THE IMPLEMENTATION OF CURRICULUM 2013 IN ENGLISH LANGUAGE TEACHING AND LEARNING BY ENGLISH TEACHERS AT SMA N 1 KOTA JAMBI ACADEMIC YEAR 2017/2018

A THESIS

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LETTER OF CERTIFICATION

THE IMPLEMENTATION OF CURRICULUM 2013 IN ENGLISH LANGUAGE TEACHING AND LEARNING BY ENGLISH TEACHERS AT SMA N 1 KOTA JAMBI ACADEMIC YEAR 2017/2018

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STATEMENT OF WORK'S ORIGINALITY

I am as a researcher who conduct this study and arrange this thesis from the other thesis except those cited in the quotation bibliography as a reference of this study.

Jambi, may 2018

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MOTTO AND DEDICATION

MOTTO

ora et labora: berdoa dan bekerja

(st. Benedictus)

Dedication

With my deepest gratitude, i dedicate this thesis especially to :

My beloved father and mother

Thanks for everything. I love you so much...

ACKNOWLEDGEMENT

First of all, I would like to say thank to Jesus Christ the one who has a power of all, for giving health and guidance, so I could finish the thesis entitled "The Implementation Of Curriculum 2013 In English Language Teaching And Learning By English Teachers At Sma N 1 Kota Jambi Academic Year 2017/2018". I am aware that this thesis cannot be separated from other people's

help and guidance. Therefore in this thesis special opportunity, I would like to thank the following people who have helped and supported to gain the success.

The writer might have mistakes the other names involved in this thesis the writer cannot say after a better thing but prayers and gives the best for them. Hoping this thesis would be of great useful for the writer and the reader. Amin.

Jambi,   May 2018

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ABSTRACT

Tarauli, Ruth. 2018. THE IMPLEMENTATION OF CURRICULUM 2013 IN ENGLISH LANGUAGE TEACHING AND LEARNING BY ENGLISH TEACHERS AT SMA N 1 KOTA JAMBI ACADEMIC YEAR 2017/2018. The first advisor, Dra. Hj. Wennyta, M.Pd, the second advisor, Khidayatul Munawwaroh, M.Pd.

Key words : Implementation , Curriculum 2013, English Teachers

This research aims to know how is the implementation of curriculum 2013 in school by English Teachers on the dimantion of teaching learning planning, process and evaluation. in The method applied in conduting this research is qualitative and data collection by using observation and interview. The data was collected on january 2018. The subject in this research are all the English teachers in SMA N 1 Kota Jambi. The researcher show that the implementation of 2013 curriculum by the English teacher on the three dimensions. They are important to support the success of Core and Basic Competence realization in the learning. In teaching leaning planning the teachers applied 2013 curriculum in syllabus and lesson plan, in teaching learning process the teachers also implement 2013 curriculum, although it back to situation in the class, and in the learning evaluation the teachers use some method based on curriculum 2013 such as portofolio, self-assessment and ect. Based on the data analysis the researcher find out that The implementation of curriculum of 2013 quite well had implemented by teachers in the school.

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Appendix III

Interview Transcript With The English Teacher

Teaching Learning Planning

1. School does not need to develop syllabus but only arranging the lesson plan. How do you arrange the lesson plan?
2. What obtacle do you find in arranging the lesson plan and providing the media in accordance with curriculum 2013?
3. Who is involved in the lesson plan compilation process?
4. How far do you modify and enrich the English learning material?

Teaching Learning Process

5. What model of apperception or pre-test do you usually use in pre activity of the learning?
6. How do you implement the five sequence of learning (observing, questioning, experimenting, associating, and networling) according to scientific approach?
7. What do you usually do in post activity in every meeting?
8. What strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives?
9. What kind of procedures do you do to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson?
10. What are obstacle that you get when you apply the 2013 curriculum to the learning process?

Learnning Evaluation

11. What evaluation do you usually use in every meeting in the classroom?
12. Do you find any obstacle in assessing in the learning output of each student? If yes please explain it.
13. In the 2013 curriculum, it is increasingly required that emphasis should be placed not only on cognitive aspects, but also on affective and psychomotor aspects proportionately. How is the effort of teachers, especially English teachers so that in evaluating students not only glued to the cognitive aspect only?

14. What does the school do in the effort to nurture and improve the mental, moral, physical and artistic readiness of teachers, especially English teachers in order to implement the 2013 curriculum as well as possible?

15. How is the achievement of the 2013 curriculum target or students' absorption in English subject?

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Education curriculum in Indonesia has been changed several times. curriculum has been modified and improved for many times to create a sterling education and better learning opportunities for the Indonesians. According to Richard (2002:2), curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measures, and evaluated.

According to Nunan (1997: 6), Curriculum is general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program. Based on Undang-Undang No. 20 tahun 2003 chapter 1 verses (19) about National Education System states Curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education.

To improve concept of education in Indonesia, the goverment has developed the new curriculum namely the 2013 Curriculum, that arrange the competency of attitude, knowledge, and skill integrally. The 2013 curriculum has three dimention, they are planning, teaching learning process, and learning evaluation. In such away, the evaluation procedures will be used to know the product of teaching learning process and students" achivement.

In the 2013 curriculum adopts scientific approach that covers five steps, namely: observing, questioning, collecting information, associating, and communicating. There are five methods of teaching, namely: inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning. The evaluation system, the teacher should give assessment that covers attitude (spiritual and social), knowledge, and skill. In the evaluation system, the teacher uses authentic assessment.

For senior high school students, the 2013 curriculum gives them opportunity to learn another subject from the other major. For example, a student from natural science major can take some subjects in social science or language/culture major, such as sociology or economy. Students can take whichever subject that they like. In fact, students are free to choose major andup to two cross-major subjects as early as they enter senior high school. With this new feature, the Ministry hopes to abolish the paradigm that the students who get into natural science stream are smarter and better than the others.

Based on the researcher observation during Teaching Practice (*PPL*), As one of schools in Jambi which implements 2013 curriculum, SMA N 1 Jambi obviously supports the English teachers to implement the curriculum. Moreover, in 2013 curriculum, English subject in senior high school is broken into two different subject groups. The groups are compulsory subject and the specialization subject. Although the English teachers get supports from school in many aspects, the implementation of 2013 curriculum in English teaching learning is not completely English language teaching and learning at SMA N 1 Kota Jambi is still face some problem. First, the teachers are still often as model of learning (teacher oriented). Second, Some students are not active yet in learning activities because some teachers give much explanation on their subject. So that the activities undertaken by the students usually only heard and wrote, students rarely ask questions or express their opinions. Discussion between groups is done but not all the members active so that the interaction and communication between students or between students with their teacher is still not established during the learning process. The students are still embarrassed to ask the teacher if they have difficulty in understanding or completing the task given, so that the result of students' learning achievements are not maximum.

Considering all the issues stated above, this thesis is intended to deliver how the implementation of 2013 curriculum by the English teachers at SMA N 1 KOTA JAMBI. Start from how they plan and do the English teaching learning process, until how they evaluate the students based on 2013 curriculum objectives.

1.1 Formulation of the Problem

Based on the previous background, the formulation of the problem presented in this research is as follows: How is the implementation of Curriculum 2013 in the English language teaching and learning by English teachers at SMA N 1 Kota Jambi Academic Year 2017/2018.

1.2 Focus of the Research

The researcher focus the research problem on How is the implementation of Curriculum 2013 in the English language teaching and learning by English teachers at SMA N 1 Kota Jambi Academic Year 2017/2018.

1.3 Purpose of the Research

The purpose of the research is to explain How is the implementation of Curriculum 2013 in the English language teaching and learning by English teachers at SMA N 1 Kota Jambi Academic Year 2017/2018.

1.4 Benefit of the Research

This research was conducted with the hope of providing benefits to as follows:

1. Theoretical Benefit

The results of this study can be used as a basis for developing programs and in overseeing the management of education in schools. This research is also hoped

to be an additional reference for those who have interest in conducting research about curriculum 2013.

2. Practical Benefit

Practically this research is useful for some people that are:

1. For the English Language Teachers

   For the English language teachers in general and English language teachers at SMA N 1 Kota Jambi in particular, the result of this research can be used as a reflection of learning English that has been implemented in accordance with curriculum 2013 in achieving the learning goal and as an improvement material in the learning process, so that curriculum 2013 can be applied in English lessons in each school.

2. Benefits for the School

   The result of this study can be used as a reference and an input in order to improve the implementation of the curriculum 2013 in SMA N 1 Kota Jambi.

1.5 Definition of Key Terms

In this section will discuss about Implementation, and Curriculum.

1. Implementation

   Implementation is the carrying out, execution, or practice of plan, a method, or any design for doing something. As such implementation is the action that must follow any preliminary thinking in order for something to actually happen.

2. Curriculum 2013

   Curriculum 2013 is the curriculum that use scientifically in teaching learning process. It consists of observing, questioning, explorating, associating and communicating. It is also called students center which means teacher as a facilitator in teaching learning process in the class.

3. English Language Teaching

   English Language Teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theories of Curriculum

According to Richard (2002:2), curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measures, and evaluated. According to Nunan (1997: 6), Curriculum is general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program.

Further Kumaravadivelu (2006: 75) says that a well-designed language teaching curriculum/syllabus seeks mainly (a) to clarify the aims and objectives of learning and teaching, and (b) to indicate the classroom procedures the teacher may wish to follow. More specifically, Breen in Kumaravadivelu (2006: 76) says that curriculum should ideally provide the following:

- A clear framework of knowledge and capabilities selected to be appropriate to overall aims;

- Continuity and a sense of direction in classroom work for teacher and students;

- A record for other teachers of what has been covered in the course; a basis for evaluating students' progress;

- A basis for evaluating the appropriateness of course in relation to overall aims and student needs, identified both before and during the course;

- Content appropriate to the broader language curriculum, the particular class of learners, and the educational situation and wider society in which the course is located.

Based on the some definition curriculum above, curriculum in general is rule which arrange all activities in education. The good curriculum will product the good result for all aspect in the education, from the planning fo teachers, process for students and evaluation.

2.2 Theories of TEFL

All Indonesian schools and teachers work hard to improve their learners' English competency achieve the government's education goal. Realizing this fact, English teachers play an important role to succeed the program. As Brown (2007:7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students are understand and able to do and produce something. Harmer (1998) and Richard (2001) who stated that English teachers should have competencies to develop and adapt the materials based on the students' need and ability by modifying and extending the content and task.

The English teachers must have some competences in order to apply the curriculum. They should be able to deliver the materials in good order based on

the steps of teaching by applying some teaching techniques in order to attract the students' attention and build up the students' motivation to study English, and also able to arrange and manage the classroom and everything in the classroom (students, students' seat, classroom facilitation, etc) and also manage the teacher itself before and during teaching and learning process (manage discipline, manage the voice and performance, etc) in The order to create a good and comfortable learning condition and makes the teaching and learning process runs well (Brown, 2001:205).

From the definitions above, it can be concluded that The English teachers must have some competences in order to apply the curriculum. They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc.

2.3 Curriculum 2013

According Kemendikbud No 59 tahun 2014 point c "The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human."

Below is the detail of activities to acquire attitudes, knowledge, and skills competencies:

Table 2.1

The detail gradation of attitudes, knowledge, and skill

ATTITUDES	KNOWLEDGE	SKILL
Receiving	Remembering	Observing
Performing	Comprehending	Questioning
Appreciating	Applying	Experimenting
Comprehending	Analyzing	Associating
Practicing	Evaluating	Presenting
		Creating

Source: The Regulation of Ministry of Education and Culture Number 65 Year 2013

The curriculum is an instrument of education to be able to bring the Indonesian people to have competence of attitude, knowledge, and skills that can be productive, creative, innovative, and affective citizens. In line with the directives of the law, the government also established educational vision 2025 that is creating a smart and competitive Indonesians' people. Based on the aim above, curriculum 2013 has its own characteristics.

According to Permendikbud No 59 Tahun 2014 Curriculum of 2013 is designed with the following characteristics:

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

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

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

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

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

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

There are significant differences between curriculum 2006 and curriculum 2013. Such differences can be seen in the following table:

Table 2.2

Differences between curriculum 2006 and Curriculum 2013

KTSP 2006	KURIKULUM 2013
a. Educations unit and teacher are get authority in arranging syllabus.	a. Government gets authority in arranging syllabus.
b. Text book drop from the school	b. Text book drop from the government.
c. Design of KTSP curriculum is include standard competency and basic competency.	c. Design of 2013 curriculum is include core competency then basic competency.
d. In KTSP curriculum there is exist standard content.	d. There is SKL in 2013curriculum.
e. So many subject matter which should mastery by students (12 subject matter)	e. Teacher compel should has many knowledge in teaching practice
	f. Integrative lessons will be 10 subject matter
f. Oriented evaluation	g. Authentic evaluation
g. Standard process (exploration,	h. Standard process (observing,

elaboration, confirmation) h. Learning process only in Class i. Lesson standing alone j. 32 hour/week	questioning, associating, experimenting, networking) i. Learning process not only in class j. Developmental lesson k. 38 hour/week

Adapted from: Asep Yassir Fauzi, 2014. The implementation of 2013 curriculum in english teaching learning: a case study at tenth grade of sman 3 kuningan. Thesis. Cirebon: IAIN Syekh Nurjati.

Curriculum 2013 emphasizes on modern pedagogical dimension in learning using a scientific approach. Scientific approach in learning all subjects include observation, questioning, experimentation, and then processing the data or information, presenting data or information, followed by analyzing, reasoning, then concluding and creating. For the specific subjects, materials, or certain situations, it is not always appropriate to apply it procedural. In this condition, of course, the learning process should continue to apply the values of scientific approach and avoid the values of nonscientific.

The chronology of a scientific approach can be drawn as follows:

Figure 2.1

Scientific approach in learning process (*kemendikbud 81a*)

Observing → Questioning → Experimenting → Associating → Networking
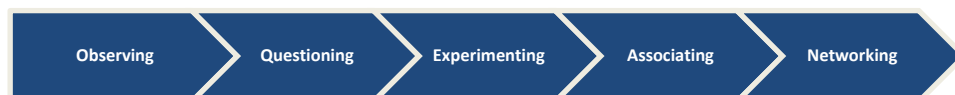
The explanation of scientific approach based on Kemendikbud 81a as follows:

1. Observing   : Train the students' seriousness, carefulness, searching for information

2. Questioning   : Develop creativity, curiosity, ability of formulating the questions to create the critical thinking which is needed for educated life and lifelong learning

3. Experimenting: Develop an attitude of conscientious, honest, polite, appreciative to the opinions of others, the ability to communicate, applying the ability of collecting information through various learned ways, develop the habit of learning and learning throughout life.

4. Associating   : Develop attitudes of honesty, careful, discipline, obey the rules, hard work, ability in applying the procedures and ability in thinking inductively and deductively in concluding.

5. Networking   : Develop attitudes of honesty, careful, tolerance, the ability of thinking systematically, expressing opinions in short and clear, and develop the language proficiency.

2.4 Implementation of Curriculum 2013

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes. Mulyasa (2009: 179) explains that the implementation of the curriculum can be interpreted as the actualization of written curriculum in the form of learning.

Curriculum as an object of implementation. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 year about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

The learning of curriculum 2013 implementation should refer to the Process Standard which is stated in the National Education Standards. Process Standard is a criterion regarding to the implementation of learning in the education unit to achieve Graduates Competency Standards. Process Standard was developed refers to Graduate Competency Standards and Standard Content which are established in accordance with the provisions of Government Regulation No.19 Year 2005 on National Education Standards as amended by Government Regulation No. 32 Year 2013 concerning Amendment Government Regulation No. 19 Year 2005 on National Standards of Education.

Regulation of the Ministry of Education and Culture No. 65 Year 2013 about Standard Process on Primary and Secondary School wrote that, "In accordance with the Standard Competency, learning objectives include development realm of attitudes, knowledge, and skills elaborated for any educational institution.

2.4.1 Teaching Learning Planning

Teaching Learning Planning is part that important and influence in all aspect in learning. According Mulyasa (2009: 157), "that the principles in the planning of

learning i.e. competencies which are formulated in the planning of learning must be clear, the more concrete competence the easier to be observed, and the more precise activities that must be performed to establish the competence.

From the definition above, it can be concluded that the implementation teaching learning planning is one of the important thing that influences to the teacher and students in learning.

Regulation of the Ministry of Education and Culture Number 103 Year 2013 on standard process of primary and secondary education explains that the "teaching learning planning on the Curriculum 2013 is designed in the form of syllabus and lesson plan which refers to the standard content and suit the learning approach which is used."

1) Syllabus

According to Richards,"A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested". Regulation of the Ministry of Education and Culture Number 65 Year 2013 about the Process Standard of primary and secondary education mention that the syllabus at least contain: the identity of subjects (theme or sub theme); the identity of the school (the name of an education unit and class); the core competence; the basic competence; the theme; subject matter; learning; the assessment; time allocation; learning resources.

2) Lesson Plan

According to kemendikbud 103,"Lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles"

1) fully loads basic competence of spiritual attitudes,

2) social attitudes, knowledge, and skills;

3) can be implemented in one or more than one session;

4) pay attention to individual differences of learners;

5) student-centered;

6) context-based;

7) contemporary-oriented;

8) develop independent learning;

9) provide feedback and follow-up of learning;

10) have relevance and coherence between competencies and between content; and utilizing information and communication technology.

According to kemendikbud 2013,"A lesson plan at least contains of":

1. The identity of the school, subject or theme, class/ semester, and the allocation of time;

2. Core Competence, Basic Competence and indicators of competencies achievement;

3. learning materials;

4. learning activities that include preliminary activities,main activities, and the post activities;

5. assessment, remedial learning, and enrichment; and

6. media, tools, materials, and learning resources

Table 2.3
The components and systematics of lesson plan

School :
Subjects :
Class / Semester:
Subject matter :
Time Allocation :
A. Core Competence (KI)
1. To live and practice the religious teachings that he embraces.
2. Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge to specific areas of study according to his or her talents and interests to solve problems
4. Cultivate, reason, present, and create in the realm of concrete and abstract realms related to the development of the self-study in schools independently and act effectively and creatively, and able to use methods according to the scientific rules Basic competence (KD) and Indicators
1. (KD on KI-1)
2. (KD on KI-2)
3. (KD on KI-3) Indicator:
 (KD on KI-4) Indicators:
Note:
KD-1 and KD-2 from KI-1 and KI-2 should not be developed in indicators as they are achieved through indirect learning. Indicators are developed only for KD-3 and KD-4 achieved through direct learning process.
B. Learning Objectives
C. Learning Materials (details of the Subject Matter)
D. Learning Method (Details of Learning Activity)
E. Media, Tools, and Learning Resources
1. Media
2. Tools / Materials
3. Learning Resources
F. Steps of Learning Activities
1. First Meeting:
a. Introduction / Initial Activity (... minute)
b. Core Activity (... minute)
c. Closing (... minutes)
2. Second Meeting:

| a. Introduction / Initial Activity (... minute) |
| Core Activity (... minute) |

<div style="text-align:center">Source: Regulation of the Ministry of Education and Culture Number
81A Year 2013 Appendix IV</div>

2.4.2 Teaching Learning Process

According to Regulation of the Ministry of Education and Culture Number 103, Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment. The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

In this process of learning, teachers should implement teaching learning strategies and methods accordance the approach in 2013 Curriculum, that is the scientific approach. According to Richards (2001:19) Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Within one approach, there can be many methods.

According to Regulation of the Ministry of Education and Culture Number 103, The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/ experimenting, associating, and communicating. Related to the method chosen and used in the learning process, when planning a learning activity, a teacher must understand the

characteristics of students first as well as focus on the competencies to be mastered by the students.

Regulation of Minister of Education and Culture Number 65 Year 2013 about standard process of primary and secondary education explains that learning implementation consists of requirements of learning implementation process which include: the time allocation of learning meeting, textbook, and classroom management, as well as the implementation of the learning that consists of pre-activity, main activity and post activity that has been planned in the lesson plan.

From the definitions above, it can be concluded that the implementation of learning process is an activity that also the important thing in school, the process influences to result of the study.

1) Pre-activity

Pre-activity is the initial activity in a learning meeting that is intended to evoke the motivation and focus the attention of the students to participate actively in the learning process. In supporting the implementation of the Curriculum 2013, pre-activity or the opening of the learning based on competency and character according to E. Mulyasa (2019: 182-183, 217) include:

a) Building the intimacy, aims to condition the students so that they are ready to conduct learning activities.

b) Pretest (initial test), after the intimacy building, the next activity done with the pretest to prepare students in the learning process because by pretest their thoughts will focus on the questions they need to answer/do, then to know the level of the students' progress relate to the learning process that

has been conducted, in addition to know the initial capability that has been owned by the student regarding the materials that will be used as topic in the learning process so that it can be known where should the learning process begins, the objectives which have been mastered by students, and which goals that need to be emphasized and given the special attention.

2) Main Activity

Main activity is the stage of delivering the lesson. This stage is the duty execution stage of a teacher in delivering the knowledge in order the learning objectives can be achieved.

Table 2.4

The relevance between learning sequences with

learning activities and the meaning

Learning Sequences	Learning Activities	Competencies Development
1. Observing	Reading, hearing, listening, seeing (without or with a tool)	Train the students' seriousness, carefulness, searching for information
2. Questioning	Ask question about information which has not understood from observing or questions to get additional information about what was observed (starting from the factual question to the hypothetic)	Develop creativity, curiosity, ability of formulating the questions to create the critical thinking which is needed for educated life and lifelong learning
3. Collecting information/ Experimenting	o Conducting experiment o Read another resource beside the text books o Observe the objects/events/ activity o Interview with a resource person	Develop an attitude of conscientious, honest, polite, appreciative to the opinions of others, the ability to communicate, applying the ability of collecting information

		through various learned ways, develop the habit of learning and learning throughout life.
4. Associating/ processing the information	Processing the collected information both limited from the results of collecting /experimenting and also from the activity of observing and collecting information. - Processing the collected information which add the broadness and depth up to the processing of information that search the solution from various sources that have different opinion till the contradiction.	Develop attitudes of honesty, careful, discipline, obey the rules, hard work, ability in applying the procedures and ability in thinking inductively and deductively in concluding.
5. Communicating	Delivering the results of observation, conclusion based on the analysis results in oral, written, or other media.	Develop attitudes of honesty, careful, tolerance, the ability of thinking systematically, expressing opinions in short and clear, and develop the language proficiency.

Source: Regulation of the Ministry of Education and Culture Number 81A Year
2013 Appendix IV

3) Post Activity

In the post activity, students together with teacher either individually or group conduct evaluation of whole series of learning activity and afterwards together discover the benefits of the learning outcomes that have been done according to obtained evaluation results; Furthermore, provide feedback on the process and learning outcomes; then do the follow-up activities in the form of

giving task, either individual or group tasks; and inform the learning plan for the next meeting.

In the Regulation of Minister of Education and Culture Number 65 Year 2013 on standard process of primary and secondary education explain that in the main activity, there are some characteristics of competencies that must be considered in the implementation of learning, including the following:

1. Attitude, according to the characteristics of attitude, then one alternative which selected is the process of affection start from receiving, performing, appreciating, experiencing until practicing.

2. Knowledge, knowledge is obtained through the activity of knowing, understanding, implementing, analyzing, evaluating, and creating. To strengthen the scientific approach, integrated thematic and thematic, it is recommended to apply discovery/inquiry learning. To encourage students in producing creative and contextual works, either individual or group, it is recommended to use the approach of learning that produce works based on problem solving (project based learning).

3. Skill, Skill is gained through activities of observing, questioning, trying, reasoning, presenting, and creating. The entire contents of the material (topic and subtopic) subjects which derived from skill must encourage students to do the process of observation until to creation. To realize that skill, it's needed to do the learning which apply the mode of disclosure/research-based learning

(discovery/inquiry learning and learning that produce works based on problem solving (project based learning).

2.4.3 Learning Evaluation

Meanwhile, Oemar Hamalik (2008: 210) says "evaluation is a follow-up process of collecting and interpreting of information to assess decisions which made in designing a system of teaching." Regulation of the Ministry of Education and Culture Number 65 Year 2013 on standard process of primary and secondary education explain that the learning process assessment use approach of authentic assessment that assess the readiness of students, process, and the results of the study as a whole.

From the definitions above, it can be concluded that success of students learning can only be known with the evaluation. The evaluation can show us how is teachers plan and process in teaching.

The affirmation written on Government Regulation Number 19 Year 2005 about education national standards, article 63, paragraph (1). Then in paragraph (2) mentioned that the assessment techniques can be in the forms of written tests, observation, practical test, and the assignment of an individual or group. Learning outcomes assessment conducted by the teachers is carried out to monitor the process, the progress of the study, and improvement of student learning outcomes continuously. Regulation of the Ministry of Education and Culture Number 66 Year 2013 about the standard assessment of education explains that the assessment of education as the process of collecting and processing information to measure the achievement of students learning results include:

1) authentic assessment, carried out comprehensively to rate the input, process, and output of learning.

2) self-assessment, which is carried out by each student.

3) portfolio-based assessment, which is carried out to assess the overall learning process of students including the individual assignment and/or groups, inside and outside the classroom, especially at attitude/behavior and skills.

4) Test, carried out to measure the achievement of students' competencies on an ongoing basis in the process of learning, and to monitor the progress and improvement of students learning outcomes.

5) Daily test, which is carried out on a periodically basis to assess the students' competences after completing one or more of basic competence.

6) Midterm test, which is implemented by the teacher to measure the competence achievement of students after the learning activities in half of semester.

7) Final semester exam, done by the teacher to measure the competence achievement of students at the end of the semester.

8) Level competence exam, which is carried out by the education unit to know the achievement of competence level.

9) Quality competency level exam, carried out by the government to know the achievement of competence level.

10) National examination, which is carried out nationwide in order to measure the certain competencies that accomplished by students in order to assess the achievement of national standards of education.

11) School/Madrasa exam, which is done by the education unit in order to measure the achievement of competencies outside the competences which are tested at the national exam.

In the Regulation of Education and Culture Ministry Number 66 Year 2013 about The Standard of Education Assessment explains that the techniques and instruments used for the assessment of competencies i.e., attitude, knowledge, and skill are as follows:

1) Attitude, teachers assess attitude competencies through observation, self-assessment, assessment of "colleague friend " (peer evaluation) which done by students and journal. Instruments used for observation, self-assessment, and assessment between students is a check list or assessment scale (rating scale) with following rubrics, while journal is in the form of teacher's notes.

   a) Observation, is an assessment technique which done in continuous using senses, whether directly or indirectly with the use of observation guidelines that contains a number of observed behavior indicators.

   b) Self-assessment, is an assessment technique which done by asking students to state their own strengths and weaknesses in the context of competence achievement. The instrument used is in the form of self-assessment sheet.

c) Assessment between students, is an assessment technique which done by asking students to rate each other related to the competence achievement. The instrument used is in the form of assessment sheets between students.

d) Journal, is teacher's notes inside and outside the classroom that contains information of observation results about the strengths and weaknesses of students related to the attitude and behavior.

2) Knowledge, teachers assess the competency of knowledge through written test, oral test, and assignments.

a) Test instruments are in the form of multiple choices question, short answer, true-false, and descriptions. Description instrument equipped with scoring guidelines.

b) Oral test instrument is in the form of a list of questions.

c) Assignment instruments in the form of homework and/or project done in individual or group in accordance with the characteristics of the task.

3) Skill, teachers assess skill competency through performance assessment, namely the assessment that demands students to demonstrate certain competencies by using practice test, project, and portfolio assessment. The instruments used in the form of a check list or assessment scale (rating scale) which equipped with rubric.

a) Practice test is an assessment that demands response in the form of skill in doing an activity or behavior in accordance with the competence demands.

b) Project is learning tasks which includes the activities of designing, implementing, and reporting in writing and oral in a certain time.

c) Portfolio assessment is an assessment which done by assessing the entire collection of the students works in a particular field that is both reflective or integrative to know the interests, development, achievement, and/or the creativity of students in a certain time.

In the assessment of such competencies i.e. knowledge, attitude and skill, assessment instruments must fulfill the requirements as follows:

1) Substances that represent the assessed competencies.

2) Construction that fulfills the technical requirements in accordance with the form of the instruments used; and

3) Use language which are good, right, and communicative in accordance with the level of students' developments.

In this case, the teacher doing the activity of reporting the results of students' assessments, includes:

1) Value and/or description of the competence achievement, for the results of the assessment include knowledge and skills competency including assessment of thematic-integrated learning results. Report of the assessment results by the teacher then submitted to the principal of school and other

related parties (examples: homeroom teacher, guidance and counseling, and parents) on the specified period.

2) Descriptions of attitudes, for the results of competence assessment including spiritual attitude and social attitude. Assessment of the spiritual and social competencies done by all teachers during a semester, the results accumulated and expressed in the form of competencies description by the homeroom teacher.

2.5 Previous Studies

The first study was done by the students of pattimura university, Dominggus Rumahlatu, Estevanus K. Huliselan, and Johanis Takaria (2016)**,** entitled "*An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia*". It is an international journal. It is necessary to analyze the readiness of the implementation of the 2013 curriculum in the west part of Seram district, Maluku province, Indonesia to determine the readiness of the students, teachers, and even schools in the implementation of 2013 curriculum. This is a descriptive research which focused on the readiness and implementation of the 2013 curriculum in elementary schools (*SD/MI*), junior high schools (*SMP/MTS*), and senior high schools (*SMA/MA)* at the west part of Seram district of Maluku province. The data were collected using a questionnaire containing seven indicators. The results of this research show that the students and the teachers in West part of Seram district regency are ready to implement the 2013 curriculum. Even, there have been some schools that have implemented the curriculum. However, there are still some

inhibiting factors in the implementation of 2013 Curriculum in West part of Seram district namely the lack of handbooks for teachers and students, the mental readiness of teachers and students which are not yet optimally prepared, and the dissemination that has not reached all schools. The strength of this study is the research did in many school and all aspect in the school this mean the data give benefit to the goverment in Maluku to be more observe how is the implementation of 2013 curriculum in that province. The weakmesses the tecnique of collecting data just by questiones, the data is not the depth data.

The second study also international journal. The study was done by the students of Yogyakarta University, Heri Retnawati, Samsul Hadi, Ariadie Chandra Nugraha (2016), entitled Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia. The study aims to describe vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013, which has been implemented since July 2013 in several Indonesian schools and which might have been in effect in all schools around 2014. The study was descriptive explorative research by means of qualitative data gathering. The data of vocational high school teachers' difficulties in implementing the assessment within the Curriculum 2013 were gathered by means of interviews and focus group discussions. The data source was 22 vocational high school teachers and the vice principals of curriculum in the Province of Yogyakarta Special Region of Indonesia. The data analysis was conducted by looking for the specific theme; then, the researcher found the inter-theme relationship in order to attain the proper

understanding. The results of the study showed that in the assessment implementation of Curriculum 2013 the teachers had not fully understand the assessment system. The teachers' difficulties were also found in: developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In addition, the teachers could not find feasible application for describing the students' learning achievements. The strenght of this study is the research also did in many school to show how is the curriculum implemented. The technique of collecting data also good, because the researchers interviews and focus group discussions to this research. this research also give benefit to the goverment to to be more observe how is the implementation of 2013 curriculum in that province. The weaknesses of this study, this study just focus to the teachers and vice principals. It is more important if The researchers take part on how the students achivement as the evaluation of the curriculum.

A journal made by Maulidia Rachmawati Nur Ibn Khaldun University, Bogor, and Ahmad Madkur, STAIN Jurai Siwo Metro, Lampung (2014). Entitled *"Teachers' Voices On The curriculum 2013 For English Instructional Activities.* The research is aimed at providing a picture of challenges, opportunities and teachers' perception on the use of this curriculum in English teaching. The data were collected through in-depth interview to six English teachers in six pilot schools in Bogor and Lampung. This research uses qualitative method. The analysis shows that most teachers accepted the curriculum. However, according to

them, the curriculum should be evaluated and further developed. The strength in this research is the researcher focus to the teachers in implementation the curriculum, this research focus to the teachers as a model in applied the curriculum. It is important to know the problem that teachers get during implement the curriculum. The weaknesses of this research the reasearch just did one teachers in one school. Although it is sure there are not just one teachers in one school, it will not be depth data if just one teachers in one school.

The last is this thesis. The title of this research is " The Implementation of Curriculum 2013 in English Language Teaching and Learning by English Teachers at SMA N 1 Kota Jambi". The diversity of this research againts the previous studies above is the researcher will do research in three aspect in education, they are teaching learning planning, teaching learning process and learning evaluation. In this research the researcher used qualitative research, they are obsevation and interview. The three previous studies have similarity and differences with this research. The similarity was that all of the study describe about Curriculum 2013. Beside differences in type, place and subject, there are many dissimilarities between this research and the previous studies which have been mentioned above.

2.6 Conceptual Framework

In this research just focus about "The Implementation of Curriculum 2013 in the English language teaching and learning by English teachers at SMA N 1

Kota Jambi. Futuremore, the researcher carried out the research based on the following framenwork:

```
┌─────────────────────────────┐
│     Priliminary Research     │
└─────────────────────────────┘
         ↙               ↘
┌──────────────┐   ┌──────────────┐
│ Observation  │   │  Interview   │
└──────────────┘   └──────────────┘
         │               │
         └───────┬───────┘
                 │
         ┌───────────────┐
         │   Analysis    │
         └───────────────┘
                 │
         ┌───────────────┐
         │ Expected result│
         └───────────────┘
```
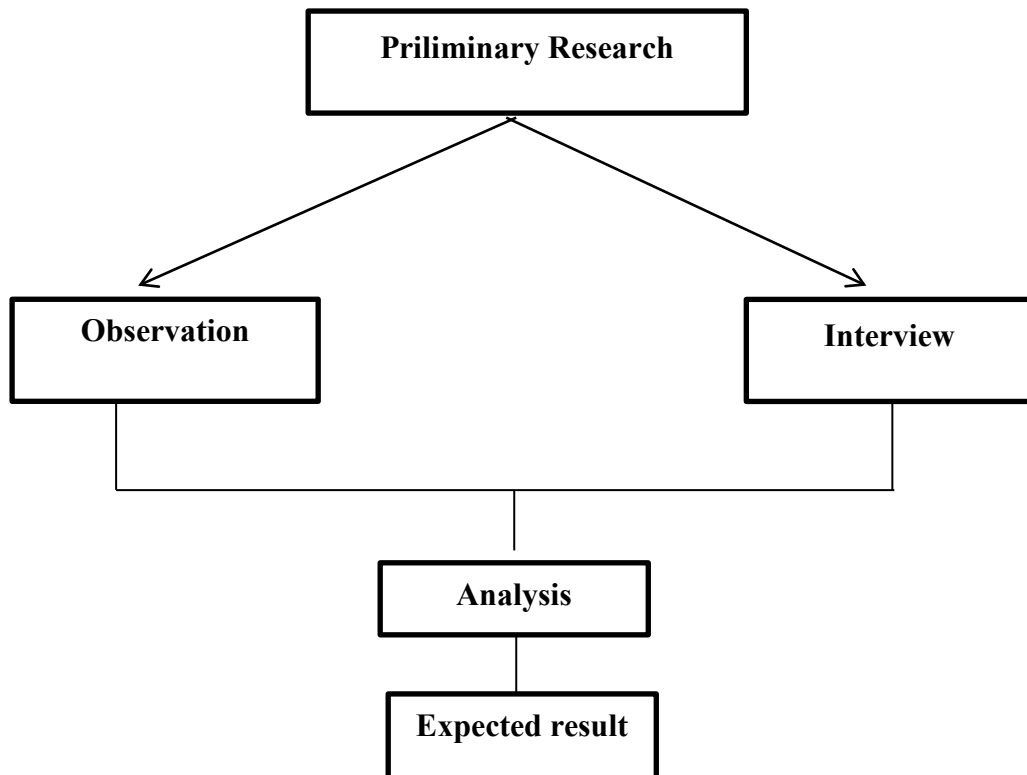
From the figure of conceptual framework above, the researcher will do some preliminary about this research because in this research need good preparation. This research requires several steps that will be done to determine the result of this research.

First, the researcher will come to the school, the researcher choose English teachers as the participant. In this stage the researcher will observation the teachers about how they implement the 2013 curriculum in SMA N 1 KOTA JAMBI. In this observation the researcher will check did the teachers do all steps in the 2013 curriculum.

Second, the researcher will do interview. The researcher do interview to get depth information. Then, the researcher will match the data with observation's data.

Third is analysis. The researcher will analyzed all of the data from observation and interview. The researcher do it to be able to determine the reseult of research.

The last step the researcher will determine the result of all the data that has been done. The results cover all the data from the begining until the end. From the result, the researcher also the readers can know how is the implementation of 2013 curriculum in SMA N 1 KOTA JAMBI.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Acording Bogdan and Biklen(2007:5) state that qualitative is descriptive that data collected take the form of words or pictures rather than a numbers. So that the researcher presented the data collected in words rather than numbers.

According to vandestoep and johnston (2009:170) qualitative research does not translate variables into numbers, so there can be no statistical analysis. It means this research findings will be using words dominately. In other definition of qualitative according to Fraenkel and Wallen (2006: 430) qualitative research refers to studies that investigate the quality of relationships, activities, situations, or materials. In this type of research there is a greater emphasis on holistic description-that is, on describing in detail all of what goes on in a particular activity or situation.

In other definition creswell 2007:15) the researcher design the process in qualitative research desighn with philosophical assumptions that the inquires make in deciding to undertake a qualitative study. On the other hand creswell (2007:37) also said qualitative research begins with assumptions, a worldwide, the possible use of theoritical lens, and the study research problem inquiring into meaning individuals or groups ascribe to a social or human problem. Creswell also said qualitative research was a kind of educational research in which the researcher focused on the viewa of participants, asked general questions and the

participants experience; collected data consisted words from the participants; describe and analyzed that words and conducts in subjective.

Based on expert opinions above, researcher concludes that qualitative method is an explanation of the fact that exists in the form of actual description. In relation to definition above, the researcher uses qualitative to describe the implementation of curriculum 2013 in the English language teaching and learning at SMA N 1 Kota Jambi.

3.2 Setting of the Research

This research was conducted at SMA N 1 Kota Jambi. The first reason why this school is being chosen in this research is because this school is one of the piloting schools which are highly selected by the government to implement curriculum 2013 in Jambi. The last reason is because the researcher more enjoys to do the research in this school since the researcher had experience when doing *Praktik Pengalaman Lapangan* (teaching practice) for three months in this school.

3.3 Subject of the Research

Sugiyono (2013: 81) describe sample as part of amount or characteristic in the population. It can be concluded that sample is a subset of people, items, or events from a larger population that you collect and analyze to make inferences. The subject of the research is all English teachers at SMA N 1Kota Jambi. There are four English teachers who teach English from tenth grade to twelfth grade. For ethical reason, their names are made anonymous.

Table 3.1

Subjects of the Research

No.	English Teachers
1.	Mr. AH
2.	Mr. S
3.	Mrs. WM
4.	Mrs. DKP

Source: SMA N 1 Kota Jambi

As the previous table shows that there are for teachers, all of the teachers become the sample of this research. This technique of sampling called purposive sampling.

According to Sugiyono (2013: 85), purposive sampling is sampling technique which is determined by certain consideration. Furthermore, he also added that this sampling is suitable for qualitative research or research that does not require generalization.

3.4 Technique of Data Collection

Research instruments and data collection techniques used are as follows:

3.4.1 Observation

In this research the researcher will conduct observation technique to collect the data, the researcher will make a note when observation the participants. According to Sugiyono (2013: 227), with participant observation, the data obtained will be more complete, sharp and to know at the level of meaning of

each behavior that appears. This instrument involves the researcher in the daily life of the person being observed.

Susan stainback in sugiyono (1988) " in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities". Like susan said, The observation that researcher did research based on what what participants do, say, and activities in planning, procces and evaluation.

Based on the previous explanations above it can be concluded that observation is one complate instrument to do research.

3.4.2 Interview

Fraenkel and Wallen (2006: 449) state interviews can provide us with information about people's attitudes, their values, and what they think they do. The purpose of interviewing people is to find out what is on their mind-what they think or how they feel about something.

Based on the previous explanations above, by doing an interview with the English teachers, it is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with Curriculum 2013. It research instrument used in the interview is an interview guideline and a tape recorder to record the interviews.

Table 3.2

Spesification of Interview

No	indicators	questions
1	Planning	1,2,3,4
2	Process	5,6,7,8,9,10,
3	Evaluation	11,12,13,14,15,
	Amount	15

As Patton (2002: 340) has remarked: We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings. thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

Based on the previous explanations above, interview is about the construct of someone's presence, feeling, motivation, demands, and concern. By doing an interview with the English teachers, the more explicit information the researcher gets.

3.5 Technique of Data Analysis

Miles and Hubberman (1994:10) define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/ verification.

    1. Data Reduction

In this stage the researcher chooses, and focuses attention on the simplification, abstraction, and transformation of the rough data obtained. Thus the reduced data will give a focus data, and make it easier for researchers to collect the next data, and look for it if necessary.

    2. Data Display

Data display is seen by Miles & Huberman as a set of structured information, and gives the possibility of drawing conclusions and taking action. After the data is reduced, the next step is to display the data. In quantitative research, the presentation of data can be done using tables, graphs, pictograms, and so forth. Through the presentation of the data, then the data organized and arranged in a relationship pattern, ect. It will be more easily understood. In this research, the researcher performed data presentation in the form of brief descriptions and sheet.

    3. Conclusion Drawing/ Verifying

In this stage, the researcher conclusion or verifying formulating research result. Conclusions are presented in the descriptive form of the research object.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Finding

The researcher conducts a research at SMA N 1 Kota Jambi along a week to know how is the implementation of curriculum 2013 at SMA N 1 Kota Jambi. The researcher ask all the English teachers in that school as participant, they are Mr. S, Mr. H, Mrs. D Mrs. W. The researcher present the data by observation and interview to all English teachers in tha school.

This research started by settle the schedule with the teachers, then for obsevation the researcher follow the teacher one by one when they teaching. In the class the researcher observe the activity in the class and make note about the activity. Then the researcher do interview to all the teachers. The question consist 15 questions and related to how they implemented the curriculum. The after the researcher get all the data, the researcher manage the data.

4.1.1 Observation Result

The finding of observation shown in the following tables:

Table 4.1

Observation Result

Name   : Mrs. D

Time   : 7-2-2018

Place   : X mipa 2

No	Activity	Yes	No
1.	**Lesson Plan based on syllabus**	√	
2.	**Pre Activity**		
	a. Encouragement of intimacy/ creating theharmonious atmosphere of learning	√	

No	Activity	Yes	No
	b. Pre-test	√	
3.	**Main Activity**		
	- Observing		√
	- Questioning	√	
	- Experimenting	√	
	- Associating	√	
	- Communicating	√	
	c. Attitude, skill, and character development	√	
4.	**Post Activity**		
	a. Post-test	√	
5.	**Evaluating**	√	

Table 4.2

Observation Result

Name   : Mr.S

Time   : 8-2-2018

Place   : XI ips 3

Topic : Passive Voice

No	Activity	Yes	No
6.	**Lesson Plan based on syllabus**	√	
7.	**Pre Activity**		
	a. Encouragement of intimacy/ creating theharmonious atmosphere of learning	√	
	b. Pre-test	√	
8.	**Main Activity**		
	- Observing	√	
	- Questioning	√	
	- Experimenting	√	
	- Associating	√	
	- Communicating	√	
	c. Attitude, skill, and character development	√	
9.	**Post Activity**		
	a. Post-test	√	
10.	**Evaluating**	√	

Table 4.3

Observation Result

Name   : Mr. AH

Time   : 9-2 2018

Place   : XI ips 3

Topic : Kepping A Diary

No	Activity	Yes	No
11.	**Lesson Plan based on syllabus**	√	
12.	**Pre Activity**		
	a. Encouragement of intimacy/ creating theharmonious atmosphere of learning	√	
	b. Pre-test	√	
13.	**Main Activity**		
	- Observing	√	
	- Questioning	√	
	- Experimenting	√	
	- Associating	√	
	- Communicating	√	
	c. Attitude, skill, and character development	√	
14.	**Post Activity**		
	a. Post-test	√	
15.	**Evaluating**	√	
1.	**Evaluating**	√	

Table 4.4

Observation Result

Name   : Mrs. W

Time   : 9-2-2018

Place   : XI ips 1

Topic : Passive Voice

No	Activity	Yes	No
16.	**Lesson Plan based on syllabus**	√	
17.	**Pre Activity**		
	a. Encouragement of intimacy/ creating theharmonious atmosphere of learning		√

		√	
	b. Pre-test	√	
18.	**Main Activity**		
	- Observing	√	
	- Questioning	√	
	- Experimenting		√
	- Associating	√	
	- Communicating	√	
	c. Attitude, skill, and character development	√	
19.	**Post Activity**		
	a. Post-test	√	
20.	**Evaluating**	√	

The first observation in Mr.D class. The subject in this observation is English specialization and the topic is about factual report with the skill emphasis is on speaking. In the pre-test the students and teachers greeting each other, after that the teachers absent the students. In here the teachers talk to the students the KI and KD that the students should achieve. In the pre-test the teachers also ask the students about the topic that they had studied and it related to the topic in that day.

In the main activity, as observing the teachers ask students to make group, a group consist 4-5 person, then students observing the object that they want to present, during the students observing the object with their group, teachers look for them, did they observing the object or not. After that the students present it in front of the class, there is no question from the teacher or the student. As experimenting some of the students search from internet the material that they learn in that day. As the associating the students conduct the material that they found from book and internet. As communicating the students present about the object that they want to present.

In the post activity, the teachers play guessing game, that the teacher give clue about some object that students can find in their daily life, and it related to factual report. The score in here by looking the students presentation.

The second observation is in Mr. S class. The subject in this observation is English compulsory subject and the topic is about passive voice with the skills emphasis is on reading. . In the pre-test the students and teachers greeting each other, after that the teachers absent the students. In here the teachers talk to the students the KI and KD that the students should achieve. In the pre-test the teachers also ask the students about the topic that they had studied and it related to the topic in that day.

In the main activity, as observing the teachers ask students to make group, and students observing about passive voice in their book, during the students observing with their group, teachers look for them, did they observing the object or not, not only in book, the teachers also give e-book about passive voice to the students. After that as questioning the teachers ask the students that if they get problem when they read about passive voice and teachers also simulation the students to ask. As experimenting that the teachers also get information from e-book, and conduct it with the infromation that they got from the book, it is associating. As communicating the the teachers ask the students to give example of passive voice.

As post activity, the teachers conclude the material in that they by ask the students the knowledge that they got in that day. As score the teachers as students

to write the passive voice that related to the paragraph in their book and give it to their teachers.

The third observation in Mr. H class. The subject in this observation is English compulsory subject and the topic is about "Keeping A Diary" the text refers to present tense and past tense with the skills emphasis are on reading, speaking and listening. In the pre-test the teachers and students greeting each others after that the teacher absent the students. As the pre-test the teachers ask students the last material by ask students to close the book and the students shoul memorize the material that they study in the last meeting.

In main activity, as observation the teachers ask students to read the book to get information, as questioning the teacher ask students about the generic strucutre about the text and the idea of the test. As experimenting the students also search about the generic sturture in the internet. As associating the students conclude the information that they get from book and internet. As communicating the teachers ask students to retell the story infront of the class.

In post activity, the teachers ask students to conclude the text, and for score, teachers got it from the activity in the class.

The last observation in Mrs. W class. The topic is passive voice. In the pre-test the students and teachers greeting each other, after that the teachers absent the students. In here the teachers talk to the students the KI and KD that the students shoul achieve. In the pre-test the teachers also ask the students about the topic that they had studied and it related to the topic in that day.

In the main activity, as observing the teachers ask students to read the topic the book, then there is no session for quetioning, as experimenting the teachers conclude all information that they got from the book, and conduct it with the information the their friend got, it is associating. As communicating the teachers ask students to share the information that students got in front of the class.

In the post activity, the teachers ask students againt about the material in that day. The score teachers got from students presentation and they activity in the class.

In the post test, the teachers play guessing game, that the teacher give clue about some object that students can find in their daily life, and it related to factual report. The score in here by looking the students presentation.

4.1.2 Interview Result

Field Notes I

Interview Transcript With The English Teacher

Date   : 7-2-2018

Location   : Teacher Room

Informant : Mrs. W

1. School does not need to develop syllabus but only arranging the lesson plan. How do you arrange the lesson plan?

- To arrange the lesson plan of course i arrange based on the syllabus, when arrange the lesson plan i also think about condition of the students and the limit of the time, is it enough fot the material or not.

2. What obtacle do you find in arranging the lesson plan and providing the media in accordance with curriculum 2013?

 ▪ The obstacle that i found are some time i do not know the new model of the lesson plan, to make the lesson plan some time i need to think about the media and think how to make the material will be interesting to the students that is the most challengging obstacle.

3. Who is involved in the lesson plan compilation process?

 ▪ The person who is involved in the lesson plan compilation procces of course my friends that same with me as a english teachers in this chool, and we also have MGMP in this school.

4. How far do you modify and enrich the English learning material?

 ▪ Teachers free to modify or enrich the material based on themself but still related to the material an also base on syllabus. To modified some time i take another book from diferrent expert or use internet.

5. What model of apperception or pre-test do you usually use in pre activity of the learning?

 ▪ I usually ask they the last material that we had disccus before or some time just review the material

6. How do you implement the five sequence of learning (observing, questioning, experimenting, associating, and networling) according to scientific approach?

 ▪ When i teach i use the five sequence of learning, but sometime no based on the list of five sequence.

7. What do you usually do in post activity in every meeting?

   In the post activity i usualy resume the material by ask them the material that have they studied before.

8. What strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives?

   ▪ the strategies are some time when study i make group to presentation about the material that day, every each group refers to the students that have low knowledge and high knowledge. So, the students who have the high knowledge will helps their friends.

9. What kind of procedures do you do to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson?

   ▪ Ya, we dont teachers the students directly about the attitudes but indirectly, like i said before i put the students that have high knowledge and the students that have low knowledge when study. From it they can study in group that also teach they how to work in a group and help each other.

10. What are obstacle that you get when you apply the 2013 curriculum to the learning process?

    ▪ The time is to limit. Because in 2013 curriculum, English subject not really have time like in the last curriculum.

11. What evaluation do you usually use in every meeting in the classroom?

- The evaluation usually i take from exercise, the exercise not always formal, sometime the exercise in form games.

12. Do you find any obstacle in assessing in the learning output of each student? If yes please explain it.

- The obstacle is the time is limit, just one time in a week. It not enough time to assess students knowledge/skill or students ability.

13. In the 2013 curriculum, it is increasingly required that emphasis should be placed not only on cognitive aspects, but also on affective and psychomotor aspects proportionately. How is the effort of teachers, especially English teachers so that in evaluating students not only glued to the cognitive aspect only?

- For English subject i always have psychomotor assess in individual or gorups by observing the studentsin the process of study

14. What does the school do in the effort to nurture and improve the mental, moral, physical and artistic readiness of teachers, especially English teachers in order to implement the 2013 curriculum as well as possible?

- School usualy do supervision or training to the teachers, usually its refers to all teachers not only in SMA N 1 but also in another school.

15. How is the achievement of the 2013 curriculum target or students' absorption in English subject?

- Based on me, i think good enough.

Field Notes II

Interview Transcript With The English Teacher

Date   : 8-2-2018

Location   : Teacher Room

Informant   : Mrs. D

1. School does not need to develop syllabus but only arranging the lesson plan. How do you arrange the lesson plan?

-   I arrange the lesson plan based on syllabus but also adjust to the available time and the background of the students.

2. What obtacle do you find in arranging the lesson plan and providing the media in accordance with curriculum 2013?

-   I think there is not really obstacle that i got when arrange the lesson plan.

3. Who is involved in the lesson plan compilation process?

-   teachers that have same subject with me. That is English teachers in this school.

4. How far do you modify and enrich the English learning material?

-   I modify and enrich the material as much as i can. But usually i use internet to modify.

5. What model of apperception or pre-test do you usually use in pre activity of the learning?

-   I usualy do light conversation or sometime games about the topic that should learning in that day.

6. How do you implement the five sequence of learning (observing, questioning, experimenting, associating, and networling) according to scientific approach?

- It is based on material that we study in that day, but not always all of the five sequence of learning. It back to the material

7. What do you usually do in post activity in every meeting?

- I usually ask the students, is there something that they still confuse about the material? Or sometime i just review the material in that day.

8. What strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives?

   First, it is free to me if students want to ask about the material or ask the students that have low knowledge if they get problem when they study.

   Second, i more focus to the students that have low knowledge.

   Last, sometime i make group for study, and each group refers to students that have low and high knowledge, so they can helps each others.

9. What kind of procedures do you do to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson?

- I will be their model to be a good person and if they atitude is not good i will counsel them.

10. What are obstacle that you get when you apply the 2013 curriculum to the learning process?

- I think the obstacle is the time is to limit.

11. What evaluation do you usually use in every meeting in the classroom?

- Every meeting have different evaluation. If in that time we study about writing i ask the students to write the conclution about the material in that day, if speaking i ask the students direcly about the material in that day, and so on.

12. Do you find any obstacle in assessing in the learning output of each student? If yes please explain it.

- Yes, ideally to assess should refers to four aspect in English (listening, speaking, reading and writing) but because the time is not enough it will be the obstacle to me in assess the student.

13. In the 2013 curriculum, it is increasingly required that emphasis should be placed not only on cognitive aspects, but also on affective and psychomotor aspects proportionately. How is the effort of teachers, especially English teachers so that in evaluating students not only glued to the cognitive aspect only?

- For affective i ussualy assess from presentation of the liveliness of the students in the class when study English.

14. What does the school do in the effort to nurture and improve the mental, moral, physical and artistic readiness of teachers, especially English teachers in order to implement the 2013 curriculum as well as possible?

- School usualy ask the teachers to follow training of k13 from goverment

15. How is the achievement of the 2013 curriculum target or students' absorption in English subject?

- I think good. I look from the score that they get.

Field Notes III

Interview Transcript With The English Teacher

Date   : 8-2- 2018

Location   : Teacher Room

Informant   : Mr. AH

1. School does not need to develop syllabus but only arranging the lesson plan. How do you arrange the lesson plan?

- Oke, first we have four english teachers in here and then we will together to create the lesson plan based on the syllabus.

2. What obstacle do you find in arranging the lesson plan and providing the media in accordance with curriculum 2013?

- Based on the curriculum 2013 focus is not to the teachers again but focus in the learning process of the students. So, some obstacle to arranging the lesson plan is the dificullities to arrange the aim of lesson or indicator of the students. Because it is new for the teachers and students. That usually teachers just focus to the teachers but now should focus to process of learning of the students.

3. Who is involved in the lesson plan compilation process?

- In our school at the begining of every semester, there is a meeting for all the teachers how to create lesson plan, especially in english, we call this

MGMP, so MGMP organization will try to make lesson plan based on curriculum 2013, so there will be all the teachers, the master and supervisor too. Because at the begining of semester the supervisor will come to our school.

4. How far do you modify and enrich the English learning material?

▪ Oke this is especially for me, because focus to the students, i try to make the new creation to teach my students, such as i memorize the text and i will prepare some task to give to my students, so while i telling them the story they will work in the worksheet, so they can understand the material that i teach in that day, and then, i will give them some synonym found from the text, and then also i ask them to retell the text, maybe one paragraph, two paragraph or all paragraph so they can practice their speaking.

5. What model of apperception or pre-test do you usually use in pre activity of the learning?

▪ It is based on the topic, like if it recount text, i will ask some of my students about their last activity to start the ability of the students to use simple past tense, because recount text use simple past tense. So as the pre test i will give them some question about simple past tense. And then if they dont understand i will teach a little about simple past tense, and then because the text consist of simple past ense so i will give understanding about simple past tense corelated of theexplanation before. It is pre test.

6. How do you implement the five sequence of learning (observing, questioning, experimenting, associating, and networling) according to scientific approach?

▪ We can also said 5M in here, maybe like reading text, oke same like recount text, first, i will write some difficult words from the text but only the stnonym so the direction is find the synonym of this words bellow of the text, so they will observe that. Then, after that while observing of course they should read all the text so it will be 15 minute and then i will ask the students about the content of the text. Like recount text we should try to take some the sentences that refers to simple past and than assosiating with the text. And after that they can know about simpe past tense and the content of recount text and then they will retell it as their speaking ability. So we will check they understand or not about recount text, the generic structure of recount text, the dominant structure of the text, after they know about that as a communicating they can read, write and speak about that.

7. What do you usually do in post activity in every meeting?

▪ May be 20 minutes of the last period, i will ask my students about the topic, maybe like reading text , i ask the content of the text, i ask my students to make sentences using the tenses that we use in the text. And then if maybe some students do not understand we will retell about it for a while and the make conclution about the topic.

8. What strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives?

▪ Because there is a lowest, low adn high students, sometime we make the difficulties of the mateial in the middle but sometimes also high. The stategies is i ask the lowest students to ask to the higest sudents if they do not understand to work together, so the highest students will teach the low students or give explanation to the lowest students. After that the teacher will make the conclusion about the topic. It is the way to overcome the differences of the students.

9. What kind of procedures do you do to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson?

▪ Like homework, i want my students to be resposibility, honest, good behavior and tidy. So if there is homework, i will ask my students like this, who is cheat the homework from your friends. And i will ask them you need to be honest, i dont mind you make it or not, i just you to be honest person. And then i ask to them, i dont need your high score, i just want you not cheat anymore, so i will know your ability. I said it to them because some students always cheat while exercise, while examination.

10. What are obstacle that you get when you apply the 2013 curriculum to the learning process?

- Like i said, the ability of the students, especially in English the ability of the students is low, so, it is difficult to them to get idea of the lesson, so i should teach them slowly, after that they can get the idea of the lesson. It is the difficulty, the ability of the students is low.

11. What evaluation do you usually use in every meeting in the classroom?

- Sometime will be written test, speaking test or sometime like action of the students. So at the end of the lesson i will give them some question, and then we ask and check the answers, so we can know they understand or not. In reading i ask them to retell the story.

12. Do you find any obstacle in assessing in the learning output of each student? If yes please explain it.

- Sometime we find in the class the point/ score of the students is very low. It make me lazy to check their examination beacuse we dont find a good mark/ score of them. So it will me a queation in my mind or my heart they do not understand anymore about the lesson, so after the meeting i will deliver their examination paper, and then they can see they score, and i ask them to read a little the topic and maybe i give them question 5 or 10 question again.

13. In the 2013 curriculum, it is increasingly required that emphasis should be placed not only on cognitive aspects, but also on affective and psychomotor aspects proportionately. How is the effort of teachers, especially English teachers so that in evaluating students not only glued to the cognitive aspect only?

- Curriculum 2013 emphasize to character of the students. So especially for me, like i said before i ask my students to be honest, responsibility, have good behavior, polite, friendly. Because in curriculum 2013 we dont need only cognitive but also affective and psychomotor, so like tidyness i will ask my students to tidy up their shoes, their hair, their uniform it is to form their attitude. For psychomotor i ask them to make dialog to create reaging text and then they practice in front of the class. And cognitive of course we teach them about the English

14. What does the school do in the effort to nurture and improve the mental, moral, physical and artistic readiness of teachers, especially English teachers in order to implement the 2013 curriculum as well as possible?

- SMA N 1, at the begining we meeting of the all of the planning, the process of the evaluation in study, the teachers also have training about the curriculum 2013 not only english teachers but all the teachers had it from the goverment, but especially of SMA N 1 always does the training at the begining of the semester.

15. How is the achievement of the 2013 curriculum target or students' absorption in English subject?

- Actually in SMA N 1 , the achievment of the students only 67 score for KKM , we dont need higher of it, because we need the ability of the students, we not really care about the point. We dont need the score 90 but the ability only 60. We need the students get the material and get good ability. But i think it is enough good.

Field Notes IV

Interview Transcript With The English Teacher

Date   : 9-2- 2018

Location   : Teacher Room

Informant   : Mr. S

1. School does not need to develop syllabus but only arranging the lesson plan. How do you arrange the lesson plan?

   ▪ In permendibud, in fact sometime we need to arrange the syllabus also, because just teachers that know the condition of the students or the material that refers to characteristic of the students. And for arranging the lesson plan i also arrange based on syllabus, but we should look again in the characteristics and background the students.

2. What obtacle do you find in arranging the lesson plan and providing the media in accordance with curriculum 2013?

   ▪ The most obstacle that teachers get usualy in MGMP is to arrange learning indicators suitable with the students background, maybe the teachers need training from the school or goverment or give guide to arrange the lesson plan.

3. Who is involved in the lesson plan compilation process?

   ▪ Usually the person who involve in the lesson plan compilation process are the teachers or sometime the teachers who follow MGMP. In there we can get sollution to arrange the lesson plan.

4. How far do you modify and enrich the English learning material?

- The important is to make them do someting in English subject, not only sit and listen the teachers, so we need the strategies to make the class active.

5. What model of apperception or pre-test do you usually use in pre activity of the learning?

- I usualy ask them about the material that had studied before, and after that we connect to the material that we want study at the time, some time we use video or picture based on the material.

6. How do you implement the five sequence of learning (observing, questioning, experimenting, associating, and networling) according to scientific approach?

- it does not have to be in sequence, back to the material on that day, if the material is only talking 3 learning stages, ya, we only use 3, if all we have to implement all.

7. What do you usually do in post activity in every meeting?

- Of course we should evaluation or assess, although it is not always score in the paper, but we also can ask them directly, do they understand about the material or not.

8. What strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives?

- It based on to the material, if the material is about expression, the strategies is the students should practice, but we can mix the low and the high students to work togerher. It is also refers to the time we teach, if we

teach in the morning we can teach like usual, but if in the day, we need some strategies that make them not bored to study.

9. What kind of procedures do you do to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson?

▪ I teach it indirecly in the classroom, by look from they activity in the class room.

10. What are obstacle that you get when you apply the 2013 curriculum to the learning process?

▪ The most obstacle is time to limit, in the 2013 the english subject just has 2 hours in one meeting in one week, not like 2006 curriculum we have 4 hours for English subject. It is not enough to practice the ability of students to use English. maybe to the goverment to take care about it. Although we have English specialization subject but not all of the students choose it.

11. What evaluation do you usually use in every meeting in the classroom?

▪ The evaluation is follow to the material, if it is about characteristic from the material, if expression i ask students to practice a dialog or role play. But if it is text it refers to the idea of the text.

12. Do you find any obstacle in assessing in the learning output of each student? If yes please explain it.

- Yes, teachers need strategies to assess the students, what required is that every student should get a portion of the assessment according to their ability, it will take time and good instrument.

13. In the 2013 curriculum, it is increasingly required that emphasis should be placed not only on cognitive aspects, but also on affective and psychomotor aspects proportionately. How is the effort of teachers, especially English teachers so that in evaluating students not only glued to the cognitive aspect only?

- Yes, it is true. All the aspect is important. But English teachers just focus on cognitive and psychomotor. The affective will be responsibility of religion teachers or civics teachers. But in English teachers i just teach it indirectly like the students responsibility or not to do their task, or we can look they cheat or not their task.

14. What does the school do in the effort to nurture and improve the mental, moral, physical and artistic readiness of teachers, especially English teachers in order to implement the 2013 curriculum as well as possible?

- The school help teachers by ask the teachers to do some training from the goverment

15. How is the achievement of the 2013 curriculum target or students' absorption in English subject?

- Good, but I think it is not really different with the last curriculum, because students have to focus to all subject in the school. Maybe the goverment can increase the curriculum especially the students can just take the

subject that they desire. Because sometimes they dont like to run but in the

sport the should can run well.

Table 4.5

Interview Result

From the field notes the researcher conclude the data into interview result.

No.	Interview	Answers			
		Mrs. W	**Mrs. D**	**Mr. AH**	**Mrs. S**
1.	How to arrange the lesson plan	Based on syllabus	Based on syllabus	Basend on syllabus	Based on syllabus
2.	Obstacle in arranging the lesson plan	To arrange the lesson based on the students condition.	There is no obstacle to arrange the lesson plan	To arrange the lesson plan based on the indicator or condition of the students	To arrange the lesson plan based on the indicator or condition of the students
3.	Person that involved in arrange the lesson plan	The English teachers and MGMP organinitation	The English teachers	The English teachers and MGMP	The English teachers and MGMP
4.	In	Internet or	internet	Finding own	Finding own

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	modifying and enriching english learning material	anothers book		way in modifying and enriching the material	way in modifying and enriching the material
5.	Model of appreception or pre-test in pre activity	Review last material and relate it to the material in that day	Give students games or convertation based on the material in that day	Review last material and relate it to the material in that day	Review last material and relate it to the material in that day
6.	In implementing the five sequences of learning (observing, questioning, experimenting, associating, and	Implement the five sequences of learning, but Sometimes not considers to the five sequences of learning,	Implement the five sequences of learning, but Sometimes not considers to the five sequences of learning, back to material	Implement the five sequences of learning, but Sometimes not considers to the five sequences of learning, back to material againt.	Implement the five sequences of learning, but Sometimes not considers to the five sequences of learning, back to material againt.

	communicat ing)		againt.		
7.	In post activity of the learning	Resume the material by ask some question to the students related to the material in that day.	Review and ask the students if get difficulties when study	Aks students about the material that they get in that time, also to know the students understand or not about the material	Evaluation and assess by ask the students about the material that they study in that day.
8.	Strategies, models, and methods use in learning to overcome differences between students	Make group that refers to low students and high students. So the high students can help the low students	More focus to the low students, Make group that refers to low students and high students	Make material that can rach the low students and the high students.Make group that refers to low students and high students.	Make group that refers to low students and high students. Teach by look the time/ condition of the students.
9.	Kind of procedures	Teach the attitude	Teachers as the model of	Teach students to be honest by	Teach the attitude

	to succeed in the formation of attitudes, competencies, and character of learners	indirecly, but by look in students daily activity	attitude, and counseled the students if the student have a bad behavior	not cheat when examination, also not chaet in homework and assigment	indirecly, but by look in students daily activity
10.	The obstacle in learning process	The time is too limit to teach	The time is too limit to teach	The students ability is low to get idea from the lesson	The time is too limit to teach
11	Learning evaluation	Evaluation take from the exercise	Ask the students about the material in that day	Ask the students about the material in that day	Ask the students about the material in that day
12	Obstacle in assessing learning output	The time is too limit to assesing the learning output	The time is too limit limit to assesing the learning output	Teachers lazy because some students get low score	To make insrument based on the portion of students ability and the time is too limit

13	Evaluating students not only glued to the cognitive aspect only	Yes, by observing the students in the process of study	Yes,, by observing the students in the process of study	Yes, by teach the students to be honest, tidy etc	Yes, by observing the students in the process of study
14	The school effort to nurture and improve the mental, moral, physical and artistic readiness of teacher in implement the 2013 curriculum	Training	Training	Training	Training
15	The achievement of the 2013	good	good	good	Good

	curriculum				
	target or				
	students'				
	absorption				
	in English				
	subject				

4.2 Discussion

4.2.1 The Implementation of Curriculum 2013 in Teaching Learning Planning

According to the Observation results which show that most of the English teachers in SMA N 1 Kota Jambi are able to develop the syllabus. Planning a learning with good preparation to be truly ready, becomes the more concern for English teacher at SMA N 1 Kota Jambi in the implementation of 2013 curriculum. Overall, the efforts of the teacher in implementing 2013 curriculum in the dimension of planning are good enough. It can be seen from the components of lesson plan which are arranged based on *permendikbud* number 103 of 2014 about Learning in Elementary and Secondary Education. From the lesson plan, it can be said that The English teacher at SMA N 1 Kota Jambi has arranged it based on almost all the principles of lesson plan arrangement that mentioned in *permendikbud* number 103 of 2014.

Meanwhile from the interview result, the English teachers in SMA N 1 Kota Jambi basically understand what Curriculum 2013 wants in the English teaching

learning and know what to do in learning based on Curriculum 2013. For the teachers, lesson plan becomes more essential in Curriculum 2013 than in the previous curriculum, so it takes more preparation to arrange it. In Curriculum 2013, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers. Alhtough there is a teachers wants to arrange the syllabus based on the condition of the students in the school. [Mr. AH] (...*In permendibud, in fact sometime we need to arrange the syllabus also, because just teachers that know the condition of the students or the material that refers to characteristic of the students. And for arranging the lesson plan i also arrange based on syllabus, but we should look again in the characteristics and background the students*). The others teachers develop only lesson plans which is developed from the syllabus but must be consider to the condition or background of the students. [Mrs.D] *(...To arrange the lesson plan of course i arrange based on the syllabus, when arrange the lesson plan i also think about condition of the students.).* Furthermore, in arranging the lesson plan not only look the condition of the students but also must consider to availability of the time, the teachers should use time well so the lesson can delivery well. [Mrs. W] *(To arrange the lesson plan of course i arrange based on the syllabus, when arrange the lesson plan i also think about condition of the students and the limit of the time, is it enough fot the material or not.*)

However, there are still obstacles found in arranging the lesson plan. The problems are various such as to determine the learning indicators and make it suitable for the students. [Mr. AH] (...*Based on the curriculum 2013 focus is not*

to the teachers again but focus in the learning process of the students. So, some obstacle to arranging the lesson plan is the dificullities to arrange the aim of lesson or indicator of the students.). Teacher also find difficulty in determining the appropriate material of the topic with the students' needs in order to achieve the learning objectives based on Curriculum 2013. [Mrs.W] *(The obstacle is to find the most suitable activities so that the class will be interesting to make the lesson plan some time i need to think about the media and think how to make the material will be interesting to the students that is the most challengging obstacle).*

But, the obstacle that teachers got can teachers solve by follow MGMP organization or sharing with others English teachers. [Mrs. W] *(The person who is involved in the lesson plan compilation procces of course my friends that same with me as a english teachers in this chool, and we also have MGMP in this school).* Not only teachers but there is a supervisor to help the teachers to solve the obctacle that teachers got while implement 2013 curriculum. [Mrs. AH] *(...there is a meeting for all the teachers how to create lesson plan, especially in english, we call this MGMP, so MGMP organization will try to make lesson plan based on curriculum 2013, so there will be all the teachers, the master and supervisor too. Because at the begining of semester the supervisor will come to our school).*

English teachers also realize that it is needed to find other way to enrich and modify their material in order to make the learning activity become more meaningful to the students. There are many ways in enriching their English learning material such as from the internet, other books, modify the learning

activity by them self and so on. [Mrs. W] *(..Teachers free to modify or enrich the material based on themself but still related to the material an also base on syllabus. To modified some time i take another book from diferrent expert or use internet.).* [Mr. AH] *(...especially for me, because focus to the students, i try to make the new creation to teach my students, such as i memorize the text and i will prepare some task to give to my students, so while i telling them the story they will work in the worksheet, so they can understand the material that i teach in that day, and then, i will give them some synonym found from the text, and then also i ask them to retell the text, maybe one paragraph, two paragraph or all paragraph so they can practice their speaking.).*

In summary, based on the observation and interview results, the English teachers in SMA N 1 Kota Jambi have implemented the teaching learning planning especially in the arrangement of lesson plan and refers to the syllabus which made by the government in accordance with the Curriculum 2013. This in line with the regulation of Ministry of Education and Culture Number 65 Year 2013 about The Process Standard of Elementary and Secondary Education and the regulation of Ministry of Education and Culture Number 81A Year 2013. Furthermore, in implementing the Curriculum 2013 toward lesson plan teachers are able to link and combine between basic competence, learning material, learning activity, indicator of competence achievement, assessment, learning source and the application of information and communication technology which they design in wholeness of a learning experience.

In summary, based on the observation and interview results . The syllabus from goverment have a big role in arranging the lesson plan. Some teachers have some obstacle when they arrange the lesson plan, but it can they solve by arrange together with another teacher that have same subject with them and from MGMP organization. Modifying and enriching the learning material also required and it has done by all teachers.

4.2.2 The Implementation of Curriculum 2013 in Teaching Learning Process

From the observation result In this dimension, the English teacher executes the lesson plans she has been prepared. The activities of a learning process that created by the teacher in the class should have the characteristics as mentioned in *permendikbud* number 103 of 2014, they are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners. Unfortunately, because the planning dimension as explained before making some characteristics perfectly incomplete. In the interactive point, it could not be said completely successful because the teacher seems sometime the teachers forget to give post activity or some sequences of process learning.

Meanwhile from the interview result, shows that during the pre-activity of the learning, teachers usually do apperception activity to the students. In general, English teachers of SMA N 1 Kota Jambi do apperception in way of asking the

students about general things as the leading question to the topic of the learning material. [Mr. AH] *(It is based on the topic, like if it recount text, i will ask some of my students about their last activity to start the ability of the students to use simple past tense, because recount text use simple past tense. So as the pre test i will give them some question about simple past tense).* [Mrs. D] *(I usualy do light conversation or sometime games about the topic that should learning in that day).* In pre-test some teachers also use media to make students interesting to study about the topic [Mr. S] *(I usualy ask them about the material that had studied before, and after that we connect to the material that we want study at the time, some time we use video or picture based on the material).*

In the learning process consists of five main learning events that must be experienced by the students, such as: observing, questioning, experimenting, associating and communicating. English teachers in SMA N 1 Kota Jambi have applied those sequences based on the lesson plan that they make. [Mr.AH] *(We can also said 5M in here, maybe like reading text, oke same like recount text, first, i will write some difficult words from the text but only the stnonym so the direction is find the synonym of this words bellow of the text, so they will observe that. Then, after that while observing of course they should read all the text so it will be 15 minute and then i will ask the students about the content of the text. Like recount text we should try to take some the sentences that refers to simple past and than assosiating with the text. And after that they can know about simpe past tense and the content of recount text and then they will retell it as their speaking ability. So we will check they understand or not about recount text, the generic*

structure of recount text, the dominant structure of the text, after they know about that as a communicating they can read, write and speak about that). But in implementing the learning events, it does not need to be in order or chronologically. [Mr.S] *(..it does not have to be in sequence, back to the material on that day, if the material is only talking 3 learning stages, ya, we only use 3, if need all we have to implement all).* [Mrs. D] (*It is based on material that we study in that day, but not always all of the five sequence of learning. It back to the material).*

In the post activity, English teachers in SMA N 1 Kota Jambi usually conduct learning evaluation. Furthermore, they provide feedback on the process and learning outcomes; then do the follow-up activities in the form of giving task, resume the topic or post test. [Mr. AH] (*May be 20 minutes of the last period, i will ask my students about the topic, maybe like reading text , i ask the content of the text, i ask my students to make sentences using the tenses that we use in the text. And then if maybe some students do not understand we will retell about it for a while and the make conclution about the topic*)**.** [Mrs. W] **(***In the post activity i usualy resume the material by ask them the material that have they studied before*). Some teacher also ask the students about their understanding of the material [Mrs. D] *(I usually ask the students, is there something that they still confuse about the material? Or sometime i just review the material in that day)*

The teachers also have strategies, models, and methods do you use in learning to overcome differences between students and to achieve the desired learning objectives by ask the students to study in a group, each groups refers to

high students and low students. [Mrs. W] *(the strategies are some time when study i make group to presentation about the material that day, every each group refers to the students that have low knowledge and high knowledge. So, the students who have the high knowledge will helps their friends).* [Mrs. D] *(...sometime i make group for study, and each group refers to students that have low and high knowledge, so they can helps each others).* [Mr.AH] *(...Because there is a lowest, low adn high students, sometime we make the difficulties of the mateial in the middle but sometimes also high. The stategies is i ask the lowest students to ask to the higest sudents if they do not understand to work together, so the highest students will teach the low students or give explanation to the lowest students. After that the teacher will make the conclusion about the topic. It is the way to overcome the differences of the students).*

Teachers also have procedures to succeed in the formation of attitudes, competencies, and character of learners according to KI-KD in each lesson by teach the students directly [Mr.AH] *(..i want my students to be resposibility, honest, good behavior and tidy. So if there is homework, i will ask my students like this, who is cheat the homework from your friends. And i will ask them you need to be honest, i dont mind you make it or not, i just you to be honest person. And then i ask to them, i dont need your high score, i just want you not cheat anymore, so i will know your ability. I said it to them because some students always cheat while exercise, while examination).* [Mr.AH] And some teachers just look from the activity of the students in the class, it is meant the teachers teach them indirecly [Mr.S] (*I teach it indirecly in the classroom, by look from*

they activity in the class room). [Mrs.D] (*Ya, we dont teachers the students directly about the attitudes but indirectly, like i said before i put the students that have high knowledge and the students that have low knowledge when study. From it they can study in group that also teach they how to work in a group and help each other*)

In the process of study the English teachers also got obstacle that when they apply the 2013 curriculum to the learning process, such as the the time is too limit to precess of study. [Mrs.W] *(The time is to limit. Because in 2013 curriculum, English subject not really have time like in the last curriculum).* [Mrs.D] *(I think the obstacle is the time is to limit).* Some teachers said the low ability of the studentscan be the obstacle in the process of learning because the teachers should teach slowly with the limit time. [Mr.AH] *(Like i said, the ability of the students, especially in English the ability of the students is low, so, it is difficult to them to get idea of the lesson, so i should teach them slowly, after that they can get the idea of the lesson. It is the difficulty, the ability of the students is low)*

In summary, based on the observation and interview results, in the teaching and learning process consists of three activities i.e. pre-activity, main activity and post activity. In general, English teachers of SMA N 1 Kota Jambi have performed those activities well based on the lesson plan they made. . Although some teachers got some obstacle in the proces of learning because the time is to limit, but they can solve it well. This in line with the regulation of Ministry of Education and Culture Number 65 Year 2013 about The Process Standard of Elementary and Secondary Education and the regulation of Ministry of Education

and Culture Number 81A Year 2013. The teachers have implemented teaching learning process in accordance with the Curriculum 2013 development in reference to students learning in active, independent and critical, Problem-Based learning, learning pattern which base on teamwork, the use of learning characteristic in accordance with competence characteristics and the application of discovery learning which included in pre-activity, main activity and post activity during the teaching and learning process

4.2.3 The Implementation of Curriculum 2013 in Learning Evaluation

Everything which is planned on the dimension of planning by the English teacher has a big influence in the success of English learning evaluation based on 2013 curriculum. As mentioned in *permendikbud* number 104 of 2014, learning evaluation is conducted through authentic and non-authentic assessment, but authentic assessment is the main approach. Authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task on real situation. In fact, the English teacher assess the students based on the 2013 want, althoug there is some obstacle that teachers get. At last, the teacher conducts non-authentic assessment as the main approach to evaluate students' learning result.

Meanwhile from the interview result, the learning evaluation which is done by each English teacher in SMA N 1 Kota Jambi is varied. Some teacher conduct learning evaluation based on four aspect in English after giving the material by give the students task or question. [Mr. AH] *(Sometime will be written test, speaking test or sometime like action of the students. So at the end of the lesson i*

will give them some question, and then we ask and check the answers, so we can know they understand or not. In reading i ask them to retell the story.). [Mrs. D] *(Every meeting have different evaluation. If in that time we study about writing i ask the students to write the conclution about the material in that day, if speaking i ask the students direcly about the material in that day, and so on.).* Furthermore, the English teachers give learning evaluation in many forms such as task, practice, game and etc. [Mr. S] *(The evaluation is follow to the material, if it is about characteristic from the material, if expression i ask students to practice a dialog or role play. But if it is text it refers to the idea of the text)*

In assessing the learning output of the students, each English teacher has their own opinion about the obstacles that they found. Different capability of students is one of the obstacles which makes it hard for teacher in scoring the learning output. [Mr.S] *(Yes, teachers need strategies to assess the students, what required is that every student should get a portion of the assessment according to their ability, it will take time and good instrument).*Another challenge is the assessment considered to be very demanding. Most of teachers argue that the scoring criteria are complicated and very time consuming. [Mrs. D] *(Yes, ideally to assess should refers to four aspect in English (listening, speaking, reading and writing) but because the time is not enough it will be the obstacle to me in assess the student).*Another teachers said the another challenge is when scroring there are some low score that students got. [Mr. AH] *(Sometime we find in the class the point/ score of the students is very low. It make me lazy to check their examination beacuse we dont find a good mark/ score of them. So it will me a queation in my*

mind or my heart they do not understand anymore about the lesson, so after the meeting i will deliver their examination paper, and then they can see they score, and i ask them to read a little the topic and maybe i give them question 5 or 10 question again).

School also helps the teachers to implement 2013 curriculum well by give teachers training or the school ask supervisor to help the teachers [Mrs. W] *(School usualy do supervision or training to the teachers, usually its refers to all teachers not only in SMA N 1 but also in another school).* [Mrs. D] *(School usualy ask the teachers to follow training of k13 from goverment).* [Mr. AH] *(SMA N 1, at the begining we meeting of the all of the planning, the process of the evaluation in study, the teachers also have training about the curriculum 2013 not only english teachers but all the teachers had it from the goverment, but especially of SMA N 1 always does the training at the begining of the semester).* [Mr. S] *(The school help teachers by ask the teachers to do some training from the goverment)*

In summary, based on the observation and interview results, generally English teachers of SMA N 1 Kota Jambi have performed the learning evaluation quite well in accordance with Curriculum 2013. Although, the teachers sometime got obstacle such as to make every student should get a portion of the assessment according to their ability, it will take time and good instrument. But they can sove it quite well. This is in accordance with the theories in the regulation of Ministry of Education and Culture Number 66 Year 2013 about Standard Evaluation of Education, which explains the scope of assessment, learning output assessment

include attitude competence, knowledge competences, and skill competence which are done in balance.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion of this research :

The English teachers in SMA N 1 Kota Jambi have arrange the lesson plan refers to the syllabus in accordance with the Curriculum 2013. Although the teachers got some obstacle but the teachers can solve it by arrange togerther with the teachers that have some subject or from MGMP organization.

In teaching learning process the teachers teach based on five sequence of learning. The teachers used scientific approach quite well. The teachers have implemented teaching learning process in accordance with the Curriculum 2013 in pre-activity, main activity and post activity during the teaching and learning process.

Generally English teachers of SMA N 1 Kota Jambi have performed the learning evaluation quite well in accordance with Curriculum 2013. Although , some teachers find obstacles such as the different capabilities of students, the using of some instruments and scoring criteria seems complicated and very time consuming.

5.2 Suggestion

As the result,the researcher hope this research hopefully can be useful for:

1. The English Teacher

The teachers are the important role in apply the 2013 curriculum, it is mean the strategy of teaching learning is very important to gain the better output. The real guidance in the training is very important to improve teachers' competences.

2. The Government

The researcher hope this research can show the obstacle that teachers face when they implement the 2013 curriculum in their school. This research also show to the goverment how is the implementation of curriculum 2013 have been implemented by the teachers.

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