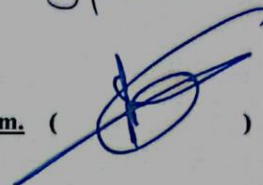
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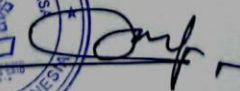
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DEDICATION

This thesis is dedicated to:

1. My precious Mother and Father (Mrs. Sri Untari and Mr. Sugiyarto)
2. My beloved sisters (Mrs. Nisa Ardlian Sugiyarto and Mrs. Yaya)
3. My beloved brothers (Mr. Wisnu Ardlian Sugiyarto and Mr. Aziz Muslim)
4. My thesis advisor (Prof. Dr. H. Giyoto, M.Hum.)
5. My precious friends (ZaNiYa and Blackpindo)
6. Mr. M and Mrs. N who gives the information to this research.
7. My psychiatrist who help me to treat of my mental health.
8. All my lectures of UIN Raden Mas Said Surakarta
9. My campus, UIN Raden Mas Said Surakarta
10. Last but not least I wanna thank me, I wanna thank me for believing in me, I wanna thank me for never quitting, I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me at all time.

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S Al Baqarah : 286)

“Man Jadda wajada”

“Man shobara zhafira”

“Man saara ala darbi washala”

(Trilogi Negeri 5 Menara)

“Only you can change your life. Nobody else can do it for you”

(Researcher)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *English Teacher's Responses to the Implementation of Curriculum 2013 in SMPN 4 Blora Academic Year 2022/2023* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Sukoharjo, June 23th, 2023

Stated by,



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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *English Teacher's Responses to the Implementation of Curriculum 2013 in SMPN 4 Blora Academic Year 2022/2023*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world of revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir Abdullah, S.Ag., M.Pd., as the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty of Raden Mas Said State Islamic University of Surakarta.
3. Ellen Inderasari, S.Pd., M.Pd., as the Head of Language Department of Cultures and Languages Faculty.
4. Wildan Mahir Muttaqin, M.A TESL., as the Coordinator of English Language Education of Cultures and Languages Faculty.
5. Prof. Dr. Drs. H. Giyoto, M.Hum., as the advisor for his guidance, precious advices, motivation for the researcher and help to revise the mistake during the entire process of writing the thesis.

6. All lectures of English Language Education who gives guidance, support, and acknowledge for the researcher.
7. Joko Adi Kuncoro, S.Pd., M.M., as the Head Master of SMPN 4 Blora for allowing the researcher do this research.

The researcher realizes that that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 23rd June, 2023
The researcher

Ihza Unian Ardlian Sugiyarto
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ABSTRACT

Ihza Unian Ardlian Sugiyarto. 2023. *English Teacher's Responses to the Implementation of Curriculum 2013 in SMPN 4 Blora Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

One of the most important parts for successful education is curriculum. Without curriculum, education cannot go well because there is no standard. With curriculum, educators can carry out teaching and learning activities properly so educational goals can be achieved. Teachers and students are the main role in implementation of curriculum, so that their response becomes one of important points to pay attention to, so the curriculum can fulfill its role. The objective of this study was to know English Teacher's responses in SMPN 4 Blora toward the implementation of Curriculum 2013 in learning English.

This research used the qualitative method. The instruments used in this research to gather the data are interview, documentation, observation. The main data was taken from interview and observation. In analyzing the data, the researcher used data reduction, data display, and drawing a conclusion. For the trustworthiness of the data, the researcher used methodological triangulation for checking the information to get the relevant results.

The results show that teacher response to the implementation of the Curriculum 2013 in English studies in SMPN 4 Blora is all positive, but in the process some are not working properly. From all factors such as lesson plans, practice learning, and assessment the teacher response are all positive. But in implementation there are still those that haven't worked properly. This may be due to a teacher's level of understanding that is still lacking in the implementation of the Curriculum 2013 in English learning.

Keywords: Implementation, Responses, Curriculum 2013

CHAPTER I

INTRODUCTION

A. Background of the Study

In planning systematic education, educators and implementation of educational strategies are needed so the government arranged a strategy to implement education through a curriculum. One of the most important parts for successful education is curriculum. Without curriculum, education cannot going well because there is no standard. With curriculum, educators can carry out teaching and learning activities properly so educational goals can be achieved.

Since Indonesia independence day until now, the curriculum has changes 11 times as stated in *Kompas.com* ; *Kurikulum 1947(Rentjana Pelajaran 1947)*, *Kurikulum 1952(Rentjana Pelajaran Terurai 1952)*, *Kurikulum 1964(Rentjana Pendidikan 1964)*, *Kurikulum 1968*, *Kurikulum 1975*, *Kurikulum 1984*, *Kurikulum 1994* and *Kurikulum Suplemen 1999*, *Kurikulum Berbasis Kompetensi 2004 (KBK)*, *Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP)*, *Kurikulum 2013 (K13)*, and *Kurikulum 2021 (Kurikulum Merdeka)*. The aim of changing the curriculum is to improve the quality of education. So the curriculum should include something related to the positive use of technology and information.

One of the update in Curriculum 2013 that teacher administration is more complex than the previous curriculum. As we learned in the implementation of Curriculum 2013 is going back and forth, leaving the school in confusion and pro-cons to the teacher, while the teacher is a vital or important role in the

process of implementation. Therefore teacher must thoroughly understand the Curriculum 2013 so teachers able to apply Curriculum 2013 properly.

Teachers at least have a good response to Curriculum 2013. With good responses the teacher has confidence and positive thoughts about Curriculum 2013, so the teacher believes the learning method that they used is the best method. Student also must have a good response, so the student believes of what they learning. Teachers and students are the main role in implementation of curriculum, so that their response becomes one of important point to pay attention to, so the curriculum can fulfill its role.

The government is targeting the implementation of the Curriculum 2013 to be completed in all schools in Indonesia by July 2020, and 2018 is the final year of Curriculum 2013 training and mentoring. Because of that, the government hopes in academic year 2019/2020 all schools in Indonesia already implement the Curriculum 2013. SMPN 4 Blora is one of the schools that has been implemented the Curriculum 2013. This school was implemented Curriculum 2013 in 2017, and now SMPN 4 Blora has used the Curriculum 2013 for 6 years.

It is true that SMPN 4 Blora used Curriculum 2013 over the last 6 years but in reality it is not like that. As we know that pandemic make everything stop include leaning in school and the result is make students do online learning, and it makes teachers and the school confused. In 3 years of implementation Curriculum 2013 (before corona, 2017 until corona 2020) the government's target for mentoring and training has not been maximal in SMPN 4 Blora. Moreover, as stated in electronic newspaper (*Kompasiana.com*), the

implementation of the Curriculum 2013 has led to many responses from both the teachers and students. Based on that newspaper, we know that even though the Curriculum 2013 has been implemented for long time, there are problems that teacher face.

When the researcher do pre-observation in SMPN 4 Blora, the researcher found that is true teacher have applied the learning model that based on scientific processes like discovery learning, project-based learning, and problem-based learning. That is true this model can helps the learning process more effectively and efficiently, but in application this presents a challenge to the teachers because it was not easy to implement. Teacher must also face a confusing assessment and more complex administration is so difficult for teacher, including English Teacher in SMPN 4 Blora.

Therefore, researcher is interested and curious to observe and analyze further about **ENGLISH TEACHER'S RESPONSES TO THE IMPLEMENTATION OF CURRICULUM 2013 IN SMPN 4 BLORA ACADEMIC YEAR 2022/2023.**

B. Identification of the Problems

Identification of the problem is the most important part of this research process. The area is selected and the topic is limited to a specific sentence statement of the problem, there are the problems that researcher find as follows:

- a) Implementation of Curriculum 2013 is more complex so that sometimes making things difficult to the teacher.

b) There is still controversy (pro and cons) about effectiveness over the implementation of Curriculum 2013.

C. Limitation of the Study

To focused and make discussion accurate, the researcher limited the problem on this research is *English Teacher's Responses to the Implementation of Curriculum 2013 in SMPN 4 Blora*.

D. Formulation of the Problem

Based on the problem limitation above raise a major issue and become the subject of this research that can be formulated into a problem statement which is "how are the English teacher's responses in SMPN 4 Blora toward the implementation of Curriculum 2013 in learning English?"

E. Objectives of the Study

Due to the formulation of the problem that's been explained, the objectives this research is to know English Teacher's responses in SMPN 4 Blora toward the implementation of Curriculum 2013 in learning English.

F. Benefits of the Study

This research were expected to give some results that significance and not only theoretically but also practically to students, school, and English teacher.

1. Theoretical Benefits

The researcher hopes that this research can provide benefits to English teacher to increase knowledge about the Curriculum 2013 and is expected to provide knowledge to researcher about the implementation of the Curriculum 2013 at the education unit level.

2. Practical Benefits

a) For the school

It is hopes to help develop curriculum more perfect and better.

b) For the teacher

Hopes this research provide the English teacher' evaluation and knowledge of the application of the Curriculum 2013.

c) For the researcher

This research hope can be able to answer the problems related to this research title, and it's been rewarding experience.

G. Definition of Key Terms

To avoid some misunderstanding or misinterpreting in the meaning of this research title, the researcher intends to classify the key terms in this research as below:

1. Responses

According to Wijayanti (2015:182) response is the result of stimulation behavior which is the activity of the person involved, regardless of whether or not the stimulus is observable. Chaplin (2004:432) in dictionary said response is a process that arising from stimulation that produce behavior, whether it is clearly visible or invisible.

2. Implementation

Grindle (Mulyadi, 2015:47), said implementation is general process of administrative action that can be studied at certain level program.

3. Curriculum 2013

Crow (Nurmadiyah, 2018:43) said curriculum is a systematic teaching design or a number of subjects that have been devised to complete a program in order to obtain a degree or obtain a diploma.

CHAPTER II

REVIEW ON RELATED THEORIES

A. Theoretical Background

1. Response

a. The Concept of Response

Many experts in language learning have been proposed their concept of response. Chaplin (2004:432) in dictionary said response is a process that arising from stimulation that produces behavior, whether it is clearly visible or invisible. Response according to to Wijayanti (2015:182) response is the result of stimulation behavior which is the activity of the person involved, regardless of whether or not the stimulus is observable. Rafikayuni dkk (2017:3) in their research said that response is a stimulus that occurs and can cause a change in attitude.

Response exists because the subjects are attracting communicant attention. Sarwono Sarlito (1991:49) state that responding to something is strongly influenced by both education and experience. Response can produce two terms of feeling, which are pleasure and hater. Response can also be in the form of criticism or suggestion.

So basically based on the above understanding, response is a person's tendency to give attention to something that is outside of someone due to stimulus that impels someone. This response can also be interpreted as a positive or negative reaction from someone who has received the message.

b. Types of Response

Based on the theory presented by Steven M. Chaffe (as cited Rakhmat, 2004) response divided into 3, described as follow:

1) Cognitive Response

Response that relate to someone's skill, knowledge, and information about something or perception regarding objects of attitude.

2) Affective Response

Someone response to emotions, attitudes and assessments of things and it happened when someone like something.

3) Behavioral Response

Responses that are connected with real or visible behavior; including actions and habits.

c. Factors that Affect Response

In response to stimulus, there are factors that influence a person to respond, those are 'attention'. Response does not just happen if there is no attention. In providing response, there are both external and internal factors that influence response (Rakhmat 2007:52). According to Khairani (2012:52) there are 2 factors that affect response:

1) Internal Factors

Factor that comes in a person, there are:

a) Physiologic

b) Attention

It takes a certain amount of energy to notice an object, so one's attention is different from another and will affect one's perception of an object.

c) Interest (conceptual vigilance)

Person interest to observe any particular types of stimulus.

d) Emotional

Emotional states affect a person's behavior in receiving, reacting, and remembering.

e) Experiences and memories

Experience depends on how far a person will remember past events to discern know wider about stimulation.

2) External Factors

Environments and objects that changing a person's view toward the world around them and influence a person feeling and then accept it. External factors that affecting responses are:

a) Size and placement of stimulus

The larger the relationship between object and the person = the easier the person to understand so it is easy to individuals to observe and make a response.

b) Color

Objects (stimulus) that have more light are easier to understand.

c) Uniqueness and contrast of stimulus

Stimulus whose appearance and background are different will attract more attention.

d) Motion

Individual will respond more to object that give motion than those that are do not move

e) Intensity and strength of stimulus

Stimulus will respond more often when an external object is shown more often than it is seen only once.

It turns out that in reality the response is not only generated from stimulus inflicted by the surrounding circumstances. The stimulus will create a response when the individual is attracted. So the stimulus will result in a response depending on the individual as well. In the other words, stimulus will produce a response when the individual fulfills two factors. From the opinion that has been explained, basically response is due to two factors, both external and internal factors.

d. Indicator of Response

According to Soemanto (2007:28) “Responses that appear get support or obstacles from other response. Response support leads pleasure. In turn, responses that get obstacles will cause feelings of displeasure”. A response indicator can consist of a positive response, usually the action that appears is approaching and liking. Whereas for the negative action response that appear are avoiding, decline, or refusing (Purwanto 1991:94). By this explanation it may be

concluded that response indicators are either happy or positive and unhappy or negative.

e. The Forming Process Stimulus - Responses

This SOR process early comes from theory of psychology which is later became a theory of communication because the object of both is the same, it is human. Stimulus – Organism – Response is relation between a particular stimulus or organism and a particular reaction. On this theory the effect that arises is the reaction of the stimulus received by the stimulus in the form of a word or a picture. The components that includes in this theory are three elements according to Mc Quail:

1) Stimulus (S)

Stimulus may be an image or some random touch. In this research the stimulant is Implementation Curriculum 2013.

2) Organism (O)

The organism here is a living organism that will process that accepted stimulus and then be treated to produce a response. The stimulus that is produced later will be treated in three processes, which is attention, understanding, acceptance. In this research the organism is teacher, English teacher.

3) Response (R)

The response in this research can conclude by indicator of response. It can be positive response or negative response from

the teacher interview. The most recognize that can be observe by researcher from response is attitude.

2. Curriculum 2013

a. The Concept of Curriculum

Curriculum has several interpretations of scholars who different one for another. According to the curriculum, it is viewed as a plan devised to direct the learning of teaching under the guidance and responsibilities of the school or education institution of education with teaching staff (S. Nasution, 1989:5).

Cattington (2010:234) said curriculum is a standard that delineate the content to be aught and learned in science classrooms. According to Hidayat (2013:113), “Orientation Curriculum 2013 is an improvement and balance between competence of attitude, skill, and knowledge”. This also fits UUD number 20 year 2023 as contained in chapter 35, “competence provides the qualifications of graduates that include attitudes, knowledge, and skill according to agreed national standarts.”

Lake and Winterbottom (Cattington, 2010:46), Curriculum is a set of rule that benefits students by providing them with practice in both content and social curriculum through the use of active learning, exploration of interest, and character building.

From some understanding of the curriculum above, the writer draw conclusions that curriculum is a set of plans and settings on the purpose, content, study material, and ways used as guidance

guidelines for the learning activities to achieve a particular educational purpose.

b. The Changing Elements of Curriculum 2013

There are four change elements in Curriculum 2013; *standar kompetensi lulusan, standar proses, standar isi, standar penilaian.*

1) *Standar Kompetensi Kelulusan*

From *Permendikbud No. 20 tahun 2016* about graduate competence standard primary and middle school used as a standard for : standard content, process standards, educational research standard, tools and infrastructure standards, management standard, and financing standard.

Tabel 2. 1 The Changing Elements of *SKL*

Elements	Descriptions			
	Primary School	Junior High School	Senior High School	Vocational High School
Graduate Competence	Improvements of hard skills and soft skills which constitutes and aspect of behavioral competence, skill, and knowledge.			
Subject Position	Competence that originally handed down from subject turned into developed subjects from competence.			
Approach	Competence developed through:			
	Integrated	Subject	Subject	Vocational

	thematic in all subjects			
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(Source: Pengembangan Kurikulum 2013, Kemendikbud:19)

2) *Standar Isi*

According to *Permendikbud no.21 tahun 2016* about standard content elementary and middle school is the standard content consists of core competence and competence levels consistent with certain levels and kinds of education. The core standards include spiritual attitudes, social attitudes, knowledge and skill. The Changing Elements of Standard content according to *Permendikbud:20*

3) *Standar Proses*

In *Permendikbud No. 22 tahun 2016* about process standard elementary and middle school explained that process standard is criteria for practice of learning to achieve graduate competence.

Tabel 2. 2 The Changing of Process Standard

Elements	Descriptions			
	Primary School	Junior High School	Senior High School	Vocational High School
Learning Process	<ul style="list-style-type: none"> • Proses standard complemented with 5M • Learning process is done inside or outside of classroom • Learning resource is not just teacher 			

	Thematic and inclusive	Social Science (<i>IPS</i>) and Natural Science (<i>IPA</i>) taught in an inclusive	There were compulsor y and optional lessons according to talents and interest	Competen ce skill that match industry standards
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(Source: Perkembangan Kurikulum 2013, Kemendikbud:20)

4) *Standar Penilaian*

Permendikbud No. 23 tahun 2016 about the standard educational assessment is criteria on goals, procedures, principles, and assessment of the students which is used as a basis in the assessments of learning results.

Table 2.3 The Changing of Assessment Standard

Elements	Descriptions			
	Primary School	Junior High School	Senior High School	Vocation al High School
Learning Result Assessment	<ul style="list-style-type: none"> • Competition-based assessment • Utilizing the student's <i>porfotolio</i> as the primary value instrument 			

Extracurricular	<ul style="list-style-type: none"> • Scout • UKS • PMR 	<ul style="list-style-type: none"> • Scout • OSIS • UKS 	<ul style="list-style-type: none"> • Scout • OSIS • UKS 	<ul style="list-style-type: none"> • Scout • OSIS • UKS
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(Source: Perkembangan Kurikulum 2013, Kemendikbud:20)

c. Learning In Curriculum 2013

The learning process in Curriculum 2013 used scientific approach. The scientific approach includes 5 learning experiences listed in the following table:

Table 2.4 Learning steps descriptions

Learning Steps	Activities Descriptions	The Form of Learning
Observing (<i>Mengamati</i>)	Observing with senses (reading, listening, looking, watching) with or without tools	Attention in the time of observing an object/reading text, heard an explanation write it, patience, the spent of time (on time) for observing
Questioning (<i>Menanyai</i>)	Create and ask questions, question-and-answer, discussion about information that is not understood, additional information that wants to	The type, quality, and number of questions asked by students

	be known, or as clarification	
Experimenting (<i>Mengumpulkan Informasi / Mencoba</i>)	Trying, discuss, demonstrate, copy form or motion, experiment, read other sources other than text books, collect data from source through <i>angket</i> , interview, developing	The number and quality of the resources studied or used, the completeness of the information, the validity of the gathered information, and the instruments / tools used to collect data
Associating (<i>Menalar / Mengasosiasi</i>)	Process the information already collected, analyze data in the form create a category, and conclude	Develops an interpretation, argument and conclusion regarding the interconnectedness of information from two facts
Communicating (<i>Mengkomuni</i>)	Presents reports in the form of charts, diagrams. Draw up a written report.	Presents the results of observing into writing, graphics,

kasikan)	Presenting a report includes process, results, and conclusions verbally	electronic media, and multimedia
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(Source : *Permendikbud No. 13 Tahun 2014*)

There are several methods that can be used to implementation Curriculum 2013. According to *Permendikbud No.103 Tahun 2014* there are 3 major learning methods. It is hoped that these learning methods can shape social scientific behavior and enhance a person's curiosity. These are the 3 models:

1) Problem Based Learning

Problem Based Learning is a learning method that uses all of the learner's ability individually as well as groups and real environment in order to address the problem correctly (Tan OnnSeng, 2000).

2) Project Based Learning

Project Based Learning is learning method that use real project that exist in daily life. The goal of this learning method is to increase the motivation for learning teamwork skills in achieving the maximum creativity needed in the 21st century (Cole & Wasburn Moses, 2010).

3) Discovery Based Learning

Project Based Learning is understand concepts, meaning and relationships, through intuitive processes to finally arrive at a conclusion (Budiningsih, 2005:43). In the use of this learning

method involves: observing the classification of prediction measurements and identification.

d. Learning Process

In the learning process there must be preparations before teacher teach their students. The following is the learning process sequence in the Curriculum 2013:

1) Planning

Process standard in primary and middle school learning process it was designed in Syllabus and Lesson Plan (*RPP*). Syllabus is a reference in the framing of the study for each subject learned. According to *Permendikbud No.103 Tahun 2014*, Lesson Plan is the learning plan developed in great detail referring to the syllabus, the lesson text book, and the teacher's guide book. Lesson Plan includes:

- a) Identification of subjects, name of school, grade, semester
- b) Time allocation
- c) *KI, KD, Indikator Pencapaian Kompetensi*
- d) Learning materials
- e) Learning activities
- f) Assessment
- g) Media, tools, materials, and learning resources

2) Practice of Learning

Implementation of education is an implementation of Lesson Plan, the activity includes:

a) Introduction

The activities the teacher does when the introduction begins are:

- (1) Prepare the student's psychics and physically students to follow learning process
- (2) Provide learning motivation for the students
- (3) Asked questions that would link yesterday material with material that would be studied
- (4) Explain the purpose of learning to be accomplished
- (5) Provides material coverage and description of activities consistent with syllabus

b) Cores

Cores activities use learning models, learning methods, learning media, and customized learning resources of students and subjects

c) Closing

In the closing activities, teacher and student reflect individually or in groups to evaluate:

- (1) Evaluate the entire learning activity
- (2) Give feedback to the process and results of learning
- (3) Assigning assignments of individuals or groups

(4) Confirming the learning activity plan for the next meeting

e. Process of Assessment and Learning Outcome

The learning process assessments use authentic approach which is used to assess aspect of attitude, aspect of knowledge, and aspect of skill from input, process, to output. This authentic assessment result is then used by teacher to plan learning repair program and improve the learning process.

3. English Teacher

Teacher is a person who teaches to the students and educating students' personalities. The educational process requires teacher as facilitators to teach, educate, edify, direct, and mold character and personality. Furthermore, there is a major requirement for teachers, of having an advantage in existing science and norms. What's more, being a professional teacher should be able to be creative with what's there and innovative with what isn't there.

4. Implementation

There are various opinions by experts who makes definition of implementation. Jones (Mulyadi, 2015:45) "*Those activities direct toward putting a program into effect*". And according to Horn and Meter said implementation is an actions by public and private individuals that are achievement or objectives set forth in prior policy. And wildavsky (Syihida, 2014:8-9) stated implementation could be intended as an activity associated with the completion of a job with the use of tools to

get results. Based on those opinions it may be known that implementation is a process related to policies and programs that an organization or institution will apply to support the plans.

B. Previous Studies

In reviewing the theories related to the study, the researcher used some previous studies as those helped the researcher to understand the foundation that already built in the field. This is to ensure that the gaps in research on the subject are better field, and a more complete picture on the given subject are made available

No	Title	Description	Similarity	Difference
1	THE IMPLEMENTATION OF THE 2013 CURRICULUM AND THE ISSUES OF ENGLISH LANGUAGE INSTRUCTION IN INDONESIA	This research talks about the critique and evaluation of curriculum 2013 in English language teaching in Indonesia. This research studied about the course of	This research talk about curriculum 2013 in English language teaching	This research talks about problems in Indonesian ELT in curriculum 2013.

		Indonesia curriculum from the beginning up to the curriculum 2013 in English language teaching.		
2	ENGLISH TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF 2013 CURRICULUM	This study is departed from the phenomenon of the problems towards the implementation of the 2013 Curriculum (K-13) for English teachers. The	This research talk about curriculum 2013 in English language teaching	This research talks about English teacher perspectives

		<p>study is focused on English teachers' perspectives about the challenges in implementing the Curriculum 2013.</p>		
3	<p>UNDERSTANDING THE 2013 CURRICULUM OF ENGLISH TEACHING THROUGH THE TEACHERS' AND POLICYMAKERS' PERSPECTIVE</p>	<p>This research contains the analysis of the changes from SBC school-based curriculum into 2013 curriculum in ELT in Makassar. This research is not</p>	<p>This research talk about curriculum 2013 in English language teaching</p>	<p>This research talks about English teacher perspectives in the implementation of curriculum 2013 in ELT.</p>

		completed by specific analysis to the process of designing lesson plan, assessment process, and overcoming the challenges in implementati on of curriculum 2013.		
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CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

To investigate the problem, the researcher use Qualitative Research. Kirk and Miller (Moleong, 2016:3) stated calculations, numbers, and 3 qualities are involved in Qualitative Research. Moleong (2016:5) in his book said Qualitative Research is utilize interview for study and understand the attitude, feelings, and responses of both individuals and groups. With all that comprehension, the researcher use qualitative research to obtain information about English Teacher's responses to the implementation of Curriculum 2013 in SMPN 4 Blora.

B. Research Setting

The research was conducted at SMPN 4 Blora. The school is located on Jl. Rembang KM 5 Blora, Jawa Tengah. The school located on the edge of highway. SMPN 4 Blora is a school with accreditation A.

Table 3.1 Infrastructure

No	Nama Prasarana	Keterangan	Panjang	Lebar
1	Gudang		4	20
2	Kamar Mandi/WC Siswa Laki-laki		5	7
3	Kantin		2	7
4	Lab Komp 2		7	9
5	Lab. Komp 1		7	9
6	Ruang 7 E		9	7
7	Ruang 7 A		9	7
8	Ruang 7 B		9	7

9	Ruang 7 D		9	7
10	Ruang 7 F		9	7
11	Ruang 7C		9	7
12	Ruang 8 B		9	7
13	Ruang 8 C		9	7
14	Ruang 8 D		9	7
15	Ruang 8 E		9	7
16	Ruang 8A		9	7
17	Ruang 8F	1	9	7
18	Ruang 9 A		9	7
19	Ruang 9 B		9	7
20	Ruang 9 C		9	7
21	Ruang 9 D		9	7
22	Ruang 9 E		9	7
23	Ruang Bk		7	7
24	Ruang BK		7	7
25	Ruang guru		7	18
26	Ruang Kep Sek		3	7
27	Ruang Koperasi		3	3,5
28	Ruang LAB IPA 1		15	8
29	Ruang Lab IPA 2	Ruang Sementara	15	8
30	Ruang Musola		7	7
31	Ruang Olah Raga		3	7
32	Ruang Osis		3	4
33	Ruang Pelayanan		6	7
34	Ruang Perpustakaan		12	7
35	Ruang Tata Usaha		6	12
36	Ruang UKS		4	6
37	Ruang WC		3	3,5
38	WC Guru Laki-laki	1	3	3,5

39	WC Guru Perempuan	1	2	2
40	wc laki-laki		4	6
41	WC Perempuan		5	7

Table 3.2 Number based on Gender

Laki-laki	Perempuan	Total
283	207	490

Table 3.3 Number of Students Based on Age

Usia	L	P	Total
< 6 tahun	0	0	0
6 - 12 tahun	39	44	83
13 - 15 tahun	225	157	382
16 - 20 tahun	19	6	25
> 20 tahun	0	0	0
Total	283	207	490

Table 3.4 Number of Students Based on Religion

Agama	L	P	Total
Islam	283	203	486
Kristen	0	0	0
Katholik	0	4	4
Hindu	0	0	0
Budha	0	0	0
Konghucu	0	0	0
Lainnya	0	0	0
Total	283	207	490

Table 3.5 Number of Students Based on Education Level

Tingkat Pendidikan	L	P	Total
Tingkat 7	86	76	162
Tingkat 9	90	53	143

Tingkat 8	107	78	185
Total	283	207	490

Table 3.6 Teachers

No	Nama	J K	Tempat Lahir	Status Kepegawaian	Jenis PTK
1	Agus Ryzanto	L	Blora	PNS	Guru Mapel
2	Alif Syaiful Rochman	L	Blora	PNS	Guru Mapel
3	ARIF BAGUS SUSANTO	L	BLORA	Honor Daerah TK.II Kab/Kota	Guru Mapel
4	Dewi Titiek Indriyati	P	Kebumen	PNS	Guru Mapel
5	Didik Supriyono	L	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
6	Diyah Setiyasih	P	Klaten	PNS	Guru Mapel
7	Endi Kurniawati	P	BLORA	PNS	Guru BK
8	Endro Suwarno	L	Blora	PNS	Guru Mapel
9	Hani Noviasari	P	BLORA	Tenaga Honor Sekolah	Tenaga Perpustakaa n
10	Iga Yuniasri Mawarmi	P	BLORA	Honor Daerah TK.II Kab/Kota	Guru Mapel
11	Joko Adi Kuncoro	L	Grobogan	PNS	Kepala Sekolah
12	JUPIRANTO	L	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah

13	Khomisah	P	Banyumas	PNS	Guru Mapel
14	Leny Kristianingsih	P	Blora	PNS	Guru Mapel
15	Madjit	L	Blora	PNS	Guru Mapel
16	Martini	P	Blora	PNS	Guru Mapel
17	Mukhamad Rokhmad	L	Blora	PPPK	Guru Mapel
18	Muntolib	L	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
19	Radiyo	L	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
20	Reny Ike Widyastuti	P	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
21	Rizki Andriana	P	BLORA	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
22	Sapartini	P	Boyolali	PNS	Guru Mapel
23	Siti Asiyah	P	Blora	PNS	Guru Mapel
24	Siti Masriyati	P	Blora	PNS	Guru Mapel
25	Slamet Haryono	L	Jepara	PNS	Guru Mapel
26	Sri Untari	P	Blora	PNS	Guru Mapel
27	SULISTO	L	WONOGIR I	Guru Honor Sekolah	Guru Mapel
28	Sumarsih	P	Blora	Tenaga Honor Sekolah	Tenaga Adminstras i Sekolah
29	Sunarti	P	BLORA	PNS	Guru Mapel
30	Sunarti	P	Blora	PNS	Tenaga Adminstras

					i Sekolah
31	Suradi	L	SRAGEN	PNS	Guru Mapel
32	Taryono	L	Blora	PNS	Guru Mapel
33	TEGAR BAGUS ANDHIKA PUTRA	L	BLORA	Honor Daerah TK.II Kab/Kota	Guru Mapel
34	Uminarsih	P	Blora	PNS	Guru Mapel
35	Winarno	L	Blora	PNS	Guru Mapel
36	Yuriati Asih Rahayu	P	Jakarta	PNS	Guru Mapel

Below is the schedule that researcher make, to shows the time off all the process to make this research. This research was carried in January 2023 until the end.

Table 3. 7 Setting of Time

No	Activities	2013						
		Jan	Feb	March	April	May	June	July
1.	Pre research							
2.	Create Proposal							
3.	Checked in examination of proposal							
4.	Examination of proposal							
5.	Research collecting the data							

6.	Arrange thesis							
7.	Checked in examination of munaqosah							
8.	Examination of munaqosah							

C. Research Subject

Lonfland and Lonfland (1984:47) in Moleong (2016:157) said that the crucial points in qualitative research are action and word, and the others like document just additional data. The subject of this research is English Teacher. There are 40 people which is part of the school. They are 29 teachers, 5 administrations, 2 gardeners, 1 *satpam*, 2 *satpam* for night time, and one head master. The reason why the researcher choose English teacher is because they represented each teacher in SMPN 4 Blora. There are two English teacher, Mrs. N and Mr. M. Mr. M teaches 7D,7E,7F and 8A,8B,8C,8D,8E,8F. For Mrs. N teaches 7A,7B,7C and 9A,9B,9C,9D,9E. The researcher chose total 3 classes as the sample, and do the research total 3 meeting for each teacher.

D. Data and Source of the Data

Data and source of the data in this research are two English teachers in SMPN 4 Blora. They are Mrs. N and Mrs. M. the researcher will take an observation in 3 classes, they are 8D, 8E, 9D. To collect the exact data the researcher use interview.

E. Research Instrument

Research Instruments that the researcher used are interview and observasi. The researcher use unstructured interviews conducted on the subject. The technique is used to obtain more accurate data. To get the data about teacher responses Curriculum 2013, the researcher using interview guides below:

Table 3.8 Interview Guides

Purpose of Research	Factor	Indicator
To know English Teacher's responses to the implementation Curriculum 2013 in SMPN 4 Blora	Teacher administration	Teacher's workbook
	Learning plan	Lesson Plan and Syllabus
	Implementation (Introduction, cores, closing)	Scientific
	The learning model	The learning model
	Learning result assessment	Learning result assessment

In this research, researcher made direct observation of the English learning process to find out the facts in the field. Bellow is the observation guides that researcher used to gain valid data.

Table 3.9 Observation Guide

Purpose of research	Activities/Factors		Indicator
To know English Teacher's responses to the implementation Curriculum 2013 in	introduction		Student and teacher discussions about previous material
	cores	Observing	Students read material to be studied

SMPN 4 Blora			Student observe what teacher or friend demonstrates
	Questioning		Student asking about material things
			Teacher give the opportunity to ask
	Experimenting		Student Gathering information from different sources
			Student practices the material that has been delivered
	Associating		Student analyzing the material that presented by teacher in the form of creating a category
	Communicating		Student presenting result of the study
			Teacher give feedback to the student
End activity		Student and teacher reflecting on the activities that have been carried out, and make a resume	

F. Techniques of Collecting the Data

The needed data that the researcher used is obtained by using data collection techniques. The main step of research is data collection techniques

(Sugiyono, 2016:308). In this research, the researcher using unstructured interview and below is the unstructured interview that the researcher made:

Table 3.10 Unstructured Interview

No.	Indicator	Question
1.	Lesson plan and syllabus	What do you think about Curriculum 2013 lesson plans? Is this lesson plans is difficult for you?
2.	Scientific implementation	What do you think about scientific application that use 5M? How do you think about <i>mengamati</i> (observing) points in saintific?
3.	Learning result assessment	What do you think about the assessment in Curriculum 2013?
4.	Teacher's work book	What do you think of the 4 teacher's work book in the Curriculum 2013? Is it make difficult for you?

Before collecting the data by interview the researcher used observation to make sure that the answer by teacher is match with the reality. The researcher will attend in classroom when the teacher is teaching English and make a footnote to collect the data.

G. Trustworthiness of the Data

Accuracy and authenticity of successfully excavated data, collected, and recorded in research activities must be determined. Therefore, each researcher should be able to select and identify the correct method for the validity of data obtained.

The proof the validity of the data, the researcher used triangulation theory. According to Sugiyono (2008:274) there are three kinds of triangulation techniques. The researcher discuss about those as the follows:

1. Triangulation of the source, which is testing data credibility by examining data obtained from various sources.
2. Triangulation technique, which is checking data on the same source with different technique to test data credibility.
3. Time triangulation, time also affecting data credibility, data collection must be adjusted to the condition of the informant.

In this research, the researcher used Triangulation technique. Analyzing on the same source with different techniques, so that researcher would compare data from interviews on the subject with data of observation, so the researcher can get the exact data.

H. Techniques of Analyzing the Data

The analysis technique use qualitative technique. The researcher uses this technique to produce qualitative data, which cannot be categorized statistically. The final deduction obtained when using qualitative analysis is logic and systematic reasoning. Interactive analysis used by researcher, is an analysis model that requires 3 components. Interactive mode belong to Sugiyono:

1. Data Reduction

By reducing data, the results given will be clearer and easier for researcher to accomplish further data collection. During data collection, reductive data can be summaries or making a memo. The process of data

reduction can begin from before data collection until the research end. According to Sugiyono (2008:247), “look for patterns, short things out, focus on important things. It can be interpreted as data reduction”.

2. Data Display

The data should refer to the formulation of problems that have been formulated into research questions, making the data presented easy to understand and clear. The resulting data may be narrative, or involve a complex of image and matrix. The better data display is a major way for valid qualitative analysis.

3. Conclusion

According to Sugiyono (2008:253) “conclusions are new discoveries that have never been discovered. This discover remain unclear and become clear after research”. Conclusion made by looking at the data analysis and then the researcher describe the result into description and words.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Based on data obtained by researcher, the result will be described in three sections:

1. Lesson plans

R : Bagaimana menurut anda mengenai penerapan K13?

Mr. M : Saya selaku guru Bahasa Inggris ini merasa kurikulum ini bagus, penjabarannya banyak, dalam hal penilaian juga lebih mendetail

R : Bagaimana pendapat anda mengenai RPP K13 dalam pelajaran Bahasa Inggris?

Mr. M : Untuk RPP K13 itu dalam segi administrasinya lebih kompleks ya, mendetail gituloh dan lebih banyak

Mrs. N : iya rpp k13 itu lebih detail jadi lebih njelimet diawal membuat rpp

Mr. M : betul, alhamdulillahnya ada pelatihan dulu waktu itu jadi ya lumayan membantu walau penyesuaiannya lumayan lama

Mrs. N : nahh, sudah seperti itu ada corona lagi hahaha

Mr. M : hahahaha betul

R : hehehe berarti dalam pembuatan RPP k13 ini tidak menyulitkan?

Mrs. N : iya nggak susah mbak, ya karna ada pelatihan dari pemerintah sama ada diklat juga

About learning plans in Curriculum 2013 according to Mr. M and Mrs. N the administration is more complex, but from the learning program in Curriculum 2013 is good. Mrs. N and Mr. N in making

lessons plans does not have any difficulties because socialization from the government is good enough to be able make lessons plans Curriculum 2013. The results of teacher documentation also have been using lesson plans according to Curriculum 2013 format properly.

Lesson plan is the activity plan where the teacher compile all learning activities and anything that needs to be prepared in teaching learning activities, in lesson plans also include purpose of the learning process. It makes lesson plans a very important prepared by the teacher because by having it makes teacher that have lesson plans the learning activities more structured and prepared.

2. Practice of learning

The performance of practice of learning about teacher's response to the process of performing in the classroom divided into:

a) Opening

R : didalam tahapan pembelajaran ada pendahuluan, bagaimana tanggapan anda tentang pendahuluan?

Mrs. N : iya, hampir sama dikurikulum 2006 dan Kurikulum 2013, semua pembelajaran kita menggunakan pendahuluan, jadi untuk pendahuluan pasti kita gunakan dan terapkan dalam setiap pembelajaran, karena itu untuk memulai dalam memberikan pembelajaran kepada siswa.

According to the teacher, all of learning activities used opening before they do the activities of learning, because it is the opening before giving the student about learning material.

The result of the observation, teacher opening the learning activities with discuss about previous learning, checking on the student, giving student motivation to helps students enjoy attending learning activities and explaining the purpose of learning but there is still student's reactions has not met the teacher's expectations.

According to Permendikbud No.26, teacher should make the learner physically and psychologically prepared to do leaning activities, give student motivation and asking question related to daily activities, explain about purpose of the learning. If the teachers take all the steps then the students will be ready to follow the core activities.

b) Core activity

R : menurut anda bagaimana penerapan scientific dalam kurikulum 2013 yang menggunakan 5m?

Mr. M : dengan penerapan saintifik membuat penerapannya menjadi terprogram dan terstruktur saat dilapangan, anak anak juga dapat mengikuti kegiatan secara urut. Dengan adanya penerapan 5m yang runtut penilaiannya insyaallah bisa lebih baik dari pada tidak menggunakan saintifik

Mrs. N : runtutannya jadi jelas dan anak anak juga mau melakukan kegiatannya dengan runtut

Core activities is a activities that used scientific approach, according to English teacher in SMPN 4 Blora implementation of 5M (scientific approach) makes the learning activity more structured,

programed and the learning activities more better than not using scientific approach. English teacher in SMPN 4 Blora said that scientific approach makes students think scientifically or critically and that's why English teacher in SMPN 4 Blora strongly support scientific approach in Curriculum 2013.

Scientific approach divided into 5 with explain:

1) Observing (*Mengamati*)

R : *bagaimana tanggapan anda mengenai poin mengamati dalam saintifik?*

Mrs. N : *oh mengamati ya, setiap pembelajaran siswa diminta untuk membawa buku pedoman atau kita sebut buku siswa ya, itu kita minta siswa untuk membaca mandiri dan mengamati gambar yang ada di buku siswa itu, terus mencoba dan seterusnya. Lebih enak mengikuti 5m, dengan si anak disuruh mengamati hasilnya jadi lain tiap satu anak dengan yang lain.*

For the observing point English teacher in SMPN 4 Blora said each before the learning process begin always make the student to read material in the book individually, with following the scientific approach (5M) latter the result will be better. Therefore English teacher in SMPN 4 Blora said observing in here is good enough because before student asking about the material student will be observing beforehand. Student can observing from student books.

From the observation it can be seen that teacher give the student task to read the material that they will learn but there is still student did not read the book. Moreover teacher will give the example and make the student to observing from book and example from the teacher.

The observing activity is helpful to satisfied student's curiosity. This activities involves observing with your senses. This point also have certain advantages such as actual object so the learners are happy to perform learning activity easily.

2) Questioning (*Menanya*)

R : bagaimana tanggapan mengenai poin menanya dalam saintifik?

Mr. M : setelah siswa mengamati akan muncul pertanyaan – pertanyaan kepada guru atau teman tentang apa yang sudah diamati sebelumnya

R : loh kalau ada siswa yang tidak mengamati, bagaimana cara supaya mereka bertanya?

Mr. M : kalau cara saya biar anak anak bertanya dia kan membaca ya, baca contoh text deskriptif. Saya haruskan baca. Dibuku itu kan tidak dijelaskan dalam buat teks deskriptif itu pakai grammar yang seperti apa, atau kenapa ini pakai awalan a dan kenapa ini awalannya an. Maksud dari buku itu kan memang agar siswa aktif bertanya. Jadi 5 itu pasti berurutan dan semuanya terlaksana.

R : jadi menurut anda untuk di SMPN 4 Blora apakah sudah berjalan maksimal belum poin menanya ini?

Mrs. N : yahh poin ini mrmang nggak semua siswa bertanya ya tapi ada beberapa siswa yang sering bertanya, tiap kelasnya pasti ada yang bertanya.

R : jadi menurut anda apakah poin ini bagus?

Mrs. N : bagus, jadi rasa ingin tahunya bisa diasah dan menjadi lebih berani karakter anak ini, dalam hal positif ya. Kalau anak ini ingin tahu kan berarti merak focus dan tertari terhadap materi yang dijelaskan

The questioning point, English teacher in SMPN 4 Blora said with the student asking about the material then scientific approach will be applied and makes the learning process more better. And then English teacher in SMPN 4 Blora said questioning point is good for the student, so the students have curiosity about learning material, and one of feature of the student's questions means that they are focused and interested in learning material.

From the observation it can be seen that student questioning about the material to the teacher or friends. Teacher also give student opportunity to student ask teacher, although from the observation student majority just asking material to their friends and there is still did not brave enough to ask the teacher.

In questioning activity teacher making an opportunity to the student for asking about what they read. Teacher also have to lead the student to give some question about observing activities.

3) Experimenting (Mencoba)

R : bagaimana tanggapan mengenai poin mengumpulkan informasi atau mencoba dalam saintifik?

Mr. M : untkk poin mengumpulkan informasi itu kita mengarahkan anak setelah mengamati, diskusi dengan teman habis itu kita arahkan untuk mencoba. Setelah itu biasanya anak anak mencoba dan setelah itu sudah tidak ada pertanyaan, tapi tetap dengan pengamatan guru.

Mr. M : kalau ini tergantung, klau kita kemas pembelajaran kita menjadi lebih menarik pasti siswa keseluruhan biasanya berebut kedepan untuk mencoba membuat satu kalimat

R : jadii siswa disini sudah melakukan poin mencoba ini ya pak?

Mr.M : iyaa

In this point, English teacher in SMPN 4 Blora explain after student observing and discuss with their friend teacher lead student to experimenting. If student trying and after get the good explanation from teacher, student will understand with the

material. Teacher in SMPN 4 Blora said that for always get student make a sentence and trying to make a simple sentence.

From the observation student try to make a sentence that previously exemplified by the teacher, but not every student could instantly create a sentence. When the teacher help one student the other student that did not get make a good sentence just waiting or chit chat with friends and make class noisy.

This activity is to make student digging more information from every way, such as teacher or friends. Experimenting activity can be perform by trying, discuss, or demonstration.

4) Associating (*Mengasosiasi* or *Menalar*)

R : bagaimana tanggapan mengenai mengasosiasi dalam saintifik?

Mrs. N : untuk asosiasi dalam pembelajaran ini menurut saya khususnya anak kelas 7 masih kurang mengasosiasi. Jadi poin ini biasanya kurang tersampaikan dalam penyampaian materi.

R : jadi apakah anda setuju dengan poin mengasosiasi ini?

Mrs. N : ya saya setuju, maka dari itu saya berusaha untuk dapat terlaksana dalam pelaksanaannya

English teacher in SMPN 4 Blora said associating activities can not doing well but because associating is one of good learning step to be done, so teacher try hard to make this activities. Moreover English teacher in SMPN 4 Blora said this

activity is good enough to student, because when student associating means there is an evaluation to the sentence that they just made, if the sentence that student make is still not right then teacher must repair or made an another example to student observe again.

From the observation this associating activities done even tough not completely. This association activities involve processing information that has been analyzed.

5) Communicating (*Mengkomunikasikan*)

R : bagaimana tanggapan anda mengenai poin mengomunikasikan dalam saintifik?

Mr. M : mengkomunikasikan ini saya nanti aka mengavuasi yang menjadi kesulitan siswanya, mungkin juga dikomunikasikan dengan teman sebangku tentang hal yang dia kesusahan. Kita sebagai guru nanti mengevaluasi keulitannya dibagian ini. Jadi nanti kedepannya kesulitannya atau hambatannya bisa kita ambil jalan keluarnya kita dapatkan.

R : untuk penerapannya disini sudah berjalan dengan baik belum?

Mr.M : baik, untuk disekolah kita poin mengkomunikasikan sudah kami terapkan dengan baik.

R : jadi menurut anda poin ini memang harus dilakukan dan tidak boleh terlewat oleh siswaatau bagaimana ya?

Mr. M : mengkomunikasikan ini kan wujud dari pemahaman materi tersebut dengan cara mengkomunikasikan dengan baik, bisa bersama teman sebangku atau dengan guru. Jadi ya ini memang harus dan tidak boleh terlewat oleh siswa

In this activity English teacher in SMPN 4 Blora said communicating step is evaluation activity where student make communication about their struggle to the teacher or their friends and the teacher make an evaluation from their struggle so teacher can make the solution. English teacher in SMPN 4 Blora also said that communication is a form from student understanding the material in a way communicating with teacher or friends.

From the observation this activity can be going well the same with the evaluation. From this activity teacher give an opportunity for the student to communicating about what they learn. This activity can be with writing or telling about what they frond from search information activities, association and find the pattern. This result is presenting in front of class and teacher makes an evaluation. Aassociating activity can be form such charts or make a report.

c) Closing

From the observation, the closing activities is doing by teacher by make an evaluation from learning outcome and make student study about next material.

A closing activity in a learning teaching activity is activity in which the teacher concludes the learning process, according to the Permendikbud no. 22 in 2016 what the teacher should do in the closing activity is to evaluate the whole range of learning activities and the outcomes together, give feedback to the process and learning results, perform follow-up activities in the form of assigning both individual and group assignments, and confirm the learning activity plan for the next meeting.

3. Assessment

R : bagaimana menurut anda mengenai penilaian kurikulum 2013?

Mrs. N :penilaian yang dilakukan lebih mendetail dan sedikit membingungkan. Penilaiannya kan ada penilaian sikap, penilaian pengetahuan dan penilaian keterampilan. Penilaian ini kan juga dibantu sama guru BK, yah pada intinya sih emang lebih baik daripada sebelum sebelumnya.

R : jadi ini itu masih menyulitkan ya?

Mrs. N : ya nggak banget tapi masih dilakukan dengan baik dan maksimal demi pendidikan yang lebih baik

Teacher response to curriculum based on implementation of the 2013 assessment in English lesson, the English teacher claims to have applied the assessment well according to curriculum 2013. The teacher stated that

assessment in Curriculum 2013 must assess three things they are *sikap, keterampilan, dan pengetahuan*. English teacher said that assessment in Curriculum 2013 is much with what teacher expected, and Mrs. M said even felt a little bit trouble when using it but now already doing the assessment well.

The assessment of learning on Curriculum 2013 uses an authentic assessment approach and the assessments on secondary education include the *pengetahuan, keterampilan* and *Sikap*. In performing assessments a teacher's learning result should be assessed according to the following steps:

- a) Attitude (*Sikap*)
 - 1) Observing student behavior
 - 2) Writing student behavior
 - 3) Follow up the observation
 - 4) Describe the attitude of the student
- b) Knowledge (*Pengetahuan*)
 - 1) Arrange the assessment plan
 - 2) Doing the assessment
 - 3) Make report using scale assessment
- c) Skill (*keterampilan*)
 - 1) Arrange the assessment plan
 - 2) Doing the assessment
 - 3) Make report using scale assessment

Authentic assessments are used by teachers to plan remedial programs, enrichment, or counseling services. The assessments of learning by teacher aim is to monitor and evaluate the continuing process, learning progress, and improvements of students' learning. To get an accurate assessment results requires the proper use of instruments of tests, observations, assignment of individual or group, and other forms corresponding to competence and development characteristics of students.

B. Discussion

According to data obtained by researchers, discussion of the results will be described in 3 sections. Here's the research results

1. Lessons plans

About the lesson plan, the teacher said had no difficulties during make the composition, even its program more clearly and its format better. From the above view teachers respond well to the lesson plans in curriculum 2013.

2. Practice of learning

About response English teacher in practice of learning in the classroom divided into:

a) Opening

At the opening activities of the research, the teacher always performs the introductory activities even though the performance was not entirely done by the teacher. In can conclude the teacher's response to the opening activity is a good activity seen from the

teacher's statement that considers the opening activity to be an important activity regardless of application.

b) Core activity

From the research, teacher have a positive respon to the implementation of curriculum 2013.

1) Observing (*Mengamati*)

From the research, teachers always assign their students Reading materials consistent with Majid and Rochman (2015: 77) that states "observing activities, widely open and give the opportunities of students to observe through activities: watching, listening, hearing, and reading." According to the teacher, by following the scientific approach, the result will be better. From this statement the teacher responded positively to the activity, as in application the majority of students exercised the observing activities.

2) Questioning (*Menanya*)

Questioning activity according to majid and rochman (2015: 79) "One function of asking is to fullfill taste curious, interested, and learners' attention on a subject or topic of learning." According to the research, students are encouraged to ask questions, so that the *5M* can be properly carried out and lead to better study. From this statement the teacher allocate asking is an important factor in the learning process so it can be argued that teachers have a positive response to questions. From this

statement the teacher responded positively to the activity, as in application the majority of students exercised the observing activities.

3) Experimenting (Mencoba)

Experimenting or gathering information activity according to majid and rochman (2015: 90) "the application of experimental methods or trials is intended to develop different spheres of the purpose of learning that is attitude, skill and knowledge." And from the research where the teacher requires students to practice to make a sentence and give more example until the student can understand and make a sentence by himself, this is show this activity is an important activity to the teacher so that it can be said that the teacher has a positive response to a trial activity, even though the application of the theoretical material has not been carried out to a maximum.

4) Associating (*Mengasosiasi* or *Menalar*)

The association action according to PermendikBud Numbers 81a in 2013, was the process of gathered information limited to both the results of the collecting/experiment and the results of the observing and gathering activities. The processing of information gathered from anything given to teacher to teacher make for solutions from different sources.

The result of these activities is true that not going well but the teacher is trying to act harder to this activity because of an

association as well as an excellent learning phase, of this statement revealed the teacher has a positive response to association activities and the teacher is trying to accomplish this activity, It is true that in this activity is it has not been fully executed.

5) Communicating (*Mengkomunikasikan*)

The communicating activities according to majid and rochman (2015: 92) "at the end activity it is expected that learners may communicate the results of the organized work, either in groups and or individually from the conclusions are made together."

Research has found that this activity aims to know the student's difficulties and to be able to be drawn out of their difficulties. Furthermore, this activity is a student's understanding of matter, it is obvious here that the teacher responding to communicating activity is a positive, although the theoretical application is not working properly.

c) Closing

At the conclusion activities of the teacher's research, the teacher always performs the closing activities even though doing them is not entirely done by the teacher. It can be deduced that the teacher responding to the introductory activity is a good activity from the teacher's statement that considers the introductory activity to be an

essential activity for the continuation of the teaching learning activity regardless of its moderate application.

3. Assessment

According to PermendikBud number 23 in 2007 on the standard for educational assessment it is explained that assessment is the process of gathering and processing information to measure the attainment of students. The researcher found that Curriculum 2013 assessment is more complete and in accordance with the teacher's wishes. From this statement the teacher considers curriculum 2013 assessment better than KTSP so that the teacher's response to the 2013 curriculum assessment is positive, but in application the teacher has not used an appropriate assessment with the 2013 format of curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

Based on research results and discussions that teacher response to the implementation of the Curriculum 2013 in English studies in SMPN 4 Blora is all positive, but in the process some are not working properly. From all factors such lessons plans, practice learning, and assessment the teacher response are all positive. But in implementation there are still those that haven't worked properly, such inadequate teaching practices in the practice of a scientific approach. This may be due to a teacher's level of understanding that is still lacking in the implementation of the Curriculum 2013 in English learning.

B. **Suggestions**

After conducting the study and finding the result, the researcher would like to propose some suggestions that can be taken as a consideration as for the teacher it is expected to be better acquainted with the use of the curriculum that they use and for the Government including Education Minister to pay more attention to the teacher's response so as to know how teachers carry out the curriculum.

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APPENDICES

Footnote**Transcript interview**

The researcher : R

Teacher 1 : Mrs.M

Teacher 2 : Mr. N

R : Bagaimana menurut anda mengenai penerapan K13?

Mr. N : Saya selaku guru Bahasa Inggris ini merasa kurikulum ini bagus, penjabarannya banyak, dalam hal penilaian juga lebih mendetail

R : Bagaimana pendapat anda mengenai RPP K13 dalam pelajaran Bahasa Inggris?

Mr. N : Untuk RPP K13 itu dalam segi administrasinya lebih kompleks ya, mendetail gituloh dan lebih banyak

Mrs. N : iya rpp k13 itu lebih detail jadi lebih njelimet diawal membuat rpp

Mr. M : betul, alhamdulillahnya ada pelatihan dulu waktu itu jadi ya lumayan membantu walau penyesuaiannya lumayan lama

Mrs. N : nahh, sudah seperti itu ada corona lagi hahaha

Mr. M : hahahaha betul

R : hehehe berarti dalam pembuatan RPP k13 ini tidak menyulitkan?

Mrs. N : iya nggak susah mbak, ya karna ada pelatihan dari pemerintah sama ada diklat juga

R : menurut anda bagaimana penerapan scientific dalam kurikulum 2013 yang menggunakan 5m?

Mr. M : dengan penerapan saintifik membuat penerapannya menjadi terprogram dan terstruktur saat dilapangan, anak anak juga dapat mengikuti kegiatan secara urut. Dengan adanya penerapan 5m yang runtut penilaiannya insyaallah bisa lebih baik dari pada tidak menggunakan saintifik

Mrs. N : runtutannya jadi jelas dan anak anak juga mau melakukan kegiatannya dengan runtut

R : didalam tahapan pembelajaran ada pendahuluan, bagaimana tanggapan anda tentang pendahuluan?

Mrs. N : iya, hampir sama dikurikulum 2006 dan Kurikulum 2013, semua pembelajaran kita menggunakan pendahuluan, jadi untuk pendahuluan pasti kita gunakan dan terapkan dalam setiap pembelajaran, karena itu untuk memulai dalam memberikan pembelajaran kepada siswa.

R : bagaimana tanggapan anda mengenai poin mengamati dalam saintifik?

Mrs. N : oh mengamati ya, setiap pembelajaran siswa diminta untuk membawa buku pedoman atau kita sebut buku siswa ya, itu kita minta siswa untuk membaca mandiri dan mengamati gambar yang ada di buku siswa itu, terus mencoba dan seterusnya. Lebih enak mengikuti 5m, dengan si anak disuruh mengamati hasilnya jadi lain tiap satu anak dengan yang lain.

- R : bagaimana tanggapan mengenai poin menanya dalam saintifik?
- Mr. M : setelah siswa mengamati kan akan muncul pertanyaan – pertanyaan kepada guru atau teman tentang apa yang sudah diamati sebelumnya
- R : loh kalau ada siswa yang tidak mengamati, bagaimana cara supaya mereka bertanya?
- Mr. M : kalau cara saya biar anak anak bertanya dia kan membaca ya, baca contoh text deskriptif. Saya haruskan baca. Dibuku itu kan tidak dijelaskan dalam buat teks deskriptif itu pakai grammar yang seperti apa, atau kenapa ini pakai awalan a dan kenapa ini awalnya an. Maksud dari buku itu kan memang agar siswa aktif bertanya. Jadi 5 itu pasti berurutan dan semuanya terlaksana.
- R : jadi menurut anda untuk di SMPN 4 Blora apakah sudah berjalan maksimal belum poin menanya ini?
- Mrs. N : yahh poin ini memang nggak semua siswa bertanya ya tapi ada beberapa siswa yang sering bertanya, tiap kelasnya pasti ada yang bertanya.
- R : jadi menurut anda apakah poin ini bagus?
- Mrs. N : bagus, jadi rasa ingin tahunya bisa diasah dan menjadi lebih berani karakter anak ini, dalam hal positif ya. Kalau anak ini ingin tahu kan berarti mereka fokus dan tertarik terhadap materi yang dijelaskan
- R : bagaimana tanggapan mengenai poin mengumpulkan informasi atau mencoba dalam saintifik?

- Mr. M : untuk poin mengumpulkan informasi itu kita mengarahkan anak setelah mengamati, diskusi dengan teman habis itu kita arahkan untuk mencoba. Setelah itu biasanya anak-anak mencoba dan setelah itu sudah tidak ada pertanyaan, tapi tetap dengan pengamatan guru.
- Mr. M : kalau ini tergantung, kalau kita kemas pembelajaran kita menjadi lebih menarik pasti siswa keseluruhan biasanya berebut kedepan untuk mencoba membuat satu kalimat
- R : jadinya siswa disini sudah melakukan poin mencoba ini ya pak?
- Mr. M : iyaa
- R : bagaimana tanggapan mengenai mengasosiasi dalam saintifik?
- Mrs. N : untuk asosiasi dalam pembelajaran ini menurut saya khususnya anak kelas 7 masih kurang mengasosiasi. Jadi poin ini biasanya kurang tersampaikan dalam penyampaian materi.
- R : jadi apakah anda setuju dengan poin mengasosiasi ini?
- Mrs. N : ya saya setuju, maka dari itu saya berusaha untuk dapat terlaksana dalam pelaksanaannya
- R : bagaimana tanggapan anda mengenai poin mengomunikasikan dalam saintifik?
- Mr. M : mengkomunikasikan ini saya nanti akan mengawasi yang menjadi kesulitan siswanya, mungkin juga dikomunikasikan dengan teman sebangkunya tentang hal yang dia kesusahkan. Kita sebagai guru nanti mengevaluasi keulitannya dibagian ini. Jadi nanti kedepannya

kesulitannya atau hambatannya bisa kita ambil jalan keluarnya kita dapatkan.

R : untuk penerapannya disini sudah berjalan dengan baik belum?

Mr.M : baik, untuk disekolah kita poin mengkomunikasikan sudah kami terapkan dengan baik.

R : jadi menurut anda poin ini memang harus dilakukan dan tidak boleh terlewat oleh siswa atau bagaimana ya?

Mr. M : mengkomunikasikan ini kan wujud dari pemahaman materi tersebut dengan cara mengkomunikasikan dengan baik, bisa bersama teman sebangku atau dengan guru. Jadi ya ini memang harus dan tidak boleh terlewat oleh siswa

R : apakah ada kesulitan dalam menerapkan saintifik?

Mrs.N : antara satu dengan yang lain karakter anak pasti berbeda dan kita sebagai guru pasti menginginkan saintifik proses ini dilewati dengan sempurna secara berurutan, tapi kan kita ketemu anak yang aktif banget gk bisa diam memperhatikan dan mengguguteman lainnya tapi dia pintar akademiknya, ada yang akadeiknya nggak pintar dan kurang aktif juga. Itu semua pasti saling berkaitan dan menjadi penghambat guru dan mencari cara bagaimana menerapkan prinsip 5m itu dengan baik. Sarana dan prasarana di sekolah sih Alhamdulillah memadai tapi ya itu dari siswanya

R : bagaimana tanggapan mengenai penerapan metode kurikulum 2013 kedalam pelajaran bahasa inggris seperti discovery learning?

Mr M : karna dalam pembelajaran saya menerapkan discovery learning dan problem based learning ii sangat membantu dan meringankan guru bahkan bermanfaat bagi siswa jadi lebih unggul

R : apakah ada kesulitan dalam peenerapannya saintifik learning ini?

Mr.M:nggak ada

Mrs. N : iya nggak, karna kan sebelumnya sudah disiapkan apa yang akan kita sampaikan ke anak, apa yang mau diajarkan, jadi semua sudah terkonsep dengan jelas

R : bagaimana menurut anda mengenai penilaian kurikulum 2013?

Mrs. N :penilaian yang dilakukan lebih mendetail dan sedikit membingungkan. Penilaiannya kan ada penilaian sikap, penilaian pengetahuan dan penilaian keterampilan. Penilaian ini kan juga dibantu sama guru BK, yah pada intinya sih emang lebih baik daripada sebelum sebelumnya.

R : jadi ini itu masih menyulitkan ya?

Mrs. N : ya nggak banget tapi masih dilakukan dengan baik dan maksimal demi pendidikan yang lebih baik

R : jadi hal yang terasa pada kurikulum 2013 ini adalah administrasi yang lebih banyak dan berbeda dari sebelumnya, rpp, saintifik atau 5m, penilaian dan model pembelajarannya?

Mr.M : memang lebih membingungkan daripada kurikulum sebelumnya dan terlihat mencolok. Model pembelajarannya kan juga berbeda, jadi terpusat pada anak.

Mrs.N : untuk materinya di kurikulum 2013 penyampaiannya menurut kami lebih menarik, patokan buku guru dan siswa lebih baik karena tidak membingungkan.

Footnote

Observation

Topic/Judul : ENGLISH TEACHER'S RESPONSES TO THE IMPLEMENTATION OF CURRICULUM 2013 IN SMPN 4 BLORA ACADEMIC YEAR 2022/2023

Nama peneliti : Ihza Unian A.S

Lokasi : SMPN 4 Blora

Waktu :

Pada hari ini saya melakukan observasi proses pembelajaran di SMP Negeri 4 Blora. Sebelumnya saya sudah meminta izin untuk melakukan observasi partisipasi kepada guru Bahasa Inggris, hari ini ada beberapa kelas yang akan belajar Bahasa Inggris. Cuaca hari ini cukup cerah sehingga di ruangan terasa cukup panas, tetapi terlihat anak-anak tetap semangat mengikuti pelajaran Bahasa Inggris, proses observasi berjalan dengan lancar kelas 8D tersebut observasi terakhir selesai pada jam kedua.

Footnote

Documentation RPP 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KD.3.3 dan KD.4.4, 4.5

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Describing Persons, Animals, Things
Alokasi Waktu	: 2 x 4JP

A. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.4. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang/binatang/benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.5 menangkap makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.

B. INDIKATOR

1. Menunjukkan sikap sungguh-sungguh dalam belajar.
2. Bertanggung jawab, peduli, bekerja sama dan cinta damai dalam belajar makna sifat orang, binatang dan benda.
3. Menjelaskan fungsi sosial dan unsur kebahasaan dalam teks lisan dan tulis
4. Menyusun teks lisan dan tulis tentang orang, binatang, dan benda

C. TUJUAN PEMBELAJARAN:

Siswa mampu menjelaskan fungsi sosial dan menggunakan unsur kebahasaan dalam teks lisan dan tulis untuk menyusun teks lisan dan tulis tentang sifat orang, binatang, dan benda

D. MATERI PEMBELAJARAN

Struktur text

- (1) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (2) Penyebutan sifat orang, binatang, benda dan bagiannya, dan
- (3) Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 6 (tiga) kalimat.

Unsur kebahasaan

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we, dst; our, my, your, their, dst*.
- (3) Kata sifat yang relevan dan lazim, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan semacamnya.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.
- (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Melanjutkan yang telah dilakukan di Kelas VII, dengan mendeskripsikan yang belum dideskripsikan, atau sudah dideskripsikan tetapi dalam versi yang lebih panjang..

E. METODE PEMBELAJARAN:

Scientific Learning

F. LANGKAH-LANGKAH PEMBELAJARAN

1. PENDAHULUAN

- a. Mengucapkan salam dan berdoa.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran.

2. INTI

a. Mengamati

Siswa	Guru
<ul style="list-style-type: none"> • Siswa mendengarkan/ membaca berbagai teks deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana • Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda 	<ul style="list-style-type: none"> • memperdengarkan/meminta siswa membaca berbagai teks deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana • Membimbing Siswa untuk mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda • memberikan model teks untuk menyatakan dan menanyakan

<ul style="list-style-type: none"> • Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda • siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>sifat orang, binatang, dan benda</p> <ul style="list-style-type: none"> • Memberi bimbingan dan arahan , untuk mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).
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b. Mempertanyakan

Siswa	Guru
<ul style="list-style-type: none"> • mempertanyakan antara lain perbedaan antar berbagai ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. 	<ul style="list-style-type: none"> • Membimbing dan mengarahkan siswa dalam mempertanyakan antara lain perbedaan antar berbagai ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam

	bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
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c. Mengeksplorasi

Siswa	Guru
<p>menyusun teks deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>Membimbing siswa dalam menyusun teks deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>

d. Mengasosiasikan

Siswa	Guru
<ul style="list-style-type: none"> • membandingkan ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana yang telah dipelajari dengan yang ada di berbagai sumber lain. • membandingkan antar 	<ul style="list-style-type: none"> • Meminta siswa untuk membandingkan ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana yang telah dipelajari dengan yang ada di berbagai sumber lain.

<p>ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana dalam bahasa Inggris dan dalam bahasa siswa.</p>	<ul style="list-style-type: none"> • Meminta siswa membandingkan antar ungkapan deskriptif lisan dan tulis tentang orang/binatang/benda sangat pendek dan sederhana dalam bahasa Inggris dan dalam bahasa siswa.
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e. Mengkomunikasikan

Siswa	Guru
<ul style="list-style-type: none"> • menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. • menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> • Meminta siswa dalam menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. • Meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).

3. PENUTUP

- a. Guru dan siswa membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- e. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. MEDIA PEMBELAJARAN:

LCD, Papan Tulis

H. SUMBER BELAJAR

Buku Paket Siswa When English Rings the Bell

I. PENILAIAN HASIL PEMBELAJARAN

1. KINERJA (praktik)

Mendiskripsikan secara lisan sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan ucapan yang tepat.

Mendiskripsikan secara tulis sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan benar.

2. Observasi:

Penilaian untuk tujuan memberi balikan. Sasaran penilaian

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi

Rubrik

- a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor

1.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli 4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
5.	Cinta damai	5: selalu cinta damai 4: sering cinta damai 3: kadang-kadang cinta damai 2: jarang cinta damai 1: tidak pernah cinta damai	

b. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Penguapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	

4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1. = tidak memahami	
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c. Aspek Ketrampilan Menulis

No.	Aspek Yang dinilai	Kriteria	Perolehan skor
1.	Kesesuaian isi dengan judul	5= 100% isi sesuai dengan Judul 4= 80% isi sesuai dengan Judul 3= 60% isi sesuai dengan Judul 2= 40% isi sesuai dengan Judul 1= 20% isi sesuai dengan Judul	
2.	Struktur text	5= 100% tulisan memiliki struktur yang tepat 4= 80% tulisan memiliki struktur yang tepat 3= 60% tulisan memiliki struktur yang tepat 2= 40% tulisan memiliki struktur yang tepat 1= 20% tulisan memiliki struktur yang tepat	
3.	Pilihan kata	5= 100% pilihan kata tepat 4= 80% pilihan kata tepat 3= 60% pilihan kata tepat 2= 40% pilihan kata tepat 1= 20% pilihan kata tepat	
4.	Keterpaduan kalimat	5= 100% kalimat terpadu dan runtut 4= 80% kalimat terpadu dan runtut 3= 60% kalimat terpadu dan runtut	

		2= 40% kalimat terpadu dan runtut 1= 20% kalimat terpadu dan runtut	
5.	Keterpaduan paragraf	5= 100% paragraf terpadu dan runtut 4= 80% paragraf terpadu dan runtut 3= 60% paragraf terpadu dan runtut 2= 40% paragraf terpadu dan runtut 1= 20% paragraf terpadu dan runtut	
6.	Penulisan kosa kata	5= 100% penulisan kata tepat 4= 80% penulisan kata tepat 3= 60% penulisan kata tepat 2= 40% penulisan kata tepat 1= 20% penulisan kata tepat	
7.	Ketepatan tata bahasa	5= 100% penggunaan tata bahasa tepat 4= 80% penggunaan tata bahasa tepat 3= 60% penggunaan tata bahasa tepat 2= 40% penggunaan tata bahasa tepat 1= 20% penggunaan tata bahasa tepat	
8.	Originalitas penulisan	5= 100% tulisan hasil pemikiran sendiri 4= 80% tulisan hasil pemikiran sendiri 3= 60% tulisan hasil pemikiran sendiri 2= 40% tulisan hasil pemikiran sendiri 1= 20% tulisan hasil pemikiran sendiri	
4.	Kerapian tulisan	5= rapi dan terbaca 3= kurang rapi dan kurang terbaca	

i. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

Blora ,juli , 2022

Mengetahui

Kepala SMP Negeri 4 Blora

Guru Mapel Bahasa Inggris,

JOKO ADI KUNCORO ,SP.d.MM

NIP. 19630728 198501 1001

MADJIT , SP.d

NIP. 19641003 200003 1001

Descriptive

Text descriptive merupakan teks yg menjelaskan ttg orang , tempat , atau benda tertentu .

Struktur teks descriptive ;

1. Identification ; dalam bagian ini , kita mengidentifikasi orang ,tempat atau benda tertentu yg akan didiskripsikan
2. Decription : bagian ini menjelaskan secara rinci ttg orang , tempat atau benda tertentu.

Ciri—ciri kebahasaan teks tersebut

1. Menjelaskan sesuatu yg tertentu/ yg khusus.
2. Umumnya menggunakan simple present Tense
3. Menggunakan kata kerja attribut seperti have , work , is ,am , are .

Footnote

Documentation RPP 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) 1**

Satuan Pendidikan : SMP Negeri 4 Blora
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX / Genap
Chapter IX : What is it
Materi Pokok : Pokok Teks Ilmiah Faktual (*information report*),
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 8 Pertemuan x 16 Jam Pelajaran @40 Menit

A. Tujuan Pembelajaran

We will learn

- *to obtain and share information about things, animals, natural phenomena, dan social phenomena, in order to get the general knowledge about them.*

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembaran kerja (siswa), Lembar penilaian
Alat/Bahan : Laptop dan infocus
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas 9, Kemendikbud Tahun 2016

C. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Orientasi	<p>Penguatan Pendidikan Karakter</p> <p>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin</p>
Apersepsi	Mengaitkan materi/ <i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ <i>tema/kegiatan</i> sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema// projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	<ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	<p>Literasi</p> <p>❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)</p> <p>❖ Melihat (tanpa atau dengan alat) <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></p> <p>❖ Mengamati (<i>Berpikir kritis dan bekerjasama</i></p>

	<p><i>(4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></p> <ul style="list-style-type: none"> ❖ Membaca(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi) ❖ Mendengar pemberian materi oleh guru ❖ Menyimak, (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
<p>Mengorganisasi kan Peserta Didik</p>	<p>Critical Thinking (Berpikir Kritis):</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
<p>Membimbing Penyelidikan Individu Dan Kelompok</p>	<p>Collaboration (Kerja Sama):</p> <ul style="list-style-type: none"> ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikkan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
<p>Mengembangkan Dan Menyajikan Hasil Karya</p>	<p>Communication (Komunikasi)</p> <ul style="list-style-type: none"> ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,,,

	❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	Creativity (Kreativitas) <ul style="list-style-type: none"> ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari

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PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui
Kepala Sekolah

Blora,
Guru Mata Pelajaran

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Footnote

Documentation



Footnote

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