

**THE IMPLEMENTATION OF 2013
CURRICULUM BY THE ENGLISH TEACHER
AND ITS BARRIERS
(A Case Study at the 10th Grade of SMA N 1
Rembang in 2014/2015 Academic Year)**

THESIS

Submitted in Partial Fulfillment of The Requirement
for Degree of Education Bachelor
in English Language Education



By:
IRMA NUR KHASANAH
Student Number: 113411021

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2015**

A THESIS STATEMENT

I am, the student with the following identity:

Name : **Irma Nur Khasanah**

Student Number : 113411021

Department : English Language Education

certify that this thesis entitled:

**THE IMPLEMENTATION OF 2013 CURRICULUM BY THE
ENGLISH TEACHER AND ITS BARRIERS
(A Case Study at the 10th Grade of SMA N 1 Rembang in
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is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, May 20th, 2015

The Writer,



Irma Nur Khasanah

NIM. 113411021



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. (024) 7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : **The Implementation of 2013 Curriculum by the English Teacher and Its Barriers (A Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year)**

Name : **Irma Nur Khasanah**

NIM : 113411021

Department : English Language Education

have been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 15, 2015

THE BOARD OF EXAMINER

Chairman,

Drs. H. Asro'ie, M.Pd.I.
NIP: 19510222 198103 1 001

Examiner I,

Dr. H. Muslih, M.A.
NIP: 19690813 199603 1 003



Secretary,

Dra. Hj. Ma'rifatul F., M.Ed.
NIP: 19620803 198903 2 003

Examiner II,

Siti Tarwiyah, S.S., M.Hum.
NIP: 19721108 199903 2 001

Advisor,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
NIP: 19620803 198903 2 003

ADVISOR NOTE

Semarang, May 20, 2015

To
The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University
Semarang

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **The Implementation of 2013
Curriculum by the English Teacher and Its
Barriers (A Case Study at the 10th Grade of SMA
N 1 Rembang in 2014/2015 Academic Year)**

Name : Irma Nur Khasanah

NIM : 113411021

Field of Study : English Language Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University Semarang to be examined at Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor



Dra. Hj. Ma'rifatul Fadhillah, M.Ed.

NIP: 19620803 198903 2 003

ABSTRACT

Title : **The Implementation of 2013 Curriculum by the English Teacher and Its Barriers (A Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year)**

Name : Irma Nur Khasanah

NIM : 113411021

Even though the implementation of 2013 curriculum is still in a controversy, the objectives of 2013 curriculum are for Indonesian better education. The teacher's role is very necessary in the success of 2013 curriculum implementation. If the teacher implement it well, the students with real good quality will be created as the objectives of 2013 curriculum.

The objective of this study is to know the implementation of 2013 curriculum by the English teacher and its barriers on the dimensions of teaching learning planning, process, and learning evaluation.

The writer collected the data by using observation, interview, and documentation. The data was collected in January 2015 with the English teacher of grade X. The interview involved the English teacher, the principal, and the vice principal of curriculum. the documents are syllabus, lesson plans, and pictures.

The research shows that the implementation of 2013 curriculum by the English teacher on the three dimensions has the barriers. The barriers of the teaching learning planning affects the other two dimensions. The barriers are finding the right method and the right instrument of authentic assessment. They both are important to support the success of Core and Basic Competence realization in the learning.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

5. So, verily, with every difficulty, there is relief,
6. Verily, with every difficulty there is relief.

(Al-Insyirah: 5-6)¹

¹ Hartono, et.all., Juz ‘Amma, (Semarang: Pustaka Rizki Putra, 2012), p. 116-117.

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

- ❖ My dear parents, my father and mother (Muhammad Mukhlis and Wiji Mulyani), love and respect are always for them. Thank you for the valuable efforts and contributions in making my education success.
- ❖ My lovely mother in law, Isni (Alm), who always look at me by Allah's side. Thank you for always regarding me as a good and nice girl and for teaching me the real meaning of life.
- ❖ My best friend, best brother, and best teacher of life (Muhammad Ahmad Ainur Rofiq, S.Pd.I), more than words to show my feel. Thank you for bringing the pieces of heaven in my life.

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First, all praises be to Allah *Azza wa Jalla*, the Almighty for the blessing and mercy that had been given to me, health and inspirations during my study. So, I can complete this final project. Without Him, I could not stay patient and control un writing this final project from the first page to the last page.

Second. *Shalawat* and *Salam* always dedicated to our lovely Prophet Muhammad PBUH, the last prophet who had brought us from the darkness to the lightness.

The researcher realizes that this thesis will never be complete without support, cooperation, help and encouragement from a lot of people. In this chance, the researcher would like to give the sincerest gratitude and appreciation to:

1. Dr. H. Darmu'in M.Ag as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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11. The boys of photocopy who had helped me in my thesis printing process. Thank you so much.

Finally, I realize that there are so many mistakes in this study in spite of all my efforts. Therefore, I would be very grateful for any

corrections, comments, and criticisms for all readers to improve this thesis.

Semarang, May 20, 2015

The writer,

Irma Nur Khasanah

NIM. 113411021

TABLE OF CONTENT

	Page
PAGE OF TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
LIST OF APPENDICES	xiv
CHAPTER I : INTRODUCTION	
A. Background of The Research	1
B. Reasons for Choosing The Topic	6
C. Questions of The Research	7
D. Objectives of The Research	7
E. Limitation of The Research	8
F. Pedagogical Significance	9
CHAPTER II : REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	10
1. Curriculum.....	10
a. The Definitions of Curriculum	10
b. The Functions of Curriculum	13
c. The Curriculum Change	15
2. The Previous Curriculum (School Based Curriculum 2006)	16
a. The Definition of School Based Curriculum 2006	16
b. The Weaknesses in School Based Curriculum 2006	17
3. 2013 Curriculum.....	18
a. The Definition of 2013 Curriculum	18

b. The Characteristics of 2013 Curriculum	19
c. The Excellences of 2013 Curriculum	20
d. The Innovation of 2013 Curriculum	21
e. The Implementation of 2013 Curriculum	25
B. Previous Research	33

CHAPTER III : RESEARCH METHOD

A. Type of Research	35
B. Setting of Research	37
C. Source of Data	38
D. Focus of Research	39
E. Technique of Data Collection	39
F. Data Validity	42
G. Technique of Data Analysis	44

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

A. Overview of SMA N 1 Rembang	46
B. Finding of Research	47
1. Observation	47
a. First Observation	47
b. Second Observation	48
c. Third Observation	49
2. Interview	50
3. Documentation	57
C. Discussion	58
1. The Implementation of 2013 Curriculum by The English Teacher on The Dimension of Teaching Learning Planning and Its Barrier.....	58
2. The Implementation of 2013 Curriculum by The English Teacher	

on The Dimension of Teaching Learning Process and Its Barrier	61
3. The Implementation of 2013 Curriculum by The English Teacher on The Dimension of Teaching Learning Planning and Its Barrier.....	65
D. Limitation of The Research	67

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion.....	68
B. Recommendation	69

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

- Appendix 1 : Syllabus 1
- Appendix 2 : Lesson Plan 1
- Appendix 3 : Syllabus 2
- Appendix 4 : Lesson Plan 2
- Appendix 5 : Interview Transcript with English Teacher
- Appendix 6 : Interview Transcript with Vice Principal
- Appendix 7 : Interview Transcript with Principal
- Appendix 8 : Observation Sheet 1
- Appendix 9 : Observation Sheet 2
- Appendix 10 : Observation Sheet 3
- Appendix 11 : Pictures

CHAPTER I

INTRODUCTION

A. Background of The Research

Education is very important for humans' life. Education is an effort that is done consciously and deliberately to change human behavior, both individually and collectively to mature human through teaching and training efforts.¹ Education gives values that will help and guide humans in enduring their life. We may not imagine what the difference is between humans' life in past time (darkness era) and this time without education.

A human's life in the world needs education or science that should cover religious values as well. We can endure our life and get successful because of them. It stated in holy Qur'an surah al-Mujadilah 11:²

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَلِسِ
فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ

¹ Sugihartono, dkk, *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2007), p. 3-4.

² Departemen Agama RI, *Al-Jumanatul 'Ali, Al-Qur'an dan Terjemahnya*, (Bandung: J-ART, 2005), p. 543.

الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“O ye who believe! when ye are told to make room In the assemblies, (spread out and) make room: (ample) room will Allah provide for you. and when ye are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. and Allah is well- acquainted with all ye do.”³

Education in Indonesia has developed time in time. This is due to following and adapting to the change of age and technological advancement. At school, education is directed through the teaching so the goals of the changes can be achieved as desired.

School as a formal educational institution, systematically had planned various environments, that is the educational environment, which provides a variety of opportunities for students to gain experience of education in order to encourage the students’ growth and development. The environment is organized into the curriculum and teaching methods.⁴

The process of education at school cannot be apart from the output of education itself. One of the educational substances

³ Translated in English by Yusuf Ali (Add-Ins software).

⁴ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2004), p. 79-80.

which has the important role to determine the graduation quality is curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum. It is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.⁵ That is why every teacher has to understand and follow the current curriculum before planning and developing a kind of teaching-learning process and the materials for the teaching-learning process.

But, the curriculum is often changed after an evaluation of the curriculum. The curriculum changes is done to make better future of national education. A change to be better will not come true if there is no any attempt to change it. It stated in holy Qur'an surah al-Anfal 53:⁶

ذَلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ ﴿٥٣﴾

"Because Allah will never change the Grace which He hath bestowed on a people until They change what is In their

⁵ <http://en.wikipedia.org/wiki/Curriculum>, accessed on Sunday, December 7th 2014 at 07.00 p.m.

⁶ Departemen Agama RI, *Al-Jumanatul 'Ali ...*, p. 184.

(own) souls: and Verily Allah is He who heareth and knoweth (All things)."⁷

The curriculum change is described by Hoyle as unplanned 'drift'.⁸ Curricula are always dynamic and be influenced by the changes of many factors. The objectives of education can fundamentally change, if a country turns from the state of being colonized becoming an independent country.

The curriculum must be changed entirely as well. Curriculum also changed when the emphasis of *the goal* is shifted. The changes of curriculum also happen when the new vision about the learning process comes. So, the forms of curriculum arise, such as *activity* or *experience curriculum*, *programmed instruction*, *teaching moduls*, and so on.

Changes in society, science explosion and others require the curriculum change. It is because the last curriculum is no longer relevant. Thus, the curriculum change becomes a common thing in many countries.⁹

The curriculum in Indonesia has been changing and developing in many times. Nowadays, The National Education Department has changed the previous curriculum – School Based Curriculum (SBC) 2006 – with the new one called 2013

⁷ Translated in English by Yusuf Ali (Add-Ins software).

⁸ A.V. Kelly, *The Curriculum: Theory and Practice 6th Edition*, (London: SAGE Publications, 2009), p. 5.

⁹ S. Nasution, *Asas-asas Kurikulum*, (Jakarta: Bumi Aksara, 2011), p. 251-252.

Curriculum. The existence of 2013 curriculum becomes a great attention and leads to controversy for most people, because some people regard 2013 curriculum is not ready to implement.¹⁰

However, the curriculum change especially 2013 curriculum is purposed to reach better education system. The implementation of 2013 curriculum will run well with the support of teachers/ teachers' staff. The values of 2013 curriculum will be conveyed through them.¹¹

In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

As one of schools in Rembang which implements 2013 curriculum, SMA N 1 Rembang obviously supports the English teachers to implement the curriculum. The supports given by the school are from many aspects. Moreover, in 2013 curriculum, English subject in senior high school is broken into two different

¹⁰ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Rosdakarya, 2013), p. 35.

¹¹ Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003), p. 75.

subject groups. The groups are compulsory subject and the specialization subject.¹²

Although the English teachers get supports from school in many aspects, the implementation of 2013 curriculum in English teaching learning is not completely perfect. The English teachers of 10th grade which have implement 2013 curriculum longer than the English teachers of 11th grade, they still work harder to implement it well and correctly. To implement 2013 curriculum is not like doing an easy project for them.

Considering all the issues stated above, this thesis is intended to deliver how the implementation of 2013 curriculum by the English teachers of 10th grade at SMA N 1 Rembang. Start from how they plan and do the English teaching learning process, until how they evaluate the students based on 2013 curriculum objectives.

B. Reasons for Choosing The Topic

The reason of the writer in choosing the topic is that even though 2013 curriculum implementation is still in a controversy, the objectives of 2013 curriculum are for better education of Indonesia. The teacher's role is very necessary in the success of 2013 curriculum implementation. If the teacher implement it well, the students with real good quality will be created as the objectives of 2013 curriculum.

¹² E. Mulyasa, *Pengembangan dan Implementasi ...*, p. 94.

C. Questions of The Research

Based on the description of the research above, the researcher would like to make questions of the research. The problems which are discussed in this research can be stated as follows:

1. How is the implementation of 2013 curriculum by the English teacher on the dimension of teaching learning planning and its barriers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year?
2. How is the implementation of 2013 curriculum by the English teacher on the dimension of teaching learning process and its barriers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year?
3. How is the implementation of 2013 curriculum by the English teacher on the dimension of learning evaluation and its barriers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year?

D. Objectives of The Research

The objectives of the research are as follow:

1. To know the implementation of 2013 curriculum by the English teacher on the dimension of teaching learning planning and its barriers at the 10th grade of SMAN 1 Rembang in 2014/2015 academic year.

2. To know the implementation of 2013 curriculum by the English teacher on the dimension of teaching learning process and its barriers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year.
3. To know the implementation of 2013 curriculum by the English teacher on the dimension of learning evaluation and its barriers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year.

E. Limitation of The Research

As many qualitative studies, this research has the limitation. This research focuses on the implementation of 2013 Curriculum by English teachers of 10th grade at SMA N 1 Rembang in the academic year of 2014/2015. The implementation of 2013 curriculum by English teachers which is discussed in this research is broken to three dimensions, are; planning, process, and evaluation.

In this research, planning means the stage of the teachers in providing anything that stated in the lesson plan such as the materials and the media. Process here is about the approach, model, method, etc that run during the teaching learning process although it has stated in the lesson plan. Then, evaluation means the types or domain of evaluation used by the teacher. Besides, this research also displays the barriers of those three dimensions of the implementation as the result of the research.

F. Pedagogical Significance

Since the researcher decided to carry out the research under theme the implementation of Curriculum 2013 by English teacher, it is expected that:

- 1) This study will be usefull for the researcher in developing her knowledge about the real implementation of the latest curriculum in Indonesia, that is 2013 curriculum.
- 2) The school will make a right follow up for applying curriculum which is going to be used to make teaching learning process successfully.
- 3) Through this study, the English teachers will be more able to apply the suitable methods in their teaching learning process depending on the materials in 2013 curriculum.
- 4) Learners can achieve the materials which are taught in teaching learning process based on the objectives of Curriculum 2013.
- 5) By reading this thesis, the readers will get more information about the reasons of curriculum change and the implementation of 2013 curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some related topics in order to build comprehension frame of thinking of this research . The related topics to be discussed are:

A. Theoretical Framework

1. Curriculum

a. The Definitions of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line.¹

Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides, those are the old view and the new view.

¹ Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2008), p. 77.

The old view, or often called the traditional view, formulate that the curriculum is a subject that must be taken by students to earn a diploma.² Meanwhile, according to a new view of (modern), as proposed by Romine, is as follows:

“Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not”.³

A curriculum is a plan for learning consisting of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners.⁴

The term curriculum became more popular as more and more definition of the curriculum arise. Based on the results of the collection of information about the word curriculum in 1916-1982, has obtained several statements

²Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2009), p. 3

³Oemar Hamalik, *Dasar-Dasar Pengembangan ...*, p. 4.

⁴ Wiles Bondi, *Curriculum Development*, (New York: Macmillan Publishing, 1989), p. 3.

that can be developed as a definition of the curriculum,⁵ as Hilda Taba said:

“A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum”.⁶

According to Peter F. Oliva,

“Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”.⁷

Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.⁸

⁵ Toto Ruhimat, et.all., *Kurikulum dan Pembelajaran*, (Jakarta: Rajawali Pers, 2012), p. 2-3.

⁶ Toto Ruhimat, et.all., *Kurikulum dan Pembelajaran ...*, p. 4.

⁷ Peter F. Oliva, *Developing The Curriculum*, (Canada: Little, Brown & Company, 1982), p. 10.

⁸ Kunandar, *Guru Profesional*, (Jakarta: Rajawali Pers, 2011), p. 124.

b. The Functions of Curriculum

As some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school.⁹

In the opinion of Alexander Inglis, in his book *Principles of Secondary Education*, there are 6 functions of curriculum, named:¹⁰

1) The Adjustive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. This is because the

⁹ Toto Ruhimat, et.all., *Kurikulum dan Pembelajaran ...*, p. 9.

¹⁰ Oemar Hamalik, *Dasar-Dasar Pengembangan ...*, p. 4.

environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

2) The Integrating Function

Individuals are part of society, so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.

3) The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

4) The Propaedeutic Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

5) The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

6) The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

c. The Curriculum Change

A change is a process to make something or a condition hopefully better. Curriculum change happens with reasons and purposes, of course to make it more relevant. Curriculum change can answer the demands toward the education that must be able to adjust the evolving dynamics in society.¹¹

In the 20th century, changes in the curriculum are also caused by the change of ideas about the curriculum itself. The changes of ideas are caused by the development of psychology, anthropology, and sociology. The change of ideas include:¹²

First, is the change of emphasis on rote learning and memory, and mental of discipline to the purpose, meaning, and motivation to achieve the goals in the learning process.

¹¹ Kunandar, *Guru Profesional ...*, p. 108.

¹² S. Nasution, *Asas-asas Kurikulum*, (Bandung: Jemmars, 1988), p.

Second, is the change of belief in tradition and subjective opinions to users of methods and results of scientific discovery as a basic process of education (educational technology).

Third, is the conviction that what is learned as important as how we learn. So the learning process is as important as the product or result of learning.

Fourth, is the change in the pattern of curriculum development by experts who select and prepare materials based on the logic of each discipline towards broad participation from the teachers, students, community/society and experts to identify the goals of education and ways to achieve them.

2. The Previous Curriculum (School Based Curriculum 2006)

a. The Definition of School Based Curriculum 2006

School Based Curriculum 2006 is an operational curriculum that developed and implemented by each unit of education. School Based Curriculum is developed by each group or unit of education and school committees under the coordination and supervision of the education department. School Based Curriculum is the curriculum to

replace Curriculum 1994 and to revise Cuuriculum 2004 (Competency Based Curriculum).¹³

b. The Weaknesses in School Based Curriculum 2006

Adapted from socialization materials of 2013 curriculum, there are some weaknesses found in the School Based Curriculum 2006. So, the changes are necessary in the curriculum. The weaknesses are:¹⁴

- 1) The content and messages of the curriculum are still overcrowded. It is indicated by the number of subjects and a lot of materials that the scope and the difficulty are beyond the level of the children's age development.
- 2) The curriculum has not yet developed the competence completely in accordance with the vision, mission, and goals of national education.
- 3) The developed competence is more dominated by aspects of knowledge and it has not yet to describe completely the learners personality (knowledge, skills, and attitudes).
- 4) The competencies which are required in accordance with the development of society, such as character education, environmental awareness, approaches and teaching methods, the balance of soft skills and hard

¹³ Kunandar, *Guru Profesional ...*, p. 124-125.

¹⁴ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Rosdakarya, 2013), p. 60-61.

skills, as well as the entrepreneurial spirit, have not been accommodated in the curriculum.

- 5) The curriculum is not sensitive and responsive yet to the social changes that occur at the local, national, or global.
- 6) Standards of the learning process has not yet to describe the detailed learning sequence so that opens a probability of various interpretations and it culminates in a teacher-centered learning.
- 7) The assessment does not use a standard of competency-based assessment yet, and it does not definitely provide remediation and enrichment services regularly yet.

3. 2013 Curriculum

a. The Definition of 2013 Curriculum

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.¹⁵ The theme of 2013 curriculum is generating Indonesian people which

¹⁵ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I, point (A).

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.¹⁶

b. The Characteristics of 2013 Curriculum

Curriculum of 2013 is designed with the following characteristics:¹⁷

- 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.

¹⁶ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (C).

¹⁷ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (B).

- 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).

c. The Excellences of 2013 Curriculum

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:¹⁸

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potentation of each.

Second, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

¹⁸ E. Mulyasa, *Pengembangan dan Implementasi ...*, p. 164.

Third, many fields of study related to the development of skills which are more appropriate to use the competency approach.

d. The Innovation of 2013 Curriculum

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels.¹⁹ Thus teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an accompanying book for the students guide book for ELT. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning guidelines for each chapter and evaluation guidelines.²⁰

The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach,

¹⁹ Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Pasal 9, ayat (2), (3), (4).

²⁰ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Guru*, (Jakarta: Balitbang Kemdikbud, 2014), p. v.

whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans.²¹ A lesson plan at least contains of:²²

- 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.

²¹ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Siswa*, (Jakarta: Balitbang Kemdikbud, 2014), p. iii.

²² Permendikbud No 103 Tahun 2014, *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 3, ayat (4).

Lesson plans arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.²³ Lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles:²⁴

- 1) fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- 2) can be implemented in one or more than one session;
- 3) pay attention to individual differences of learners;
- 4) student-centered;
- 5) context-based;
- 6) contemporary-oriented;
- 7) develop independent learning;
- 8) provide feedback and follow-up of learning;
- 9) have relevance and coherence between competencies and between content; and
- 10) utilizing information and communication technology.

In addition to the innovation of syllabus development, innovation also occurs in the development of

²³ Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2002), p. 2.

²⁴ Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 3, ayat (2).

curriculum structure. The curriculum structure formulated after going through a process of discussion and structuring the curriculum. For Senior High School, the curriculum structure in subjects divided into two groups, named the compulsory subjects and the specialization subjects. The specialization subjects group aims (1) to provide opportunities for students to develop an interest in a group of subjects in accordance with the scientific interest in the college, and (2) to develop their interest in a discipline or a particular skill.²⁵ English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Related to the evaluation such as the aspects and the way, there are some differences between the evaluation in the School Based Curriculum 2006 and the evaluation in 2013 curriculum. The emphasis of evaluation in School Based Curriculum 2006 is on cognitive aspect only and tests become the dominant method of assessment. While in the Curriculum 2013, the evaluation emphasizes on cognitive, affective, and psychomotor aspect

²⁵ Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Pasal 5, ayat (1) and (4).

proportionally, so that the assessment of tests on portfolios are complementary.²⁶

Evaluation of learning outcomes by educators is should be implemented in the form of authentic and non-authentic assessment. The form of authentic assessment includes the result of students' observation activities, field assignments, portfolios, projects, products, journals, laboratory work, and performance, as well as self-assessment. The form of non-authentic assessment includes tests, quizzes, and exams.²⁷

e. The Implementation of 2013 Curriculum

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. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is 'put something into effect'. Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in

²⁶ Salinan Lampiran Permendikbud No 104 Tahun 2014, *Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah*, Rom I.

²⁷ Permendikbud No 104 Tahun 2014, *Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 2, ayat (1), (3), and (5).

line with what Miller and Seller said, that in some cases, implementation has been identified with the instruction.²⁸

The definitions above show the term 'implementation' leads to the activity, the action, the attempt, or the mechanism of a system. The phrase 'mechanism' implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case is the curriculum.²⁹

Curriculum as an object of implementation is true. 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.³⁰

The implementation of 2013 curriculum on learning activity in schools by the teachers is implemented in three

²⁸ Oemar Hamalik, *Dasar-dasar Pengembangan ...*, p. 237.

²⁹ Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003), p. 70.

³⁰ UU No 20 Tahun 2003, *Sistem Pendidikan Nasional*, Pasal 1, ayat (19).

dimensions, those are teaching learning planning, teaching and learning process, and learning evaluation.

1) Dimension of Teaching Learning Planning

In this dimension, teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal. Everything is covered in the lesson plan.³¹

As explained previously, in 2013 curriculum, teachers are no longer in charge of developing the syllabus but make the lesson plan only. Here, the selection of appropriate media becomes very important in order to suit the techniques that used in teaching learning process. Media influence learning a lot because it will relate to the students involvement. Media can be used in direct instruction, active learning teaching strategies and student projects.

If we re-consider the objectives of 2013 curriculum that students are not only smart but also must have a good attitude and ability, then the role of the media also cannot be ruled out. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an

³¹ Oemar Hamalik, *Dasar-dasar Pengembangan ...*, p. 249.

assessment of self if the media provide scenes or pictures with strong emotional content. Besides, students can hone their analytical skills by analyzing media using the theories and concepts they are studying.³²

2) Dimension of Teaching Learning Process

Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment.³³ 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.³⁴

At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the approach in 2013 Curriculum, that is the scientific approach. The scientific approach is

³² <http://serc.carleton.edu/sp/library/media/what.html>, retrieved on Thursday, March 5th 2015 at 10.30 a.m.

³³ Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 1, ayat (1).

³⁴ Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 2, ayat (1).

a science process-based approach that is done through the process of observing, questioning, exploring/ experimenting, associating, and communicating.³⁵ According to Anthony, approach is the level at which assumptions and beliefs about language and language learning are specified. 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.³⁶

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. Therefore, the teachers are required to have knowledge of methods in order to choose the appropriate method.³⁷ A knowledge of

³⁵ Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 2, ayat (8).

³⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, second edition, (New York: Cambridge University Press, 2001), p. 19.

³⁷ Toto Ruhimat, et.all., *Kurikulum dan Pembelajaran ...*, p. 190.

methods is part of the knowledge base of teaching. With it, teachers join a community of practice.³⁸

3) Dimension of Learning Evaluation

The teachers' activity in this dimension is to evaluate students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity is in process.

Evaluation is defined as the systematic attempt to gather information in order to make judgments or decisions.³⁹ Evaluation has different meanings for different teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process which determines the extent to which objectives have been achieved.⁴⁰

Based on the guidelines of learning evaluation by the teachers, 2013 Curriculum requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires a real authentic

³⁸ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, second edition, (London: Oxford University Press, 2000), p. ix.

³⁹ Brian K. Lynch, *Language Program Evaluation*, (New York: Cambridge University Press, 2003), p. 2.

⁴⁰ M. Sukardi, *Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 1.

instruction and authentic learning. It is believed that authentic assessment is more able to provide information of students' ability holistically and validly.⁴¹

Authentic assessment that used in the evaluation assess the students' readiness, process, and outcomes of learning as a whole.⁴² Authentic assessment is not the only approach used in evaluating students, non-authentic assessment is also used. However, authentic assessment is the main approach in evaluating students based on 2013 curriculum.⁴³

The scope of the evaluation of students' learning outcomes by the teacher include attitude competencies (spiritual and social), knowledge, and skills.⁴⁴ The scope is also known as the three domains in the objectives of education which formulated by Bloom et al (taxonomy), named cognitive, affective, and psychomotor domain.⁴⁵ Therefore, the instrument of assessment that used also should be considered in order

⁴¹ Salinan Lampiran Permendikbud No 104 Tahun 2014, *Penilaian Hasil Belajar ...*, Rom I.

⁴² Kunandar, *Penilaian Autentik (berdasarkan Kurikulum 2013)*, (Jakarta: Rajawali Pers, 2014), p. 12.

⁴³ Permendikbud No 104 Tahun 2014, *Penilaian ...*, pasal 2, ayat (1) and (2).

⁴⁴ Permendikbud No 104 Tahun 2014, *Penilaian ...*, pasal 5, ayat (1).

⁴⁵ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p. 117.

to include all of these three competencies. The instrument of assessment which prepared by the teacher must be in accordance with the characteristics and complexity of the material in the content standards and competency standards. Thus the instrument will provide accurate information about the level of achievement of the students' competence.⁴⁶

The factors that influence, support and determine the successful 2013 curriculum implementation comes from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum. Marsh said that there are three factors, those are the support of the principal, teachers peer support, and internal support in the classroom. From these various factors, the teacher is the major and the main determining factor in the implementation of 2013 curriculum.⁴⁷

However ideal the curriculum is, without supported by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching learning activity without curriculum as a guideline would not be effective. Thus, the role of the teacher is a key position in the implementation of 2013 curriculum. Therefore, preparation

⁴⁶ Kunandar, *Penilaian Autentik ...*, p. 12.

⁴⁷ Oemar Hamalik, *Dasar-dasar Pengembangan ...*, p. 239.

and guidance for the teachers for the implementation of 2013 curriculum is a necessity.⁴⁸

B. Previous Research

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

1. Maria Goreti Istty Wijayati. She conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English Teachers of SMA N 2 Wonogiri". This research focused on teachers' method in English teaching process by implementing the School Based Curriculum. The result from this research is there was still teachers' less understanding about the School Based Curriculum.⁴⁹
2. Agustina Dian K., conducted the research entitled "The English Teachers' Problems in the Implementation of School Curriculum (KTSP)". This research focused on the teachers' problem in their teaching learning process which did not imply the School Based Curriculum (KTSP). The writer

⁴⁸ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Bandung: Remaja Rosdakarya, 2013), p. 157.

⁴⁹ Maria Goreti Istty Wijayati, "The Implemetation of the School Based Curriculum (KTSP) by the English Teachers of SMAN 2 Wonogiri", *Thesis* (Semarang: Semarang State University, 2009), p. vii.

gave a result from her research that there was still teachers' less understanding about the School Curriculum.⁵⁰

The differences between the previous research and this research are both of the previous research conducted the implementation of KTSP and they focused on the teaching learning process only. This research conducts the implementation of 2013 curriculum by the English teachers and focuses on three dimensions (teaching learning planning, process and learning evaluation).

⁵⁰ Agustina Dian K., "The English Teachers' Problem in the Implementation of School Curriculum (KTSP)", *Thesis* (Semarang: Semarang State University, 2008), p. vii.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research method that was used in the research. Research method is aimed to give a direction how the research was conducted. The research method is used to make the writer accomplishes the study easily. This chapter covers the type of the research, the setting of place and time of the research, the source of the data, focus of the research, the technique of data collection, the data validity, and the technique of data analysis.

A. Type of Research

This research uses descriptive qualitative method since main objective is to describe the English teachers' implementation of 2013 Curriculum in the classes. The research is a qualitative research. According to Banister et al,

“Qualitative research is: (a) an attempt to capture the sense that lies within, and that structures what we say about what we do; (b) an exploration, elaboration and systematization of the significance of an identified phenomenon; (c) the illuminative representation of the meaning of a delimited issued or problem.”¹

¹ Haris Herdiansyah, *Metodologi Penelitian Kualitatif untuk Ilmu-ilmu Sosial*, (Jakarta: Salemba Humanika, 2011), p. 8.

This research is one of qualitative research that is a case study. Creswell said:

*“A case study is an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. Case study research is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple source information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.”*²

Case study is the study of an ‘instance in action’. It selects an instance from the class of objects and phenomena and investigates the way this instance functions in context.³ Characteristics of a case study as follows; (1) placing the object of study as a case, (2) looking at the case as a contemporary phenomenon, (3) conducted on the real living conditions, (4) using a variety of data sources, and (5) using the theory as a

² Imam Gunawan, *Metodologi Penelitian Kualitatif: Teori dan Praktik*, (Jakarta: Bumi Aksara, 2014), p. 114.

³ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 75.

research reference.⁴ The case study aims to improve the knowledge of the real contemporary communication events in its context.⁵

B. Setting of Research

1. Place of Research

In a qualitative research type, the terms “population” and “sample” are unknown, but the term to be used is “setting”.⁶ The setting of this research is at the 10th grade classroom of SMA N 1 Rembang in 2014/2015 academic year. SMA N 1 Rembang is one of senior high schools in Rembang which has implemented 2013 curriculum in the previous three semesters. Now, the school is the one which implements 2013 curriculum in the next semester as what government order. This is the reason why the researcher chose SMA N 1 Rembang as the place of the research.

2. Time of Research

The research was conducted from January 19, 2015 until January 31, 2015. The schedule of the research can be seen in the table below:

⁴ Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, p. 125-130.

⁵ Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*, (Jakarta: PT Rajagrafindo Persada, 2012), p. 21.

⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 28.

Numb	Date	Time	Note
1	Jan, 20 2015	11.00 a.m - 01.45 p.m	Conducting observation in the language laboratory
2	Jan, 24 2015	10.00 a.m – 11.30 a.m	Conducting observation in the class of X MIA 6
3	Jan, 26 2015	07.45 – 08.15 a.m	Conducting interview with The Principal of SMA N 1 Rembang
4	Jan, 26 2015	08.30 – 09.00 a.m	Conducting interview with The English teacher of 10 th grade
5	Jan, 28 2015	11.00 a.m – 01.45 p.m	Conducting observation in the language laboratory
6	Jan, 30 2015	08.00 – 08.30 a.m	Conducting interview with The Vice Principal of Curriculum of SMA N 1 Rembang

C. Source of Data

As a data source, interview with English teacher, teaching documents, natural teaching learning process, and learning

evaluation are observed by the researcher. Besides, the researcher also did the interview with The Principal of SMA N 1 Rembang and The Vice Principal of Curriculum as a supporting data. The subject in this research is the English teacher of 10th grade. Finally, the object of the study is the implementation of 2013 Curriculum on the planning, teaching-learning process, and learning evaluation.

D. Focus of Research

This research focuses on 2013 curriculum implementation of teaching learning planning, process, and learning evaluation by English teachers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year.

E. Technique of Data Collection

Data collection technique is the most strategic step in the research, because the main goal of the research is to obtain the data.⁷ This activity requires a research instrument to obtain the data. In qualitative research, the researcher is the instrument of research. Qualitative researcher as a human instrument, serves to fix the focus of research, selecting informants as a source of data, doing data collection, assessing the quality of data, doing data

⁷ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013), p. 62.

analysis, interpreting the data and making conclusions on the findings.⁸

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

1. Observation

In this research, the data are collected by doing an observation in the classrooms. According to Arikunto, observation is a technique of data collection which is done by conducting thorough research, as well as systematically recording.⁹ In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and his students. The researcher only observes and monitors. Besides, the researcher makes a recording as well. Recording is useful to help the researcher in re-observing by herself before taking the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

2. Interview

In order to dig information deeply about the data, the researcher also takes an interview. According to Esterberg,

⁸ Sugiyono, *Memahami Penelitian Kualitatif ...*, p. 59-60.

⁹ Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, p. 143.

interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁰ By doing an interview with the English teachers, the more explicit information the researcher gets. It is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with 2013 Curriculum. As supporting data, the researcher also did an interview with the headmaster and the vice headmaster of curriculum about the English teachers implementation of 2013 Curriculum. Research instrument used in the interview is an interview guideline and a tape recorder to record the interviews.

3. Documentation

One of the ways to determine the implementation of Curriculum 2013 by teachers is documentation. Documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject.¹¹ Documents can provide information about the state, rules, discipline, and may provide clues about the style of leadership.¹² The documents

¹⁰ Sugiyono, *Memahami Penelitian Kualitatif ...*, p. 72.

¹¹ Haris Herdiansyah, *Metodologi Penelitian Kualitatif ...*, p. 143.

¹² Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p. 219.

in question are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is in accordance with the syllabus and the principles of 2013 Curriculum or not.

F. Data Validity

Before analysing the data, the writer should test the validity of the data. To determine the validity of the data required techniques of investigation. Implementation of investigation techniques is based on certain criteria. There are four criteria used, those are credibility, transferability, dependability, and confirmability.¹³

The techniques to test the credibility of the data in the qualitative research include doing longer observation, increasing diligence in research, triangulation, peers discussion, negative case analysis, and member check.¹⁴ In this case, the writer used triangulation for testing the validity of the data. Triangulation is a data validity investigation technique that takes the advantage from something else besides the data for the purpose to check or as a comparison of the data.¹⁵

¹³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* ..., p. 324.

¹⁴ Sugiyono, *Memahami Penelitian Kualitatif* ..., p. 121.

¹⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* ..., p. 330.

According to Wiliam Wiersma,

“Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.”

Triangulation used here is the triangulation of technique. Data is checked based on the data collection techniques that used, those are observation, interview, and documentation.

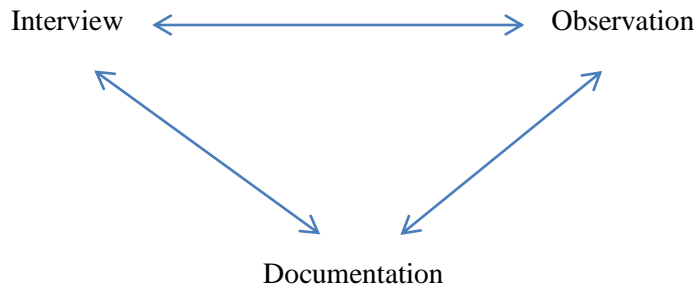


Figure 1.1 Triangulation with three data collection techniques

Triangulation becomes the best way to eliminate the differences in the construction of reality in the context of a study when collecting data. In other words, with triangulation, the

researcher can recheck the finding by comparing the data that obtained from multiple techniques.¹⁶

G. Technique of Data Analysis

In this research, the process of analyzing the data begins when the researcher collects the data. Analysis of the data when the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus.¹⁷ In fact, Creswell said that qualitative researchers should already think and analyze when the qualitative research begins.¹⁸

The steps which are conducted by researchers to analyze the data are as what expressed by Miles & Huberman, named:¹⁹

1. Data Reduction

Data reduction is an activity of summarizing, choosing subject matter, focusing on things that are important, and looking for themes and patterns.

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. They also see that the most frequent form of display data for qualitative research data is

¹⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* ..., p. 332.

¹⁷ Imam Gunawan, *Metodologi Penelitian Kualitatif* ..., p. 209.

¹⁸ Haris Herdiansyah, *Metodologi Penelitian Kualitatif* ..., p. 164.

¹⁹ Sugiyono, *Memahami Penelitian Kualitatif* ..., p. 91-95.

narrative text. Looking at displays help the researcher to understand what is happening and to do some thing-further analysis or caution on the understanding..

3. Conclusion Drawing/ Verifying

Conclusion drawing/ verifying is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusions are presented in the descriptive form of the research object based on the research study.²⁰

²⁰ Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, p. 212.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the data and the result of the study. The writer presents the data description of how the implementation of 2013 curriculum by the English teachers of SMA N 1 Rembang at the 10th grade in 2014/2015 academic year. Then, the barriers of the three dimensions of the implementation (teaching learning planning, process, and learning evaluation) will be found and revealed.

A. Overview of SMA N 1 Rembang

SMA N 1 Rembang is one of state high schools in Rembang. It is located at Gajah Mada Street 5 Rembang, Central Java. It was officially built in September 10, 1962. The students come from different regions and different social backgrounds. So, they have different intelligences, interests, and characteristics.

Curriculum used in SMA N 1 Rembang now is 2013 curriculum. SMA N 1 Rembang is one of high schools that has implemented 2013 curriculum in the previous three semesters, so the school keeps implementing 2013 curriculum based on the order of The Minister of Education and Culture. The school has IHT (In Home Training) for all teachers as one of attempts to support the success of 2013 curriculum.

B. Finding of Research

1. Observation

a. First Observation

The subject in this observation is English specialization and the topic is narrative short stories with the skills emphasis is on reading and writing. The English teacher basically have implemented teaching learning procedures well, starting from pre activity, main activity, until post activity. In this meeting, the English teacher implements a logical learning sequence of scientific approach only on observing, questioning, and experimenting. There is no special method used in this meeting. The teacher only asks the students to do the task individually, then in pairs, also in a group. Then the teacher monitors them and explaining the difficult new words or correcting the wrong pronunciation of the students, etc.

The use of media by the English teacher is not optimal and the teacher's role is still dominant during learning consolidation. During discussing or identifying a problem, the teacher is more often read out the questions than the students. She invites the students to participate in thinking, but she failed to give the students a stimulant to express their answers. So the teacher reads out the answers

of the questions too. This situation makes the students become the listeners only and the class is less interactive.

The score seems taken by the teacher when some students are appointed to answer some questions directly or should be written on the board. Of course, students who get the score are appointed students. The correction of the answers is done by inviting the students in agree or disagree responses, but again, the reasons of the responses is dominated and expressed by the teacher. In several times during the lesson, the teacher gives advice, motivation, and question related to the development of students' attitude, character, and skill competencies.

b. Second Observation

It is English compulsory subject and the topic is descriptive text that focuses on passive voice with the skills emphasis is on writing and listening. Basically, the teaching learning process is almost the same. The logical learning sequence is only on observing, questioning, and experimenting and the use of media is not optimal. However, there are some quite significant differences. In learning consolidation, the teacher still dominates but only at the beginning. Furthermore, the teacher begins to stimulate the students to be more active until dominate the process so the teacher only corrects their answers.

The questions given at this time are from the teacher and not from the book. The teacher dictates the questions and tests the students' listening skill at once. The score is often taken by the teacher because the learning activity is almost completely answering the questions. The students are active to write thier answers on the board, and active to raise their hands during a question answer session. Sometimes, the teacher reminds the pattern of the right sentence during the students' working. The same as first observation, the students are not only asked to work individually but also in pairs.

c. Third Obssevation

In the third observation, it is the next meeting of the topic in the first observation. In this meeting, the teacher associates the topic with the students' daily life which is easy to find the examples around them. But again, consolidation is still dominated by the teacher even if only at the beginning. Furthermore, the teacher invites the students to talk so the interactive classroom atmosphere is created. The main activity of today is on associating and communicating. The students are divided into some groups consisting of 4 people to perform a short drama of the story discussed before. The students have a few minutes to practice. The score seems taken by the teacher while the groups are performing. The teacher also invites and

demonstrates to the students to appreciate their friends' performances.

2. Interview

The interview as the follow up to the observation is conducted not only with the English teacher of 10th grade, but also with The Principal of SMA N 1 Rembang and The Vice Principal of Curriculum as supporting data. Since 2013 curriculum is implemented in SMA N 1 Rembang and there is the specialized subjects group, English subject raises as one of the most favorite subject of the students. It is explained by The Vice Principal of Curriculum. [Code: IT-02] (*Adanya kelompok mata pelajaran peminatan, khususnya untuk mapel Bahasa Inggris, mendapat tanggapan positif dari para siswa, buktinya siswa banyak yang memilih lintas minat mapel Bahasa dan Sastra Inggris.*)¹

The English teacher basically understands what 2013 curriculum wants in the English teaching learning and knows what to do in learning based on 2013 curriculum. [Code: IT-01] (*Sebenarnya, pembelajaran di kurikulum 2013 tidak ada perbedaan yang signifikan dengan pembelajaran di kurikulum yang lalu, hanya saja anak lebih diarahkan kepada pembentukan sikap bagaimana anak berkarakter, sehingga*

¹ Appendix: Interview transcript with The Vice Principal of Curriculum.

saat belajar Bahasa Inggris anak tau itu bukan bahasanya sendiri akan tetapi anak mampu berkomunikasi dengan orang asing dengan sikap dan perilaku yang kita harapkan, sesuai karakter yang ingin kita bentuk.)²

For the teacher, lesson plan becomes more essential in 2013 curriculum than in the previous curriculum, so it takes more preparation to arrange it. [Code: IT-01] *(Kalau untuk kurikulum 2013, RPP itu penting, hal yang penting yang perlu disiapkan di awal tahun ajar sebetulnya, selain prota dan promes.)³* In developing lesson plans, the English teacher has been equipped with the material gained from MGMP of the school (*Musyawarah Guru Mata Pelajaran*) and IHT (In Home Training) besides MGMP of the district. [Code: IT-02] *(Penyusunan RPP dikembangkan oleh guru mapel masing-masing setelah memperoleh materi dari IHT.)⁴* [Code: IT-01] *(Kami punya kegiatan MGMP sekolah, diharapkan guru dapat menyeting RPP secara bersama.)⁵*

However, the teacher still has difficulty in choosing the appropriate material of the topic and the method with the students' needs in order to achieve the learning objectives based on 2013 curriculum. [Code: IT-01] *(Untuk bahan-*

² Appendix: Interview transcript with The English teacher.

³ Appendix: Interview transcript with The English teacher.

⁴ Appendix: Interview transcript with The Vice Principal of Curriculum.

⁵ Appendix: Interview transcript with The English teacher.

bahan, sebenarnya kalau rajin browsing kita temukan, tapi kita sesuaikan dan olah lagi dengan kebutuhan siswa, karena terkadang ada kosakata atau materi yang terlalu tinggi atau sulit untuk siswa, itu pekerjaan guru untuk menyesuaikan, itu butuh waktu. Karena nyetting 1 RPP semalam tidak cukup. Karena kita harus berpikir menentukan sebenarnya metode yang mau diterapkan dalam pembelajaran itu apa, tapi bisa diakali dengan anak membawa bahan ajar sendiri, tapi tetap guru yang punya konsep. Kalau bisa sih 2 bahasa, jadi siswa diminta membandingkan.)⁶

Those become the barriers because the teacher realizes that even though the teacher is free to choose the learning material and sources, it should direct the students to think scientifically and critically. [Code: IT-01] *(Guru sebenarnya bebas menentukan bahan atau sumber ajar asal sesuai dengan silabus, jadi tidak hanya berpatokan pada buku dari pemerintah. Di silabus, siswa diarahkan berpikir ilmiah dan kritis. Jadi topik yang diberikan tidak terlalu jauh dari kehidupan sehari-hari dan sesuai dengan konteks kondisi daerah atau lingkup nasional maupun internasional.)⁷*

Fortunately, the teacher has no difficulty in providing the learning media which has big influence to deliver the material. [Code: IT-01] *(Kita kadang beri film pake LCD*

⁶ Appendix: Interview transcript with The English teacher.

⁷ Appendix: Interview transcript with The English teacher.

karena sementara kita bisa berikan gambaran. Kalau ada hal begini, bagaimana pendapat siswa, kita juga bisa hanya mendengarkan lewat audio, kadang kita juga langsung melihat dari televisi karena di sekolah juga disediakan, kita putarkan lalu mereka tanggapi.)⁸

In addition, the teacher should cut the time allocation of certain material which is considered often accepted by the students. It is considered as an urgency because of the limited effective time of the school. So the allocation of time written in the lesson plan is not in accordance with the syllabus. [Code: IT-01] (*Urgensi memotong waktu JP (Jam Pelajaran) itu, melalui kesepakatan antar teman pengajar, kami kumpul, di silabus sekian tapi kita punya waktu efektif sekian. Seperti naratif, naratif kok ada terus, itu bisa kita potong tapi dengan sajian materi yang berbeda. Tidak melulu tentang past tense, bisa dengan kalimat langsung tak langsung, jadi sesuai kesepakatan, yang tidak terlalu sulit kita beri waktu sedikit, sekian JP cukup.)⁹*

Related to the interpretation of the Core Competence and Basic Competence in the class, the teacher is in process to make the right instrument of evaluation. It is difficult to the teacher because making the right instrument in order to the students do not just observe is not easy. Besides, the

⁸ Appendix: Interview transcript with The English teacher.

⁹ Appendix: Interview transcript with The English teacher.

method choosen should also be able to evaluate all three learning domains at once. [Code: IT-01] (*Kendalanya ya instrumen untuk agar tidak mengamati saja, kemudian seperti pembentukan sikap termasuk proses observasi, penilaian diri, itu sulit. Kita harus buat sesuai MGMP, kalau penilaian diri tinggal diberikan ke anak untuk mereka isi, lalu kendala waktu juga termasuk.*)¹⁰ (*Sebenarnya mbak, guru harus bisa menerjemahkan KI-KD itu seperti apa, itu diolah. Kemarin baru kita pelajari lagi untuk membuat instrumennya, agar tidak mengamati saja. Jadi harus menentukan metode juga yang bisa sekaligus menilai tidak hanya kognitif tapi juga psikomotorik dan afektif.*)¹¹

In the teaching learning process, the English teacher has a learning contract that informed to the students at the beginning of academic year as one of the attempts to make the students active in the learning activity. [Code: IT-01] (*Bagaimana pun keaktifan dan kerjasama itu ada nilainya, jadi konsekuensi tersebut sudah harus disampaikan di awal pembelajaran. Meskipun sekolah ada aturan, saya juga ada aturan sendiri atau kontrak belajar pribadi pasti saya sampaikan.*)¹²

Related to the method, game becomes good option for the teacher. The learning model used for the method is when

¹⁰ Appendix: Interview transcript with The English teacher.

¹¹ Appendix: Interview transcript with The English teacher.

¹² Appendix: Interview transcript with The English teacher.

dividing the groups, the teacher attempts to put the students which are considered have a better absorption in English (smarter) than the others in each group so they do not gather in one group. [Code: IT-01] (*Kita bagi kita lihat anak-anak yang pandai diambil dulu, mereka harus rata ada di setiap kelompok. Atau ditawarkan mau membentuk kelompok bebas atau diatur guru, jangan sampai anak-anak pandai ngumpul. Di buku wajib, setiap unit sepertinya ada permainan meskipun game sederhana agar anak tidak jenuh, tapi tujuan bisa tercapai. Misal grammar, grammar malah banyak gamenya, jadi kompetensi speakingnya dapat, grammarnya dapat.*)¹³

The teacher has difficulty in providing the proportional portion for the needs of the students because of the varied classes. It becomes the another obstacle for the English teacher to be the ideal facilitator for the students. [Code: IT-01] (*Tidak semua permasalahan atau materi itu diberikan karena melihat waktu, jadi ada yang saya minta anak mempelajari sendiri, karena tidak semua materi itu baru buat anak-anak. Nanti apabila ada yang dianggap baru, nanti akan ada variasi di kelas, ada yg menganggap baru ada yang tidak, baru di kelas dibahas. Saya sulit memberi porsi yang*

¹³ Appendix: Interview transcript with The English teacher.

sesuai dengan kebutuhan mereka karena kelas memang bervariasi, ada yang cepat dan lambat.)¹⁴

In evaluating the students, the teacher does not deny that her focus still on the evaluation through non-authentic assessment that gives much emphasis on the aspects of knowledge only. [Code: IT-01] *(Ulangan memang datanya untuk penilain akhir, tapi judgement akhir itu dari nilai-nilai lain yang juga mendukung (kognitif, psikomotorik, dan afektif). Porsinya tidak memungkiri memang besar ulangan atau penilaian non-autentik, karena itu untuk data menentukan nilai, meski itu bukan nilai akhir. Lebih besar porsinya tapi tidak untuk memfinalisasi.)¹⁵*

It is also admitted by the Principal of SMA N 1 Rembang as the supervisor of the school of 2013 curriculum implementation. [Code: IT-03] *(Kami dalam Kurikulum 2013, memang jujur terpaku lebih pada penilaian pengetahuan. Jadi ya guru diarahkan untuk sebelumnya menyampaikan materi, dan anak harus mendalami materi, jadi anak ketika di kelas itu tampil dalam kelompok atau lainnya agar guru bisa langsung menilai ke 3 aspek, dan ini berkaitan dengan metode dan teknik pembelajaran.)¹⁶*

Despite all the facts above, the Principal and the Vice Principal of curriculum regard the teacher has implemented

¹⁴ Appendix: Interview transcript with The English teacher.

¹⁵ Appendix: Interview transcript with The English teacher.

¹⁶ Appendix: Interview transcript with The Principal.

2013 curriculum well. [Code: IT-02] (*Guru sudah menerapkan dalam pembelajaran dengan sudah menggunakan pendekatan saintifik (5M).*)¹⁷ [Code: IT-02] (*Target di atas KKM yang telah ditentukan.*)¹⁸ [Code: IT-03] (*Menurut saya sudah cukup baik mbak, karena penyajiannya yang terpenting sesuai RPP dan tiap pertemuan ada evaluasi.*)¹⁹

3. Documentation

The English teacher has developed the lesson plan based on the syllabus and completed the components based on 2013 curriculum. The learning objectives written is in accordance with Core and Basic Competence. The approach is scientific approach where the main activity covers all logical learning sequence/ 5M (observing, questioning, experimenting, associating, and communicating) in several meetings of one topic. The teacher also puts the score rubric of all competencies as what emphasized by 2013 curriculum. The method chosen is to make the students perform more, such as project-based learning, short-drama, etc and it is

¹⁷ Appendix: Interview transcript with The Vice Principal of Curriculum.

¹⁸ Appendix: Interview transcript with The Vice Principal of Curriculum.

¹⁹ Appendix: Interview transcript with The Principal.

supported by adequate learning media. However, the method is only one and less varied for several meetings of one topic.

C. Discussion

1. The Implementation of 2013 Curriculum by The English Teacher on The Dimension of Teaching Learning Planning and Its Barrier

Planning a learning with good preparation to be truly ready, becomes the more concern for English teacher of grade X of SMA N 1 Rembang 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. A lesson plan at least contains of: (a) the identity of the school, subject or theme, class/ semester, and the allocation of time; (b) Core Competence, Basic Competence and indicators of competencies achievement; (c) learning materials; (d) learning activities that include preliminary activities, main activities, and the post activities; (e) assessment, enrichment; and (f) media, tools, materials, and learning resources. The logical learning sequence of scientific approach (5M) is also written in it.

From the lesson plan, it can be said that The English teacher of grade X of SMA N 1 Rembang has arranged it based on almost all the principles of lesson plan arrangement that mentioned in *permendikbud* number 103 of 2014. The principles are:

- a. fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- b. can be implemented in one or more than one session;
- c. pay attention to individual differences of learners;
- d. learner-centered, context-based, and contemporary-oriented;
- e. develop independent learning;
- f. provide feedback and follow-up of learning;
- g. have relevance and coherence between competencies and between content;
- h. utilize information and communication technology.

The principles will be formed in the teaching learning process and evaluation. Therefore, teaching learning planning is a big influence to learning process and evaluation. The researcher found that the teacher has difficulty in determining the appropriate learning method and the right instruments of assessment based on 2013 curriculum even though the rubric score of the 3 competencies is written in the lesson plan. It becomes the barrier for the teacher to complete the principles.

In the lesson plan, the method is certainly written. But it is only one for one topic and only used on logical learning of associating dan communicating. Method also appears to be another obstacle because it relates to the delivery of the learning material and the supported media. It is all in order to provide what the students really needs. When the determined method is exactly suitable, then the ideal characteristics of a learning activity will be achieved.

Although the determined method orientates towards the students to perform more, it admitted by the teacher admits that does not yet cover the 3 learning domains which can help to create the instrument of authentic assessment as required by 2013 curriculum. The teacher takes notice of the difficulty in making instruments and tries to find the right one, because the teacher realizes that the instrument is important as the support to the success of the interpretation of Core and Basic Competence in the learning process which is also directly related to the evaluation of three learning domains. It is also an attempt to appreciate the students' differences of competencies and absorption level.

In other words, determining method together with the right and appropriate instrument are the barriers for the English teacher in the implementation of 2013 curriculum in the dimension of planning. However, the learning planning that also influence the learning evaluation which is covered in

the lesson plan arranged by the teacher, is good enough and based on the syllabus. The teacher's attempt to keep improving the instrument could be rated as the attempt to succeed the implementation of 2013 curriculum in senior high school level, especially in grade X of SMA N 1 Rembang.

2. The Implementation of 2013 Curriculum by The English Teacher on The Dimension of Teaching Learning Process and Its Barrier

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, the barriers in 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 to dominate almost all occasions, although she sometimes invites the students to participate more during the consolidation. However, inspiring

learning could be said successful because the teacher teaches with the polite appearance, good attitudes and speech and understandable by learners. The teacher also creates discipline, convenience, safety, and compliance with the regulations in organizing the learning process. The most important thing is the teacher appreciates every single student despite their religious background, ethnicity, gender, and socioeconomic status which certainly exist because SMA N 1 Rembang is a high school which is located in the center of the city with the quite high heterogeneity of the students.

Fun and challenging learning is not always created. If we look at the lesson plan, the method used is only one for a certain meeting of one topic. So, the activities of the previous meeting is only doing the tasks as usual. It makes the atmosphere of the classroom boring and not alive. Fun and challenging learning can be really appeared when there is a game or a work result performance in front of the class. Different thing happens on learning which motivate the learners to participate actively. The English teacher's learning contract and her appearance of taking score in front of the students, both of those two attempts are proven to make the students active and realize that it is their own needs of the score consequences.

The expectation of 2013 curriculum on contextual and collaborative learning has been applied by the English teacher

well. The scientific approach helps the teacher to focus on the material of the topic that related to the students' real life and needs. The teacher also integrates the students' thinking with some fields, moreover English is the international language that is very needed in the world of work. Here, the English teacher shows her understanding of the learning that 2013 curriculum wants. Then, the learning model used is through collaboration. As already revealed on the finding, the teacher puts the students who have a better absorption in English (smarter) in each group. The teacher realizes that those certain students are able to serve as a facilitator for their friends in their group.

Teacher's efforts to provide enough space for the innovation, creativity, and independence of the students is not maximal yet. Again, it relates to the provided method in the lesson plan as explained before. Besides, it can not be separated from the teacher's role as an ideal facilitator. The role is also not easy because the teacher has some difficulties in providing the right portion to the students' needs of each class.

For the last characteristic, that is according to their talents, interests, abilities, and physical and psychological development of students, actually it can be easily achieved. The factor of the students is the largest influence. Since the beginning, the students have a high interest in the English

subject. The students appear their confidence of the ability and talent they may have, so they want to sharpen it more. However, as already explained that the space of creativity is limited because it is affected by the method, so the students' expectation does not come true. The English teacher's assistance in sharpening the students' talent more is not optimal. The students' interest becomes lower and they tend to be bored and passive in the class.

All the incompleteness in achieving those characteristics is also influenced by the use of media by the teacher in the classroom. The researcher found that even though the teacher writes the media used for teaching learning process in the lesson plan, in fact, the teacher does not use it. If the teacher really uses the media, it can help the teacher in the direct instruction and creating active learning teaching strategies. Media influence learning a lot because it will relate to the applied method.

The learning evaluation runs in learning process especially when the method is applied. It may not cover all competencies because it is as a consequence of the unavailability of appropriate instruments from the teacher. Here it shows how important the planning of learning that should really good prepared.

Overall, the barriers in teaching learning process based on 2013 curriculum is also caused by the barriers in planning

dimension. Teaching learning process is the execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. Four skills of English (reading, writing, listening, and speaking) and 5M have been reached by the English teacher. The teacher also do what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, reminding about the tenses pattern, etc. Although it is not intensive, the teacher has developed the students' spiritual, social, and skills competence through giving advices.

3. The Implementation of 2013 Curriculum by The English Teacher on The Dimension of Learning Evaluation and Its Barrier

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 has difficulty in conducting authentic assessment. As explained before, the teacher does not find the right instrument yet. At last, the teacher conducts non-authentic assessment as the main approach to evaluate students' learning result.

As showed by The Vice Principal of curriculum of SMA N 1 Rembang, the result has no difference with the previous curriculum, that is always beyond the standard of minimum completeness/ KKM. It is not surprising because the domain of evaluation still focuses on cognitive which is done through the non-authentic assessment. This condition is also personally admitted by The Principal of SMA N 1 Rembang as the curriculum supervisor of the school.

It is a barrier for the teacher to cover the scope of learning evaluation (attitudes, knowledge, and skills competence) which is mandated in 2013 curriculum. The evaluation on knowledge only is not fair to the students that have different tendencies of competencies. Therefore, the instrument is still learned again and again by the English teacher either individually or together in MGMP and IHT.

If it is not found, then the largest portion of the evaluation result will always be taken from the non-authentic assessment. Without the right and appropriate instrument, the evaluation of attitudes and skills competence will tend to be subjective even though the scoring rubrics is provided.

Although it is considered not to finalize, the data of non-authentic assessment results still remain for final judgment.

D. Limitation of The Research

1. Subject of this research is the English teacher of Grade X of SMA N 1 Rembang and the object is the implementation of 2013 curriculum by The English teacher.
2. This is case study about the implementation of 2013 curriculum in the dimension of teaching learning planning, process, and learning evaluation by the English teacher of grade X.
3. The discussion of the research is supported by the theoretical framework and the research findings which are based on the result of observation, interview, and documentation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of 2013 curriculum by the English teacher of 10th grade at SMA N 1 Rembang in 2014/2015 academic year, it can be concluded that:

1. The teaching learning planning which is covered in lesson plan used scientific approach based on almost all the principles of lesson plan arrangement mentioned in *permendikbud* of 2013 curriculum and syllabus. The barriers of this dimension are choosing the right method and making the right instrument of authentic assessment that will cooperate to cover three learning domains and to support the success of Core and Basic Competence interpretation in the learning process.
2. The teacher organized the teaching learning process based on the lesson plans that have been prepared. It used scientific approach well. The barriers on the planning dimension makes some characteristics of ideal teaching learning process mentioned in *permendikbud* of 2013 curriculum incomplete. Moreover, the use of media is not optimal by the teacher.

3. The learning evaluation is conducted by the teacher based on what is planned on the dimension of planning including the barriers that affect it. So, the biggest portion of evaluation is using non-authentic assessment that also gives the biggest emphasis on cognitive domain. It is not same as the mandate of 2013 curriculum in *permendikbud* to use authentic assessment.

B. Recommendation

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

1. The Teacher

The teacher plays important role in implementing the national curriculum. Whatever the curriculum is, the failure or the success is determined by the teachers. 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

National education system is the key to improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the necessity in

global era and Indonesian ideology. The problem with the ratio between the teacher and students should be minimized in order to make the English teaching learning process optimal. The assessment should be simplified in order to solve the learning evaluation problems.

Finally, the writer admits that this paper is far from being perfect. Because of that, suggestion and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Aamiin.

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APPENDIXES

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**PERANGKAT PEMBELAJARAN
TAHUN PELAJARAN 2014/2015**



**MATA PELAJARAN : BAHASA INGGRIS
KELAS/PROGRAM : X / WAJIB
SEMESTER : 2
GURU MAPEL : GALUH PRATIDINA, M.Pd**

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
 Kelas : X
 Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghargai dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemurnsian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyajikan dan menganalisis teks lisan dan tulisan dengan menggunakan bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku...					

	Penilaian	Alokasi Waktu	Sumber Belajar
<p>antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>Penilaian</p> <p>Keadaannya dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengomentasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di kejadian lampau yang terjadi waktu kejadiannya dengan yang terjadi pada dalam dan di luar kelas. Siswa menuliskan dalam jurnal belajarnya permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang terjadi pada keadaannya. 		
<p>37. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersajrah terkenal, sesuai dengan konteks pengumannya.</p> <p>4.8. Menyajip makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, tempat wisata, dan bangunan bersajrah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersajrah terkenal</p> <p>Fungsi sosial</p> <p>Membagikan, menginformasikan, mengidentifikasi, mempromosikan, dan sebagainya.</p> <p>Struktur teks</p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersajrah terkenal dan</p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran berbagai Siswa menentukan contoh secara terdamping Siswa belajar meremuka gambaran pokok, informasi rinci dan informasi tertentu dari teks Masanya Dengan bimbingan dan arahan guru, siswa berdiskusi tentang deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Indonesia Siswa mempertanyakan gambaran pokok, informasi rinci dan informasi tertentu dari 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan ketuntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosak kata, ucapan, tekanan kata, intonasi, gaya, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersajrah terkenal di depan kelas / berpestaangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan 	<p>9 x 2 JP</p> <ul style="list-style-type: none"> Audio CD/ VCD/ VD SUARA GURU Koran/ majalah berbaha se IBERTIS www.da ijevnglis h.com http:// arabika menang h.dafne 899/life

MATERI FOSKOP	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Mengungkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tuhan (tujuan) dan unsur kebahasaannya (4) Uraian, jawaban, kata, intonasi, ketiaka mempresentasikan an secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keladanan tentang perilaku toleran, kewerausahaan, nasionalisme, percaya diri.</p>	<p>tujuan, struktur dan unsur kebahasaannya</p> <p>Siswa menyunting deskripsi yang dibuat teman.</p> <p>Siswa menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di media sosial.</p> <p>Siswa membuat klipring deskripsi tentang orang, tempat wisata atau bangunan berseluruh yang mereka sukai.</p> <p>Siswa membuat laporan evaluasi diri secara mandiri tentang pengalaman dalam membangun prestasi yang didukung dan kendala yang dihadapi.</p> <p>Siswa dapat menggunakan 'writing journal'</p>	<p>Sesuai</p> <p>Berikut: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	<p>2 x 2 JP</p> <p>• Audio CD/ VCD/DVD</p> <p>• SUARA GURU</p> <p>• Koran/ majalah berbahasa Inggris</p> <p>• http://www.dailymail.com</p> <p>• http://www.meritline.com</p> <p>• http://www.abc.gov.au/meritline</p> <p>• http://www.abc.gov.au/meritline</p>
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Mengungkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks tulis berbentuk pemberitahuan (<i>announcement</i>)</p> <p><i>Fungsi sosial</i></p> <p>Membrikan informasi dengan atau tanpa perintah atau harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, penyampaian/pembuatannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Memanya</p> <p>Dengan bimbingan dan arahan guru, siswa memperjelaskan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, dan kemungkinan menggunakan ungkapan lain,</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan ketuntasan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosakata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian 	<p>• http://www.abc.gov.au/meritline</p> <p>• http://www.abc.gov.au/meritline</p> <p>• http://www.abc.gov.au/meritline</p> <p>• http://www.abc.gov.au/meritline</p>

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMA NEGERI 1 REMBANG
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : X / 2
MATERI POKOK : DESCRIPTIVE (Tempat wisata/bersejarah)
ALOKASI WAKTU : 3 x 90 menit

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

1. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan percaya diri dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sesuai dengan penggunaannya.

Indikator:

- a. Menganalisis fungsi social pada teks deskriptif
- b. Menganalisis struktur teks deskriptif
- c. Menganalisis unsur kebahasaan teks deskriptif tentang tempat wisata atau bersejarah

- 4.1 Menangkap makna teks deskriptif tentang tempat wisata atau bersejarah lisan dan tulis

Indikator:

- a. Memahami makna teks deskriptif tentang tempat wisata atau bersejarah lisan
- b. Memahami makna teks deskriptif tentang tempat wisata atau bersejarah tulis

- 4.2 Menyusun teks lisan dan tulis untuk memaparkan , menanyakan, dan merespon teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dan sesuai konteks

Indikator:

- a. Menyusun teks lisan untuk memaparkan , menanyakan, dan merespon teks deskriptif tentang tempat wisata atau bersejarah
- b. Menyusun teks tulis untuk memaparkan , menanyakan, dan merespon teks deskriptif tentang tempat wisata atau bersejarah

C. TUJUAN PEMBELAJARAN

Selama dan setelah proses pembelajaran, siswa dapat:

1. Menunjukkan rasa syukur memperoleh kesempatan mendeskripsikan tempat wisata atau bersejarah dalam bahasa Inggris
2. Menunjukkan perilaku santun dan percaya diri dalam mendeskripsikan tempat wisata atau bersejarah dalam bahasa Inggris
3. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada teks deskripsi tentang tempat wisata atau bersejarah
4. Memahami makna teks lisan deskripsi tentang tempat wisata atau bersejarah
5. Menyusun teks deskripsi tentang tempat wisata atau bersejarah lisan dan tulis untuk memaparkan, menanyakan, dan merespon

D. MATERI PEMBELAJARAN

1. Materi Fakta:

- Budaya di setiap bangsa akan menghasilkan *Genres (jenis teks)*. Jenis *teks deskripsi* sering digunakan dalam kehidupan sehari-hari untuk menggambarkan karakter, bentuk fisik seseorang, dan keadaan, situasi, lokasi, dll. dari suatu tempat.

2. Materi Konsep:

- Teks deskriptif adalah jenis teks yang berfungsi secara social untuk mendeskripsikan orang, tempat, atau benda secara khusus.

3. Materi Prinsip :

- Struktur teks dari teks deskriptif:
 - Identification : mengidentifikasi perihal yang akan dideskripsikan
 - Description : mendeskripsikan bagian, kualitas, karakter, habitat, lokasi, dll.
- Unsur Kebahasaan:
 - Fokus pada pelaku secara khusus
 - Menggunakan simple present tense
 - Menggunakan linking verbs
 - Menggunakan degrees of comparison of adjective or adverb

4. Materi Proses :

Urutan menulis teks deskriptif adalah sebagai berikut:

- mengidentifikasi tempat wisata yang akan ditulis
- membuat rencana dengan membuat outline dari teks deskripsi
- menulis draft teks deskriptif
- merevisi draft
- memfinalisasi teks deskriptif

3. METODE PEMBELAJARAN

- Project-based learning

4. MEDIA & SUMBER BELAJAR

- Gambar
- Tempat wisata/bangunan bersejarah di daerah sekitar tempat tinggal; nusantara; dan dunia
- Laboratorium Bahasa; LCD projector; Cassette; tape recorder

5. LANGKAH-LANGKAH KEGIATAN

Pertemuan 1: 90 menit

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
A. PENDAHULUAN	<ol style="list-style-type: none">1. Greeting /Salam2. Mengecek kehadiran siswa3. Menyajikan informasi dan tema yang akan dipelajari4. Memotivasi siswa5. Mereview materi deskripsi yang sudah diajarkan sebelumnya	5 menit

	6. Memberi arahan pada siswa tentang mendeskripsikan tempat wisata atau bersejarah	
B. INTI	<ul style="list-style-type: none"> > Mengamati <ol style="list-style-type: none"> 1. Meminta siswa mendengarkan sebuah percakapan yang berisi mendeskripsikan sebuah tempat 2. Meminta siswa menjawab pertanyaan tentang teks yang didengarkan 3. Meminta siswa membaca teks deskripsi tentang sebuah tempat wisata atau bersejarah > Menanya <ol style="list-style-type: none"> 4. Meminta siswa untuk mengidentifikasi fungsi social teks deskripsi 5. Meminta siswa mengidentifikasi struktur teks deskripsi tentang tempat wisata atau bersejarah 6. Meminta siswa mencari kosakata baru dari teks > Mengeksplorasi <ol style="list-style-type: none"> 7. Meminta siswa mengerjakan latihan tentang grammar yang digunakan dalam teks deskriptif (misalnya: adjective clause, degrees comparison, pronoun) 	80 menit
C. PENUTUP	<ol style="list-style-type: none"> 8. Siswa dan guru menyimpulkan materi yang dipelajari 9. Guru memberi tugas kepada siswa untuk menulis teks deskriptif yang telah ditentukan secara berkelompok dan untuk dipresentasikan pada pertemuan berikutnya 	5 menit

Pertemuan 2: 90 menit

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
A. PENDAHULUAN	<ol style="list-style-type: none"> 1. Greeting /Salam 2. Mengecek kehadiran siswa 3. Menyajikan informasi dan tema yang akan dipelajari 4. Memotivasi siswa 5. Mereview materi deskripsi yang sudah diajarkan sebelumnya 6. Memberi arahan pada siswa tentang mendeskripsikan 	6 menit

	tempat wisata atau bersejarah	
B. INTI	<ul style="list-style-type: none"> ➢ Mengeksplorasi 7. Siswa mengerjakan latihan soal tentang adjective clause 8. Siswa mengerjakan latihan soal tentang degrees of comparison dan pronoun 9. Siswa dan guru mendiskusikan latihan soal yang dikerjakan 10. Siswa mengidentifikasi fungsi social teks deskripsi 11. Siswa mengidentifikasi struktur teks deskripsi tentang tempat wisata atau bersejarah ➢ Mencoba 12. Siswa secara berkelompok mencoba menulis teks descriptive tentang tempat wisata atau bangunan bersejarah yang mereka ketahui 	80 menit
C. PENUTUP	<ul style="list-style-type: none"> 13. Siswa dan guru menyimpulkan materi yang dipelajari 14. Guru memberi tugas kepada siswa untuk menulis teks descriptive tentang tempat wisata atau bangunan bersejarah secara berkelompok di rumah untuk dipresentasikan 	4 menit

Pertemuan 3: 90 menit

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
A. PENDAHULUAN	<ul style="list-style-type: none"> 1. Greeting /Salam 2. Mengecek kehadiran siswa 3. Menyajikan informasi dan tema yang akan dipelajari 4. Memotivasi siswa 5. Mereview materi deskripsi yang sudah diajarkan sebelumnya 6. Memberi arahan pada siswa tentang mendeskripsikan tempat wisata atau bersejarah 	5 menit
B. INTI	<ul style="list-style-type: none"> ➢ Mengkomunikasikan 7. Siswa secara berkelompok mempresentasikan teks deskriptif di depan kelas dalam bentuk power point 8. Guru mengamati dan menilai 	80 menit
C. PENUTUP	<ul style="list-style-type: none"> 9. Guru mengomentari presentasi siswa atas kekurangan secara umum 	5 menit

H. PENILAIAN

a. Tes Pengetahuan : Written test (Multiple choice & Essay)

Skor untuk Multiple choice : jawaban benar, skor = 1

Skor untuk Essay : jawaban benar, skor = 2

Jawaban kurang tepat, skor = 1

Jawaban salah, skor = 0,5

Tidak dijawab, skor = 0

b. Tes Praktik : Group presentation

Scoring rubric: 1 – 4

4 = native – like, sangat lancar, grammar tepat, dan percaya diri

3 = ucapan tepat, lancar, grammar berterima, dan percaya diri

2 = ucapan berterima, kurang lancar, grammar berterima, dan percaya diri

1 = ucapan kurang tepat, tersendat, grammar berterima, dan kurang percaya diri

No	Nama	Pronunciation	Accuracy	Fluency	Discorse Manaj	Performance	Total
1							
2							
3							
dst.							

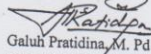
c. Tes Sikap :

Skor: 1 – 4

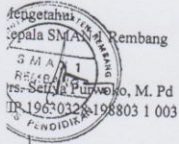
No	Nama	Santun	Kerjasama	Percaya diri	Total
1					
2					
3					
dst.					

Rembang, 5 Januari 2015

Guru Mata Pelajaran


Galuh Pratidina, M. Pd

NIP. 19671004 198903 2 006



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**PERANGKAT PEMBELAJARAN
TAHUN PELAJARAN 2014/2015**



**MATA PELAJARAN : BAHASA & SAstra INGGRIS
KELAS/PROGRAM : X / LINTAS MINAT
SEMESTER : 2
GURU MAPEL : GALUH PRATIDINA, M.Pd**

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS – PEMINATAN

Kelas : X

Kompetensi Inti :

- KI 1 : Menghayati dan menggunakan ajaran agama yang dianutnya
- KI 2 : Menghayati dan menggunakan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyebutkan kemampuan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.</p> <p>2.1. Menghargai perilaku dalam melaksanakan komunikasi antarsesuai dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, persev diri, dan bertanggung jawab dalam melaksanakan</p>					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</p> <p>4.11 Mengungkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.</p>	<p>Teks naratif lisan dan tulis berbentuk cerita pendek.</p> <p><i>Fungsi Sosial</i></p> <p>Mengproleh hiburan, menghibur dan mengungkap nilai-nilai moral melalui cerita pendek</p> <p>Struktur teks</p> <p>a. Orientasi: menyebutkan tempat dan waktu dan</p>	<p>Mengauat</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan/ memonton berbagai macam cerita pendek berbahasa Inggris dari berbagai sumber. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penuturan cerita pendek. Siswa belajar membaca cepat untuk mendapat gambaran umum dari cerita pendek melalui <i>guess skimming, scanning</i> dan <i>inferencing</i>, untuk mendapatkan informasi khusus. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa</p>	<p>Kriteria Penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan cerita pendek Tingkat kelengkapan dan ketuntasan struktur cerita pendek Tingkat ketepatan unsur kebahasaan: kata, ucapan, tekanan kata, intonasi, jeda, intonasi, glan, 	<p>4 x 3 JP ✓</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dai lymglish .com http://a merican english.3
	<p>proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan tentang tindakan/kejadian yang terjadi diwaktu yang akan datang yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara pernyataan dan pertanyaan tentang tindakan/kejadian/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris dengan pernyataan dan pertanyaan dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dengan bahasa Inggris, di dalam kelas. Siswa menuliskan <i>learning journal</i> 	<p>rekanan penggunaan ungkapan dan skrip perkecapaian</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian selawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Selawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>mempertukarkan tokoh-tokohnya</p> <p>b. Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>c. Kembangkan: muncul krisis</p> <p>d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><i>Uraur kebudayaan</i></p> <p>(1) <i>Will dengan simple, continuous, dan perfect tense</i></p> <p>(2) Adherbia penghubung waktu.</p> <p>(3) Adverbia dan frasa preposisional penyujuk waktu.</p> <p>(4) Ucapan, rjjukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Typik</i></p> <p>Cerita yang memberikan ketidakhadiran tentang kehidupan sendiri, percaya diri, cerita yang bertanggung jawab.</p>	<p>Menanya antara lain perbedaan antar berbagai cerita pendek yang ada dalam bahasa Inggris, perbedaan cerita pendek dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, dab.</p> <p>Mengskaplorasi</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan beberapa cerita pendek dari berbagai sumber. Siswa membaca cerita pendek kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menemukan informasi dan pesan dari cerita pendek yang didengar/dibaca dengan menggunakan strateg <p>Mengasekolari</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisa cerita yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan isi cerita pendek yang dibaca/didengar kepada guru dan teman Siswa membuat kliping cerita pendek dengan menyalin dan beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> Triptik kesamaan format penulisan/ penyempulan <p>CARA PENULISAN</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Bercerita (<i>Story telling</i>) <p>Observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Kecantunan dan kepedulian saat melakukan tindakan berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses belajar, a.l laporan kemajuan, jadwal kerja, jurnal, buku harian, dab. Kumpulan hasil tes, ujian, nilai, latihan. <p>Penilaian Diri dan Penilaian Sejawak</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus. 		<p>http://le arnit.gov/ like/face/ ressource _index</p> <p><a href="http://le
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.OR/E/">http://le arnit.gov/ sh_brlis hounsel .OR/E/</p>

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa dan Sastra Inggris
Tema : Narrative (Short Story)
Pertemuan ke :
Alokasi Waktu : 4 x 3Jp

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa dan Sastra Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.
Indikator:
 - Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna teks naratif berbentuk cerita pendek lisan dan tulis
Indikator:
 - Mencari informasi tertentu; informasi rinci yang tersurat/tersirat; topic/gagasan pokok dari paragraph tertentu; kata rujukan; dan menebak arti kata/frasa tertentu
 - Melakukan drama pendek tentang cerita pendek yang dipelajari

C. Tujuan Pembelajaran

1. Peserta didik dapat menunjukkan rasa syukur akan kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Peserta didik dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3. Peserta didik dapat menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

5. Peserta didik dapat menangkap makna teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

- ✓ Teks lisan dan tulis *naratif berbentuk cerita pendek*.
- ✓ Fungsi sosial : memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.
- ✓ Struktur teks : *Orientatison - Evaluation - Complications - Resolution - Reorientation*
 - a. Pendahuluan (*orientasi*) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
 - b. *Evaluasi*: terhadap masalah yang dihadapi tokoh.
 - c. *Komplikasi*: muncul krisis yang terjadi terhadap tokoh utama
 - d. Akhir cerita dimana krisis berakhir (*resolusi*) dengan bahagia atau sedih
- ✓ Unsur kebahasaan :
 - 1) Will dengan *Simple, Continuous, dan Perfect tense*
 - 2) Adverbia penghubung waktu
 - 3) Adverbia dan frasa preposisional penunjuk waktu
 - 4) Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- ✓ Topik : Cerita pendek yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Metode, Pendekatan & Model Pembelajaran

1. Metode Pembelajaran: short-drama
2. Pendekatan : Scientific Approach

F. Kegiatan Pembelajaran

Pertemuan : 4 x 3 JP

Kegiatan	Deskripsi Kegiatan	Waktu
A. Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya 2. Peserta didik menerima informasi tentang tema pembelajaran, tujuan, dan keterkaitannya dengan pembelajaran sebelumnya. 3. Peserta didik menerima informasi kompetensi, cakupan materi, manfaat, dan langkah pembelajaran yang akan dilaksanakan 	10 mnt
B. Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengurutkan paragraph menjadi sebuah cerita pendek 2. Peserta didik membacanya secara keras 3. Peserta didik menjodohkan cover kumpulan cerita pendek dengan ringkasan cerita yang disediakan 4. Peserta didik diminta memilih kata yang tepat dari teks yang disediakan ketika mendengarkan guru membacakan ceritanya. 5. Peserta didik diminta membaca sebuah cerpen yang disediakan dan menjawab pertanyaan-pertanyaan yang diberikan <p>Menanya</p> <ol style="list-style-type: none"> 6. Peserta didik secara berkelompok mencari kata-kata yang tidak dimengerti 7. Dengan bimbingan guru peserta didik menuliskan pertanyaan mengenai isi teks yang sedang dipelajari <p>Menalar</p> <ol style="list-style-type: none"> 8. Peserta didik secara berpasangan mencoba mendiskusikan pertanyaan yang telah ditulis dan mencari jawabannya 9. Peserta didik mengidentifikasi struktur teks dari teks narrative (short story) 	70 mnt

	<p>10. Peserta didik mengidentifikasi unsure kebahasaan dari teks naratif cerita pendek</p> <p>11. Peserta didik mengidentifikasi fungsi sosial teks naratif cerita pendek</p> <p>12. Peserta didik mencari pesan moral dari teks cerita pendek yang dipelajari</p> <p>Mencoba</p> <p>13. Peserta didik mencoba menggunakan struktur kebahasaan yang dipelajari diantaranya menggunakan kalimat langsung/tak langsung; past tense</p> <p>14. Peserta didik mencoba melakukan bermain drama pendek dari cerita pendek yang dipelajari</p> <p>Mengkomunikasikan</p> <p>15. Peserta didik secara berkelompok diminta mempersiapkan drama pendek tentang cerita pendek yang mereka buat/cari sendiri untuk ditampilkan di depan kelas</p>	
C. Penutup	<p>1. Peserta didik menyimpulkan materi pembelajaran yang telah dipelajari.</p> <p>2. Peserta didik secara individu mempelajari unsur tata bahasa dari teks naratif cerita pendek untuk didiskusikan pada pertemuan berikutnya</p>	10 mnt

G. Media dan Sumber Belajar

- Media: tape recorder; LCD projector
- Sumber belajar:
 - Use and Understanding Grammar oleh Betty Schramper Azzar.
 - Look Ahead XI
 - Oxford dictionary
 - www.esl.com
 - www.dheriskha.blogspot.com/2011/05/expression/
 - www.spokenenglish4U14tips.blogspot.com/
 - www.a-free-english-course.blogspot.com/

H. Penilaian Proses dan Hasil Belajar

a. Penilaian Proses

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Religius	Pengamatan	Proses	Lembar Pengamatan	
2.	Tanggung jawab				
3.	Kooperatif				
4.	Responsif				
5.	Santun				
6.	Jujur				

No	Name	Religious	Responsible	Cooperative	Responsive		
1							
2							
3							
4							

Poin penskoran untuk tabel penilaian sikap:

- | | |
|---------------|------------|
| 4 = Amat baik | 2 = Sedang |
| 4 = Baik | 1 = Kurang |
| 3 = Cukup | |

b. Penilaian Hasil

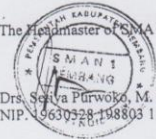
1. Teknik: Tertulis
2. Bentuk: Uraian
3. Instrumen

4. Kunci Jawaban dan Penskoran

Type of test	Penskoran

The Headmaster of SMA Negeri 1 Rembang

Drs. Setya Purwoko, M. Pd
NIP. 19630728198803 1 003



Rembang, 5 January 2015
Teacher

Galuh Pratidipa, M. Pd
NIP. 19671004 198903 2 006

Interview Transcript with The English Teacher of Grade X

Day/ Date : Monday, January 26, 2015
Location : Language laboratory
Time : 08.30-09.00 a.m
Informant : Mrs. Galuh Pratinidina, M.Pd
Code : IT-01

1. Apa yang Anda pahami tentang pembelajaran Bahasa Inggris yang diinginkan dalam kurikulum 2013?
 - Sebenarnya, pembelajaran di kurikulum 2013 tidak ada perbedaan yang signifikan dengan pembelajaran di kurikulum yang lalu, hanya saja anak lebih diarahkan kepada pembentukan sikap bagaimana anak berkarakter, sehingga saat belajar Bahasa Inggris anak tau itu bukan bahasanya sendiri akan tetapi anak mampu berkomunikasi dengan orang asing dengan sikap dan perilaku yang kita harapkan, sesuai karakter yang ingin kita bentuk.

2. Sejauh mana Anda memodifikasi dan memperkaya bahan pembelajaran Bahasa Inggris?
 - Guru sebenarnya bebas menentukan bahan atau sumber ajar asal sesuai dengan silabus, jadi tidak hanya berpatokan pada buku dari pemerintah. Di silabus, siswa diarahkan berpikir ilmiah dan kritis. Jadi topik yang diberikan tidak terlalu jauh

dari kehidupan sehari-hari dan sesuai dengan konteks kondisi daerah atau lingkup nasional maupun internasional.

3. Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?
 - Kalau untuk kurikulum 2013, RPP itu penting, hal yang penting yang perlu disiapkan di awal tahun ajar sebetulnya, selain prota dan promes. Kami punya kegiatan MGMP sekolah, diharapkan guru dapat menyeting RPP secara bersama, tetapi kendalanya di hari MGMP ada yang memang kosong, ada yang harus ikut MGMP kabupaten, bahkan ada yang di sekolah sendiri sedang ada jam, tapi kalau dibutuhkan sekali, saya minta ijin untuk ikut MGMP, tp kalau tidak, saya siasati, saya mengajar dulu jam 1, 2, nanti kalau dekat sini saja saya berangkat, lalu waktu mau ngajar siang saya pulang.
4. Media pembelajaran apa yang biasanya Anda gunakan?
 - Kita kadang beri film pake LCD karena sementara kita bisa berikan gambaran. Kalau ada hal begini, bagaimana pendapat siswa, kita juga bisa hanya mendengarkan lewat audio, kadang kita juga langsung melihat dari televisi karena di sekolah juga disediakan, kita putarkan lalu mereka tanggapi.
5. Kendala apa yang Anda alami dalam proses penyusunan RPP serta penyediaan media yang sesuai dengan kurikulum 2013?

- Untuk bahan-bahan, sebenarnya kalau rajin browsing kita temukan, tapi kita sesuaikan dan olah lagi dengan kebutuhan siswa, karena terkadang ada kosakata atau materi yang terlalu tinggi atau sulit untuk siswa, itu pekerjaan guru untuk menyesuaikan, itu butuh waktu. Karena nyetting 1 RPP semalam tidak cukup. Karena kita harus berpikir menentukan sebenarnya metode yang mau diterapkan dalam pembelajaran itu apa, tapi bisa diakali dengan anak membawa bahan ajar sendiri, tapi tetap guru yang punya konsep. Kalau bisa sih 2 bahasa, jadi siswa diminta membandingkan.
6. Strategi, model, dan metode apakah yang sering Anda gunakan dalam pembelajaran untuk mengatasi perbedaan antar siswa dan agar dapat mencapai tujuan pembelajaran yang diinginkan?
- Kita bagi kita lihat anak-anak yang pandai diambil dulu, mereka harus rata ada di setiap kelompok. Atau ditawarkan mau membentuk kelompok bebas atau diatur guru, jangan sampai anak-anak pandai ngumpul. Di buku wajib, setiap unit sepertinya ada permainan meskipun game sederhana agar anak tidak jenuh, tapi tujuan bisa tercapai. Misal grammar, grammar malah banyak gamenya, jadi kompetensi speakingnya dapat, grammarnya dapat.
7. Selain buku guru dan buku siswa, buku apa yang Anda juga jadikan sebagai pegangan dalam pembelajaran?

- Saya juga pakai yang lama KTSP, atau dari lingkungan kita, koran, TV, internet dan buku-buku ketika saya kuliah.
8. Kini guru diharapkan mampu menjadi fasilitator bagi para siswanya, apa yang Anda lakukan agar dapat menjadi fasilitator sesuai yang dikehendaki dalam kurikulum 2013?
- Tidak semua permasalahan atau materi itu diberikan karena melihat waktu, jadi ada yang saya minta anak mempelajari sendiri, karena tidak semua materi itu baru buat anak-anak. Nanti apabila ada yang dianggap baru, nanti akan ada variasi di kelas, ada yg menganggap baru ada yang tidak, baru di kelas dibahas. Saya sulit memberi porsi yang sesuai dengan kebutuhan mereka karena kelas memang bervariasi, ada yang cepat dan lambat.
9. Jam Pelajaran (JP) di RPP terkadang tidak sesuai dengan yang ada di silabus. Bagaimana penjelasan Anda tentang pemotongan waktu JP tersebut?
- Urgensi memotong waktu JP itu, melalui kesepakatan antar teman pengajar, kami kumpul, di silabus sekian tapi kita punya waktu efektif sekian. Seperti naratif, naratif kok ada terus, itu bisa kita potong tapi dengan sajian materi yang berbeda. Tidak melulu tentang past tense, bisa dengan kalimat langsung tak langsung, jadi sesuai kesepakatan, yang tidak terlalu sulit kita beri waktu sedikit, sekian JP cukup.

10. Model apersepsi atau pre-test seperti apa yang biasanya Anda gunakan dalam kegiatan awal pembelajaran?
 - Tanya jawab biasanya, kita seperti mereview materi yang sudah pernah didapat, kadang langsung saya tuliskan di papan tulis, mencocokkan PR di awal proses KBM juga bisa termasuk. Nanti bisa melihat dari jawaban apakah masih ada yang belum dipahami atau tidak.

11. Kendala apa yang Anda alami dalam menerapkan kurikulum 2013 pada proses pembelajaran?
 - Kendalanya ya instrumen untuk agar tidak mengamati saja, kemudian seperti pembentukan sikap termasuk proses observasi, penilaian diri, itu sulit. Kita harus buat sesuai MGMP, kalau penilaian diri diberikan ke anak untuk mereka isi, lalu kendala waktu juga termasuk.

12. Model evaluasi apa yang sering Anda gunakan di setiap pertemuan pelajaran di kelas?
 - Kita contohnya belajar narrative, untuk mengetahui tata bahasa, yang diajarkan harus diteskan di akhir (pilihan ganda atau essay), kalau praktik bisa dengan drama pendek/ role play, buat skenario, jadi bisa melihat sejauh mana mereka bisa menerapkan materi yang sudah diajarkan dan bagaimana bermain peran.

13. Pekerjaan rumah seperti apa yang sering Anda berikan kepada para siswa?
 - PR tidak mesti di buku, kadang secara kelompok saya minta mereka merekam teks yang dibaca, atau membuat cerita dibuat komik.

14. Prosedur seperti apa yang Anda lakukan agar berhasil dalam pembentukan sikap, kompetensi, dan karakter peserta didik sesuai dengan KI-KD di tiap pembelajaran?
 - Sebenarnya mbak, guru harus bisa menerjemahkan KI-KD itu seperti apa, itu diolah. Kemarin baru kita pelajari lagi untuk membuat instrumennya, agar tidak mengamati saja. Jadi harus menentukan metode juga yang bisa sekaligus menilai tidak hanya kognitif tapi juga psikomotorik dan afektif.

15. Bagaimana partisipasi para siswa Anda dalam proses pembelajaran Bahasa Inggris dengan kurikulum 2013?
 - Bagaimana pun keaktifan dan kerjasama itu ada nilainya, jadi konsekuensi tersebut sudah harus disampaikan di awal pembelajaran. Meskipun sekolah ada aturan, saya juga ada aturan sendiri atau kontrak belajar pribadi pasti saya sampaikan.

16. Mana yang lebih sering Anda gunakan, penilaian secara autentik atau non-autentik, dan apa alasannya?

- Ulangan memang datanya untuk penilain akhir, tapi judgement akhir itu dari nilai-nilai lain yang juga mendukung (kognitif, psikomotorik, dan afektif). Porsinya tidak memungkirinya memang besar ulangan atau penilaian non-autentik, karena itu untuk data menentukan nilai, meski itu bukan nilai akhir. Lebih besar porsinya tapi tidak untuk memfinalisasi.

17. Kendala apa yang Anda alami dalam evaluasi pembelajaran yang sesuai dengan kurikulum 2013?

- K 13 menginginkan soal itu dijawabnya bebas, yang kemudian ada pilihan ganda, tapi untuk evaluasi, K 13 itu kontekstual, jd soal harus ada pengantar, disesuaikan dengan kehidupan sehari-hari, tetapi sesuai dengan materi yang akan kita buat, jadi kalau membuat soal pun tidak boleh langsung, harus ada prakata/ pndahuluan sesuai dengan kehidupan sehari-hari. Soalnya essay, di smansa kalo uts essay, kalau uas disepakati boleh ada multiple choice, tapi harus tetap sesuai dengan kehidupan sehari-hari, karena saya belum pernah ikut penataran K 13, tapi kata teman-teman yang ikut, penataran juga masih seputar RPP, jadi belum ada contoh konkrit bentuk soal.

18. Soal essay menjadikan penilaian cenderung subjektif, setujuakah Anda? Kemudian bagaimana mengatasinya?

- Iya, penilaian terhadap jawaban di soal essay, berarti subjektif, maka scoring rubrik menjadi panduan dalam menilai agar tidak terlalu subjektif.

Interview Transcript with The Vice Principal of Curriculum

Day/ Date : Friday, January 30, 2015

Location : Teachers' office

Time : 08.00-08.30 a.m

Informant : Mrs. Sriyatun, M.Pd

Code : IT-02

1. Bagaimana pendapat Anda mengenai pembelajaran Bahasa Inggris di SMA N 1 Rembang semenjak kurikulum 2013 diterapkan?
 - Sesuai yang diamanatkan Kurikulum 2013, pembelajaran Bahasa Inggris di sini, yakni menggunakan pendekatan saintifik, 5M.

2. Kurikulum 2013 memberikan beberapa dampak terhadap mata pelajaran Bahasa Inggris seperti perubahan jumlah jam belajar per minggu serta adanya kelompok mata pelajaran wajib dan peminatan. Bagaimana pendapat Anda mengenai hal tersebut?
 - Adanya kelompok mata pelajaran peminatan, khususnya untuk mapel Bahasa Inggris, mendapat tanggapan positif dari para siswa, buktinya siswa banyak yang memilih lintas minat mapel Bahasa dan Sastra Inggris.

3. Fasilitas apa saja yang disediakan sebagai media pendukung keberhasilan penerapan kurikulum 2013 dalam pembelajaran Bahasa Inggris di SMA N 1 Rembang?
 - Di sekolah diadakan IHT Kurikulum 2013, kemudian disediakan buku pendukung, internet, dan lain-lain.

4. Apa saja yang menjadi pertimbangan untuk menentukan KKM mapel Bahasa Inggris di SMA N 1 Rembang?
 - Nilai KKM Bahasa Inggris untuk tiap jenjang kelas berbeda-beda, yang menjadi pertimbangan adalah intake siswa, sarana pendukung dan kompleksitas materi. Ketiga pertimbangan itu dianalisis guru mapel sehingga mendapat nilai KKM.

5. Setelah menerapkan kurikulum 2013 selama 3 semester, bagaimanakah learning outcome dari mapel Bahasa Inggris di SMA N 1 Rembang sejauh ini?
 - Setelah adanya Kurikulum 2013, hasil pembelajaran dari Bahasa Inggris tidak berbeda dengan sebelumnya.

6. Sekolah kini tidak lagi mengembangkan silabus dan tinggal menyusun RPP. Bagaimana penyusunan RPP mapel Bahasa Inggris di SMA N 1 Rembang?
 - Penyusunan RPP dikembangkan oleh guru mapel masing-masing setelah memperoleh materi dari IHT.

7. Bagaimana Anda memonitor KBM khususnya terhadap pelaksanaan pembelajaran Bahasa Inggris?
 - Pemantauan KBM dilaksanakan dengan memonitor keberadaan guru Bahasa Inggris dan supervisi.

8. Program penilaian seperti apa yang Anda arahkan untuk diterapkan oleh guru Bahasa Inggris?
 - Program penilaian yang diarahkan yakni yang sesuai dengan Kurikulum 2013, penilaian kompetensi sikap, pengetahuan, dan keterampilan.

9. Bagaimana pencapaian target kurikulum 2013 atau daya serap siswa khususnya kelas X pada mapel Bahasa Inggris?
 - Target di atas KKM yang telah ditentukan.

10. Bagaimana pendapat Anda mengenai pengimplementasian kurikulum 2013 oleh guru Bahasa Inggris di kelas X sejauh ini?
 - Guru sudah menerapkan dalam pembelajaran dengan sudah menggunakan pendekatan saintifik (5M).

Interview Transcript with The Principal of SMA N 1 Rembang

Day/ Date : Monday, January 26, 2015
Location : The Principal office
Time : 07.45-08.15 a.m
Informant : Mr. Drs. Setiya Purwoko, M.Pd
Code : IT-03

1. Kurikulum 2013 memberikan beberapa dampak terhadap mata pelajaran Bahasa Inggris seperti perubahan jumlah jam belajar per minggu serta adanya kelompok mata pelajaran wajib dan peminatan. Bagaimana pendapat Anda mengenai hal tersebut?
 - Ya tidak masalah, karena apabila jam pelajaran Bahasa Inggris wajib dirasa kurang oleh anak-anak, bisa diteruskan belajar di waktu jam peminatan, karena antusias anak terhadap mapel Bahasa Inggris itu bagus.

2. Apa yang Anda lakukan dalam usaha membina serta meningkatkan kesiapan mental, moral, fisik dan artistik guru, khususnya guru Bahasa Inggris agar dapat mengimplementasikan kurikulum 2013 dengan sebaik-baiknya?
 - Ya itu, MGMP sekolah lebih diintensifkan tidak hanya untuk persiapan atau berdiskusi, tapi juga untuk evaluasi.

3. Dalam kurikulum 2013, semakin diharuskan bahwa penekanan penilaian jangan hanya pada aspek kognitif, tapi juga pada aspek afektif dan psikomotorik secara proporsional. Bagaimana upaya Anda dalam mengarahkan guru, khususnya guru Bahasa Inggris agar dalam mengevaluasi siswa tidak hanya terpaku pada aspek kognitif saja?
 - Kami dalam Kurikulum 2013, memang jujur terpaku lebih pada penilaian pengetahuan. Jadi ya guru diarahkan untuk sebelumnya menyampaikan materi, dan anak harus mendalami materi, jadi anak ketika di kelas itu tampil dalam kelompok atau lainnya agar guru bisa langsung menilai ke 3 aspek, dan ini berkaitan dengan metode dan teknik pembelajaran.

4. Dengan adanya kelompok mata pelajaran wajib dan peminatan, proses seleksi guru, khususnya guru Bahasa Inggris tentunya lebih terfokus. Apa yang menjadi perhatian Anda dalam menentukan guru yang akan mengampu kelompok mata pelajaran Bahasa Inggris wajib dan peminatan?
 - Kualitas guru hampir sama, jadi seleksi tidak diperlukan, guru pasti dan harus siap dan bisa.

5. Bagaimana Anda menjalankan *controlling* (pemantauan, pengawasan, dan pengendalian) terhadap pelaksanaan pembelajaran Bahasa Inggris?
 - Biasanya dari supervisi resmi, kemudian juga dengan diskusi dengan guru, dan karena kondisi kelas tertutup jadi tidak bisa

keliling, adapun cctv di kelas kan tidak bisa mendengarkan suara, hanya bisa dipantau keadaan visualnya saja.

6. Bagaimanakah penilaian Anda tentang pengimplementasian kurikulum 2013 oleh guru Bahasa Inggris dan apa yang Anda jadikan sebagai indikator untuk menilai keberhasilan guru Bahasa Inggris dalam mengimplementasikan kurikulum 2013?
 - Menurut saya sudah cukup baik mbak, karena penyajiannya yang terpenting sesuai RPP dan tiap pertemuan ada evaluasi.

Observation Sheet 1

Date: January 20, 2015

Time: 11.00 a.m – 01.45 p.m

Place: Language laboratory

No	Activity	Yes	No
1	Pre Activity		
	a. Encouragement of intimacy/ creating the harmonious atmosphere of learning	✓	
	b. Pre-test	✓	
2	Main Activity		
	a. Logical sequence		
	- Observing	✓	
	- Questioning	✓	
	- Experimenting	✓	
	- Associating		✓
	- Communicating		✓
	b. Learning consolidation	✓	
	c. Attitude, skill, and character development	✓	
3	Post Activity		
	a. Post-test	✓	
	b. Recalling	✓	
	c. Homework	✓	

Observation Sheet 2

Date: January 24, 2015

Time: 10.00 a.m – 11.30 a.m

Place: Classroom of X MIA 6

No	Activity	Yes	No
1	Pre Activity		
	a. Encouragement of intimacy/ creating the harmonious atmosphere of learning	✓	
	b. Pre-test	✓	
2	Main Activity		
	a. Logical sequence		
	- Observing	✓	
	- Questioning	✓	
	- Experimenting	✓	
	- Associating		✓
	- Communicating		✓
	b. Learning consolidation	✓	
	c. Attitude, skill, and character development	✓	
3	Post Activity		
	a. Post-test	✓	
	b. Recalling	✓	
	c. Homework	✓	

Observation Sheet 3

Date: January 28, 2015

Time: 11.00 a.m – 01.45 p.m

Place: Language laboratory

No	Activity	Yes	No
1	Pre Activity		
	a. Encouragement of intimacy/ creating the harmonious atmosphere of learning	✓	
	b. Pre-test	✓	
2	Main Activity		
	a. Logical sequence		
	- Observing		✓
	- Questioning		✓
	- Experimenting	✓	
	- Associating	✓	
	- Communicating	✓	
	b. Learning consolidation	✓	
	c. Attitude, skill, and character development	✓	
3	Post Activity		
	a. Post-test		✓
	b. Recalling	✓	
	c. Homework		✓

The Process of Interview



Interview with The English Teacher



Interview with The Principal
First Observation



The Teacher explains the material



The Teacher appoints some students to write the answer on the board



The Teacher corrects the students' answers



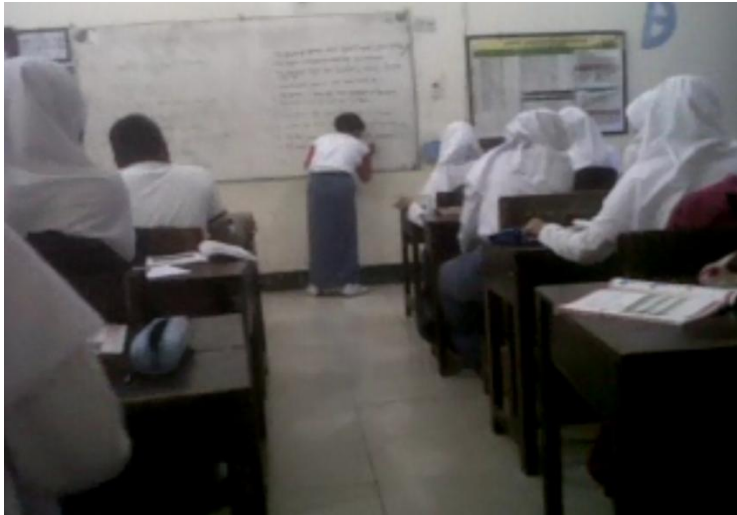
The Teacher consolidates the learning
Second Observation



The Teacher explains the pattern of passive voice



The Teacher dictates the questions to the students



The Teacher asks the students to write the answer on the board



The Teacher corrects the students' answers



The Teacher asks the students to do the other tasks in the book

Third Observation



The Teacher invites the students to understand the story



The Teacher divides groups of short drama



The Teacher gives several minutes to the groups to exercise



The Teacher asks the groups to perform their short drama based on the story



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN
SMA NEGERI 1 REMBANG
TERAKREDITASI A

Jalan Gajah Mada 5, Rembang 59201, Telepon & Fax. (0295) 691375
e-mail : sma1rbg@yahoo.co.id website : www.smansarembang.sch.id



Reg. 61Q11944

SURAT KETERANGAN PENELITIAN

Nomor : 422.I / 109 / 2015

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Rembang dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Irma Nur Khasanah
NIM : 113411021
Program Studi : Tadris Bahasa Inggris S1
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Adalah benar-benar telah melakukan penelitian di SMA Negeri 1 Rembang, untuk menyusun Laporan tentang " THE IMPLEMENTATION OF CURRICULUM 2013 BY THE ENGLISH TEACHERS AND ITS BARRIERS (A Case Study at The 10th Grade of SMA Negeri 1 Rembang in 2014/2015 Academic Year " pada tanggal 19 s.d 31 Januari 2015.

Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Rembang, 30 Januari 2015

Kepala SMA Negeri 1 Rembang



Dr. Setiyo Purwoko, M.Pd

Pembina IV a

NIP.196303281988031003

CURRICULUM VITAE

A. Personal Details

1. Name : Irma Nur Khasanah
2. Place and Date of Birth : Rembang, January 10, 1994
3. Student Number : 113411021
4. Address : Gajah Mada Street, RT 02 RW 04
Tanjungsari, Rembang 59213
5. Email : irm4nurkha@gmail.com

B. Educational Background

1. TK Al-Burhan Tanjungsari Rembang, graduated in 1999
2. SD N 02 Tanjungsari Rembang, graduated in 2005
3. MTs Mu'allimin Mu'allimat Rembang, graduated in 2008
4. MA Mu'allimin Mu'allimat Rembang, graduated in 2011
5. UIN Walisongo Semarang in 2011 period

Semarang, May 20, 2015
The Writer,

Irma Nur Khasanah
NIM. 113411021