

**ENGLISH LEARNING PROCESS
ON THE IMPLEMENTATION OF CURRICULUM 2013
AT THE STUDENTS SEVENTH GRADE OF
SMP NEGERI 1 SUMBER**

A THESIS

Submitted to English Language Teaching of *Tarbiyah* and Teacher Training Faculty
of Syekh Nurjati State Intitue for Islamic Studies Cirebon in Partial
Fulfillment of the Requirements of Islamic Scholar Degree in English Education



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RATIFICATION

This thesis entitled **“English Learning Process on the Implementation of Curriculum 2013 at the Students Seventh Grade of SMP Negeri 1 Sumber”** written by Nurkhamidah, student number 1410130067 has been examined on February 13th, 2017. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

NURKHAMIDAH. 1410130067, English Learning Process on the Implementation of Curriculum 2013 on the Students Seventh Grade of the SMP Negeri 1 Sumber.

Curriculum is an important role in education, because of the curriculum is concerned with determining the direction, content and processes that will determine the quality of graduates of an educational institution. Implementation of curriculum is the process of implementing the curriculum plan into a form of learning that involves the interaction between students with teachers in the school. One of the key of the successful of the implementation of curriculum is depends on the ability of teachers, because teachers are planners, implementers and developer of curriculum class. In Curriculum 2013, the content of the materials of learning English presented different with English learning in the previous curriculum. In additionally at the learning process, the approach that used is different and has its own characteristics. The aim of this research is to know how far the Curriculum 2013 is applied in the teaching of English at the students' seventh grade of SMP Negeri 1 Sumber. In the discussing of the research, the researcher uses the theory of Nurhayati, Hari Prasetyo, Resmaningsrum Fadillah, and Yuni Nafisah. This research is using qualitative method with the technique of collecting data are taken by depth observation, depth interview and document analysis. Techniques of analysis data used Triangulation model by Miles and Huberman. In this Technique stated that qualitative analysis as consisting of three current follow activities: Data Reduction, Data Display and Data Conclusion: Drawing / Verification. The result of this research describe that first, the preparation that conducted by the teacher in the English learning process of the Implementation of Curriculum 2013 at the students' seventh grade of SMP Negeri 1 Sumber was already implemented well. The second, English learning process on the Implementation of the Curriculum 2013 at the students' seventh grade of SMP Negeri 1 Sumber are implemented not yet maximally. The third, Assessment of the English learning process on the implementation of the curriculum 2013 at the students' seventh grade of SMP Negeri 1 Sumber are implemented not maximally. From the results the researcher suggest to the teacres to be better in making the preparation and planning of learning and not all of sudden in making *RPP*. In addition, it is also suggested to continuously improve the knowledge and understanding of the implementation of curriculum 2013 from various references. And for the school to provide the training or seminars or briefings periodically in related to the implementaton of curriculum 2013 and continually monitoring the performance of teachers, especially in terms peparation of the learning. In addition, to further maximize the performance of teachers in teaching the school should provide facilities in the form of learning resources and media for learning.

Key words : Learning Process, Implementation, Curriculum 2013.



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TABLE OF CONTENTS

TITLE SHEET	i
APPROVAL SHEET	ii
OFFICIAL NOTE	iii
LETTER OF AUTHENTICITY.....	iv
RATIFICATION.....	v
AUTOBIOGRAPHY	vi
DEDICATION.....	vii
PREFACE	viii
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF FIGURE	xiv
LIST OF APPENDIX	xv

CHAPTER I INTRODUCTION

The Background of the Problem.....	1
1.1 The Formulation of the Problem.....	5
1.1.1 Identification of the Problem	5
1.1.2 The Limitation of the Problem.....	5
1.1.3 The Questions of the Research	6
1.2 Aims of the Research	6
1.3 The Significance of the Research.....	7
1.4 Operational Definition	7
1.5 Frame of Thinking.....	8
1.6 The Previous Study.....	10
1.7 The Theoretical Review.....	11
1.7.1 English Learning Process.....	11
1.7.1.1 Definition of English Learning Process.....	11
1.7.1.2 Function and Purpose of English Learning	12
1.7.1.3 Characteristics of English Learning.....	12



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1.7.1.4 Competency of English Learning	13
1.7.2 Curriculum 2013	14
1.7.2.1 The Basic of Curriculum 2013	15
1.7.2.2 The Characteristics of Curriculum 2013.....	18
1.7.2.3 Learning Process of the Curriculum 2013	20
1.7.2.4 Developing of Curriculum 2013	22
1.7.2.5 The Deferent Among Curriculum 2013 and The Curriculum Before	24
1.7.3 Implementation of Curriculum 2013	26
1.7.3.1 Planning of the Learning	26
1.7.3.2 Implementation of Learning Process	30
1.7.3.3 Assessment of Learning.....	35
1.8 Methodology of the Research	36
1.8.1 The objective of the Research.....	36
1.8.2 Place and Time of the Research.....	36
1.8.3 Method of the Research	37
1.8.4 Source of Data	37
1.8.5 Technique of the Collecting Data	38
1.8.6 The Validity of Data	40
1.8.7 Technique of Analyzing Data	43

CHAPTER II PREPARATION OF THE ENGLISH LEARNING PROCESS ON THE IMPLEMENTATION OF CURRICULUM 2013

2.1 Research Findings	45
2.1.1 Developing the Syllabus.....	45
2.1.2 Making the Lesson Plan	48
2.2 Discussion.....	49
2.2.1 Developing the Syllabus.....	51
2.2.2 Making the Lesson	53



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CHAPTER III ENGLISH LEARNING PROCESS AT THE IMPLEMENTATION OF CURRICULUM 2013

3.1 Research Findings	57
3.1.1 Learning Activities	58
3.1.2 Method of Strategies of the Learning.....	62
3.1.3 Source of Learning	64
3.1.4 Media of Learning	65
3.2 Discussion.....	65
3.2.1 Learning Activities	66
3.2.2 Method of Strategies of the Learning.....	69
3.2.3 Source of Learning	70
3.2.4 Media of Learning	70

CHAPTER VI ASSESSMENT OF THE ENGLISH LEARNING PROCESS ON THE IMPLEMENTATION OF CURRICULUM 2013

4.1 Research Findings	72
4.2 Discussion.....	76

CHAPTER V CONCLUSSION AND SUGGESTION

5.1 Conclusion.....	80
5.2 Suggestion	81

BIBILOGRAPHY

APPENDIX



CHAPTER I INTRODUCTION

1.1 Background of the Problem

Based on the Law No 20 of Article 1 of 2003, education is the effort consciously and planned to create an atmosphere of learning and the learning process for the students to actively develop the potential for him to have the power spiritual religious, self-control, personality, intelligence, character, and the necessary skills themselves, society, nation and state. (Undang-Undang *Sisdiknas*: downloaded at 3 of June 2015, 22.03). From the contain of Law *Sisdiknas* above, it can be said that education is a necessity that are necessary for every citizen, because of with the education they can develop their potential to be able to participate in the development and progress of their country. Therefore the state played a role of efforts in organizing of the educational process as well as possible. Therefore, as the country's efforts in education, the government issued a policy in the Law of National Education and arrange the tools that in the world of educational known for its curriculum.

In the National Education Law also described the curriculum is a set of plans and arrangements about the objectives, content and learning materials and the means used to guide the implementation of learning activities to achieve specific educational objectives. Another opinion says that the curriculum is a collection of subjects that must be submitted by teachers or students are learning, more particularly the curriculum is often defined as the lesson content. Meanwhile, according to the others of opinions have switched from the implementation of the content to be more emphasis on the learning experience. (Sukmadinata, 2005 in Abdul Majid, 2014: 1)

So far Indonesia has experienced many changes in the curriculum. Recorded in the journal "New Curriculum Development Issues" by Bambang Suminto. Starting from the period of Orde Baru there had been about four times a change of the curriculum, i.e. 1968, 1975, 1986 and 1994. Every turn

of the curriculum is always accompanied with the jargon of the fundamental paradigm shift that began in 1968, initiated by curriculum experts new home study education in the United States, where it is fundamental in the underlying implementation of the curriculum in one of which is the determination of the passing by the center, then change into determined by the school. Curriculum 1975 with the changes according to Tahir and Treagus (2003) in the journal “Indonesia has experienced a lot of turnover curriculum. Recorded in the journal “Issues of the Development of New Curriculum” by Bambang Suminto, states “subject-centered and teacher centered approach” become “student – centered approach”. Curriculum in 1986 with *GBPP (Garis Besar Program Pembelajaran)* in which already includes the curricular objectives, general instructional objectives, topic, sub-topic, time allocation, teaching methods, evaluation of which are already determined by the center of the curriculum.

As the emergence of a paradigm that emphasizes competence, the government carries the *KBK (Kurikulum Berbasis Kompetensi)* that known as the Curriculum 2004. Curriculum had already been implemented, but many claim that discourse is structurally and operational most schools are not ready to do so. Adoption of Act *sikdiknas (Law 20/2003)* which mandates the emergence *BNSP (National Education Standards Agency)* on the basis of *PP 19/2005* with the authority set content standards and graduation standards are the basis for determining the ministerial regulations on curriculum, through *Permendiknas 22, 23, and 24* in 2006, then compiled curriculum Bary called *SBC (Curriculum Education Unit)*

In order to improving the quality of education in Indonesia, at least the government establishes a new policy by the implementation of Curriculum 2013. By publishing the Regulation of Education and Culture Minister of the Republic of Indonesia about the implementation of the new curriculum at June of 29th 2013. The community of Indonesia especially the element of educational community the new curriculum become trending topic that interested to discuss. As the news that the researcher know, new days



Indonesia have changed the curriculum several times. It's counted from the implemented of *KBK (Kuriulum Brebasis Kompetensi)* at the year 2004, and then changed by *KTSP (Kurikulum Tingkat Satuan Pendidikan)* at the year 2006 and the next changed by the new curriculum that called by Curriculum 2013 (*Kurtilas*). All of the curriculum designed by the government actually for build the education in Indonesia become more better.

The Law of number 20th at the year 2003, subsection of 1th, verse of 19th state, that :“Curriculum is a set of plan and arrangement of the aim, contain, and learning materials and the way that used as guidance of management of learning activities to get the aims of education”.

From the definition above, Kurniawan, (2011 :192) state that a set of plan and setting the objectives, content, and teaching materials and methods used to guide the organization of learning activities to achieve goals. More clear from this definition that curriculum is a program of education that provided for be learned the students. Therefore, the government, schools and teachers should give a set of curriculum in accordance with what is required to design as good as possible to the students and how a curriculum that can be digested by students well.

For successful the Implementation of Curriculum 2013, the government held a socialization and training for teachers and all elements of the administration and curriculum at the school. However, although there is in fact still very much the teachers are not yet fully understand how the new curriculum is implemented. Most of them are only understood theoretically, but not practically entirely abundance. The impact of new curriculum policy just changing the name, but not the contents. This is certainly very influential on educational goals that are constructed so well.

Because of curriculum as guide the organization of learning activities, so every the curriculum is change it's also will change how the teacher teach in the class and change what the teacher give to students in the subject, exactly in English learning. According to some of English teacher of SMP Negeri 1 Sumber says, the learning process on the curriculum 2013 is very different



with the last curriculum. This is more difficult. This opinion also said by other teachers from other schools and some element of education society.

Curriculum 2013 is the next step development of Curriculum Based Competency that has been initiated in 2004 and KTSP in 2006, which includes competency of attitudes, knowledge, and skills in an integrated manner. Demands of education that refers to the eight National Education Standards which include Management Standards, Standard Cost, Standard Infrastructure, Teachers and Education Personnel Standards, Content Standard, Standard Process, Standard Assessment and Competency Standards. Other challenges associated with population growth factor Indonesia seen from the growth of the productive population.

From the explanation above, we can see that every change the curriculum certainly the process and the role of the education the school also changed. Implementation of the curriculum 2004 (*KBK*) different with the implementation of curriculum 2006. And the implementation of the new curriculum that decided by the government now also different with the curriculum before. For the curriculum 2013, the government was deciding in the some specific schools. For supporting the implementation of Curriculum 2013, the government gives the training to the teacher, prepare the syllabus and other administration. Although, many teachers said that this curriculum more hard to applied. Moreover there is statement that in the curriculum 2013 the English subject in the Junior High School is the first time to students learning English. In the Curriculum that ever implemented ago, the focus study of English lesson is more focused on the genre of text. Therefore, the researcher think that the research “English Learning Process on the Implementation of Curriculum 2013 at The Student Seventh Grade of SMP Negeri 1 Sumber” is important to investigate. And the researcher chose the SMP Negeri 1 Sumber as the good place to investigate this study, because in this school are the pilot of the implementation of Curriculum 2013 and one of the best Junior High School exactly in the Kabupaten Cirebon.



1.1 The Formulation of the Problem

1.1.1 Identification of the problem

In this research, the researcher focused on the area of Teaching English. Whichever, how the teacher teaching English on the implementation of Curriculum 2013. Because of by the new curriculum, so the procedures in the learning process also applied the new role. Its frmon the learning tools that prepared by the teachers, how the teachers and the students doing earning process, and how the process of the evaluation or the assessment are taken by the teachers.

According to background of the problem above, stated that many teachers are not yet fully understand how the new curriculum is implemented. Most of them are only understood theoretically, but not practically entirely abundance. In the result, the implementation of the curriculum just in name, but in practice still remains the same with the first curriculum. From that issues, this research will investigate how curriculum 2013 is implemented in the SMP Negeri 1 Sumber especially on the English Learning Process.

1.1.2 The Limitation of the Problem

The research under the title “English Learning Process On The Implementation of Curriculum 2013 at the Seventh Grade in SMP Negeri 1 Sumber” here will limit into some study :

First, this research will investigate the implementation of the planning programs. Planning programs that prepared to learning process are focused on the lesson plan; it’s mean how the teacher make plan before the teacher do learning process in the class. Including what must be planned in the lesson plan in the implementation of Curriculum 2013. Beside that, they are some programs that must be prepared before doing the learning process. They are like annual program, and program semester.



The second, will discussed how the learning process of English subject matter in the class running well in the implementation of Curriculum 2013 but just on the seubjet topic “I love things around me”. What happen in the class and what the students and the teacher do in the class.

The third, is about how the teacher doing evaluation into students, what the technique that use in the evaluation of learning. And how the way to give value or judgment to students.

1.1.3 The Questions of the Research

From the limitation of the problem above, the researcher find some question. The questions are:

- 1) How is the preparation of learning English at the student seventh grade of SMP Negeri 1 Sumber on the Implementation of Curriculum 2013?
- 2) How is the English learning process in the class running well at the student seventh grade of SMP Negeri 1 Sumber on the Implementation of Curriculum 2013 in the learning process of English subject matter in the class?
- 3) How do the teacher take the evaluation of the student seventh grade of SMP Negeri 1 Sumber after doing the learning process on the Implementation of Curriculum 2013 at the assessment process in the evaluating student after learning process?

1.2 The Aims of the Research

The aim of the research “English Learning Process In The Implementation of Curriculum 2013 at Students Seventh Grade of SMP Negeri 1 Sumber” are :

- 1) To know how the preparation of learning English at the students seventh grade of SMP Negeri 1 Sumber on the Implementation of Curriculum 2013?



- 2) To know how the English learning process in the class running well at the student seventh grade of SMP Negeri 1 Sumber on the Implementation of Curriculum 2013 in the learning process of English subject matter in the class?
- 3) To know how the teacher take the evaluation of the student seventh grade of SMP Negeri 1 Sumber after doing the learning process on the Implementation of Curriculum 2013 at the assessment process in the evaluating student after learning process?

1.3 The Significance of the Research

1. This research can help the other teacher that still confuse how the teacher doing the learning process on the implements of Curriculum 2013 especially in the English subject at the students seventh grade of SMP Negeri 1 Sumber. This research also can be as a tool to teacher evaluation for the school and for the teachers.
2. Curriculum 2013 is a new curriculum that occur by the government, this research also can be the as a monitoring substance how far the implementation on Curriculum 2013 applied in the school that used it.
3. For the student of education faculty of the State Institute of Islamic Studies, the researcher hope that this research can be useful as a described to preparing the learning process of English subject when they will face or doing teaching practice and also this can be taken as a reference when they need to faced micro teaching and PPL (*practical field experience*).

1.4 Operational Definitions

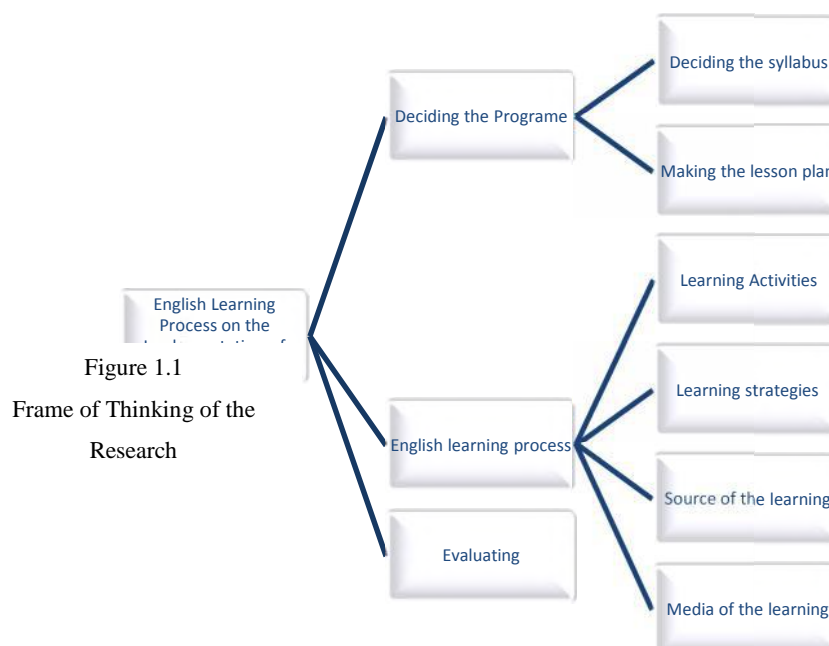
Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns. And the process is a series of actions that produce something or that lead to a particular result (Merriam-Webster Dictionary). According to Skinner learning is a "process of progressive behavior adaptations". Munn has considered learning as "more or less permanent



incremental modification of behavior which results from activity, special training or observations". Kimble has similarly said", learning refers to a more or less permanent change in behavior which occurs as a result of practice". From the definition above, English learning process is the process on the studied of English lesson that through by the teacher and the student in the class. It include of the step or the procedural of the studied and the activities on them.

The curriculum can be generally defined as a major component in the learning and development process of learning systems in an educational institution (<http://www.informasi-pendidikan.com/>). Curriculum is a set of plan and the role including the target, content and the materials of learning and the way that will be used as a guidance on the implementing the learning activities. So, Implementation of Curriculum 2013 is applied a set curriculum (the concept of curriculum 2013) into the real process of learning on the unit of education.

1.5 Frame of Thinking



This research begin from the understanding the basic concept of curriculum 2013 and discussed the implementation of Curriculum 2013 such as the explanation on the document that taken from the module of guidance Implementation of Curriculum 2013 and other sources. Beside that, this research will discuss the English learning processed in that school when the curriculum 2013 was implemented.

There are some stages in the English learning process on he implementation of curriculum 2013. And the stages are begin from deciding the program. The program here is a document that contain of the planning about what will the teacher do in the learning, what he material that will be given, time allocation, and how to evaluate after doing the leaning process. The programs that decide by the teacher before the learning process are deciding the syllabus and deciding the lesson plan.

The second stage in the English learning process in the implementation of curriculum 2013 is the English Learning process in the class. In the English learning process there are some point that the teacher should be focused. The first, learning activities. Learning activities here are talk about what the teacher and the students do in the class when the learning one of materials. This can be divided in the three activities, there are opening, core activity and the closing. The second is learning strategies. Here will discussed what the strategies that the teacher do in the English learning process in the implementation of curriculum 2013. The third is source of learning. It's mine from what the sources the teacher and the students taken the materials. And the last is media of learning. This is about what the media or the tools that used by the teacher to help their activities on the learning.

And the last stage on the English learning process in the implementation of curriculum 2013 is evaluating, how the teacher doing the evaluation to the students to get the information the their understanding of the material.



1.6 The Previous Study

They are some related studies which similar to this study. It's written by Heri Prasetyo (2006) in Universitas Negeri Yogyakarta. The title the research is *Implementasi Kurikulum Berbasis Kompetensi (KBK) Pada Mata Pelajaran Ekonomi (Study Kasus Pada Kelas X Sekolah Menengah Atas Negeri 2 Temanggung)*. The aims of Pratesyo's research are : 1). To know how the teacher doing the plan of lesson, 2). To know how the teacher do the learning activities, 3). To know how the teaches do the learning evaluation of the student.

And the other studies written by Muhlasin (2011) in Institut Agama Islam Negeri (IAIN) Walisongo Semarang under the title *Studi Deskriptif Tentang Pelaksanaan Kurikulum Tingkat Satuan Pendidikan (KTSP) Di Madrasah Tsanawiyah Sudirman Desa Bantal Kecamatan Bancak Kabupeten Semarang*. The aims of this research are : 1). To know what is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and 2). To know how the implementation of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

Adrian Yunaryo in his thesis also wrote the *Implementation of Kurikulum Tingkat Satuan Pendidikan on the Elementary Schools of Masjid Yuhada Yagyakarta* (2012). His research purposed to describe the implementation of *Kurikulum Tingkat Satuan Pendidikan (KTSP)* by the teacher elementary school of Masjid Syuhada Yogyakarta that include of planning of the learning in the basic KTSP, implementing of the learning in the basic of KTSP, evaluation of the leaning by the teacher, and indentify the difficulties and the obstacles on the implementation of KTSP. The result of his research are the KTSP was implemented not yet optimally. It's observed from the arranging of the lesson plan that still not yet accuracy.

Nurhayati in his research entiteled "Development of Universal Indonesian Syllabus for Juniour High School Level in Palembang" by the rseult that the developing of the syllabus is to decide 1) how desirable skills in the learning, 2) how the learning process, 3) how the resulting prodct, 4)whwrrw re the learning resourch are taken 5) how to evaluate it.



The result of the research of Resmaningrum Fadilah (2014) about the Implementation of Curriculum 2013 that defines the scientific approach conducted with the scientific process by observing, asking, gather, associate and communicate.

There are similarities among the research that will the researcher take with some research above. In this research, researcher also will investigate the implementation of curriculum, but this study takes the different curriculum, that is Curriculum 2013. Researcher focused study at the English subject matter of seventh grade in SMP Negeri 1 Sumber.

1.7 Theoretical Review

1.8.1 English Learning Process

1.8.1.1 Definition of English learning process

As we know that English as the international language. And the language is a system of communication in speech or writing that used by people of a particular county (Oxford Learner's Dictionary : 2008. P. 247).

Traditionally, language has been viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another (Edward, et.al : 2000. 7). So, it's means that language is a tool to communicate each other, or the media to express the thought, idea or feeling by using spoken or written.

In Indonesia, English is a learned as a foreign language. Because of in Indonesia, English not used every day. Learning English in Indonesia is just taught in schools, often widely, it does not play an essential role in national or social life (Geoffery, et.al: 2003.7).

Learning is a process of alteration of behavior, caused of individual interaction with the environments (Munir: 2008. 146). It's mean that every change of behavior is the result or the evidence



of the learning. Someone who have been learn, if he or she can be able to do something that he or she can't do before.

According to Oxford Learners Dictionary defined, learning is 'knowledge gained by study'. That definition meant that if someone get the knowledge and it's getting by do the study first it's called that the someone have been learned. But if the knowledge gained not from the study it's can't be called as learning. Because off the study is the process of learning that consciously. Means, give or serve time and attention at learning specially. It can be do by watch or look or read carefully to find out something.

From the explanation above can be interpreted that English learning process is the process of study of language, especially English that do intentionally. It's like the study that occur in the school, by the English lesson.

1.8.1.2 Function and the Purpose of English Learning

Language has a central role in the development of intellectual, social, and emotional support learners and is a success in studying all fields of study. By the language everyone can express their thought, or felling to another people. So that why the language is important to be learned in the school.

Learning English expected to help learners get to know him, the culture, and the culture of others. In addition, language English also helps students to be able express their ideas and feelings, participate in the community, and even find and use analytical and imaginative abilities that exist within English.

1.8.1.3 Characteristics of English Learning

English is a tool to communicate orally and writing. Communicate is to understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability of



communicate in a full understanding is the ability of discourse, i.e. the ability to understand and / or produce oral texts and / or writing which is realized in the four language skills, namely listening, speaking, reading and writing.

Fourth skills were used to respond to or create discourse in social life. Therefore, subjects were directed to develop the English language skills so that graduates are able to communicate in English and discourse on a certain level of literacy.

1.8.1.4 Competency of English Learning

In the 2013 curriculum, there are some core competencies that should be taught to students. Among the core competencies, the following is a core competence of English language learning at the junior high school of VII grade has been established by the Minister of Education:

- 1) Appreciate and live the teachings of their religion
- 2) Respect and appreciate the behavior of honest, discipline, responsibility, caring (tolerance, mutual assistance), polite, confident, in interacting effectively with the social and natural environment in a range of socially and existence
- 3) Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and events related phenomena seem on eyes.
- 4) Tries, processing, and presenting in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same viewpoint / theory.

In the concept of Curriculum 2013 as the written on the basic Framework and Structure of Curriculum 2013 (Kemendikbud, 2013.



44-45) stated that the strengthening of English language material referring to international standards. Text - based, balanced between written and oral. Emphasizes the importance of language as a communication tool to convey ideas and knowledge. Mastering competencies related text: compile (through an understanding of the rules, structure and context), differentiate, assess, edit, capture the meaning, summarizing, presenting repeated in their own language, .. Stressing to the expression and spontaneity in speaking. With emphasis on conversation, reading, writing practices. and assume the child has not been formally studied English at the time of going to class VII.

1.8.2 Curriculum 2013

Prof. S.Swaminatha Pillai state in his paper that curriculum is a comprehensive plan for an educational/training program /course to offer new/improved manpower to fulfill the rising needs of a dynamic society.

On the teachers materials training of Curriculum 2013 state that according to law number 20 of 2003 chapter 1 verse 19, the curriculum is a set of plan of arrangement on the objectives, content, learning materials and methods that used to guide and organize of learning activities to achieve educational goals.

From the definition above, curriculum 2013 is a set of planning of learning activities that use as a guidance for the teacher including content of content subject, method to teaching, to facilitate the course of learning that applied by the government and implemented since the year 2013 to getting the national educational purposes.

Mulyasa (2014: 66) stated that Curriculum 2013 is a continued from the Curriculum Based Competence (KBK). Because of that, curriculum 2013 is curriculum based competence. As described in the National Education goals in Law No. 20 of 2013 that the education is



expected to make the learners become competent in the field. In the other hand, in the vision of education 2025 that has set out was stated, education is to create intelligent and competitive Indonesian beings Intelligent here is a comprehensive smart, i.e. intelligent spiritual and social / emotional spiritual domains attitudes, intellectual savvy in the realm of knowledge, and in the realm of intelligent kinesthetic in skills (Kemendikbud, 2013: 82).

Kemendikbud also defined that Curriculum is the instrument or tool of education to bring Indonesian pople to have the competence, attitude, knowledge, and skills that can be personalized and productive citizens, creative, innovative, and affective. So, Curriculum 2013 is designed with the objective to prepare human Indonesia that has the ability to live as a private citizen and a believer, productive, creative, innovative, and able to contribute to the affective and social life, nation, state and world civilization.

1.8.2.1 The Basic of Curriculum 2013

To achieve Indonesia educational goals, the government made the curriculum as the explained by Kemendikbud on the *Modul Implementasi Kurikulum 2013 SMP* “ in the third materials is following based:

1) Juridical Foundation

Juridical foundation is the law that formed as the basis for curriculum development and the requires the development of new curriculum. Juridical foundation that use here is Pancasila and Undang – Undang Dasar 1945, Law number 20 of 2003 on National Education System, Government Regulation No. 19 2005 on National Education Standards, Regulation of the Minister of National Education No. 23 of 2006 concerning Competency Standards and Regulation of the Minister of Education National No. 22 of 2006 on the Content



Standards. Other Juridical basis for curriculum 2013 development is the Indonesia Presidential Instruction in 2010 on Character Education, Active Learning and Education Entrepreneurship.

2) Philosophical Foundation

Philosophical foundation is the foundation directing curriculum to humans what will be generated of the curriculum. As for that underlie the philosophical curriculum development is the dimension the nation of life explained briefly that curriculum is to build the present and the nation future lives will come, which was developed from the nation's heritage value and interpretation of the past, as well as then inherited and developed for future of life. Inheritance value and interpretation of the nation in the past provide the basis for the life of the nation and the individual as a member of society, capital used and developed to build the quality of life of the nation and the individual necessary for the present life and the life of the nation and sustainability citizens in the coming. With the three-dimensional life curriculum always placing learners in the social-cultural environment, developing life individual learners as citizens do not lose personality and quality for today's life better, and build a better future life well.

3) Empirical Foundation

As a great nation state in terms of geographical, ethnic, economic potential, and diversity of development progress from one area to another area, the slightest threat disintegration remain. Thus, the curriculum should be able to form an Indonesian people is able to balance the needs of individuals and communities to promote its identity as part of the Indonesian nation and the need to integrate Indonesian nation as one entity.



The young generation formidable entrepreneurial, creative, tenacious, honest, and independent, so needed to strengthen Indonesia's economic growth in the future. Generation like this should not appear as the result of natural selection, but because the results of trained at every level of education with a curriculum unit as the referring.

Today, the tendency of solving problems with violence and coercion case will often show up in Indonesia. This trend also hit the young generation, for example in cases of a mass brawl. Although there is no scientific study that the violence disgorge from the curriculum, but some education experts and leaders people stated that one root of the problem is the implementation of the curriculum that over-emphasize the cognitive aspects and pent learners in the room learning with activities that are less challenging learners. Therefore, the curriculum need oriented and reorganized the burden of learning and learning activities can answer this need.

Various cases relating to abuse of authority, manipulation, including persistence of fraud in the National Examination showed the urgent need to foster a culture of honesty and anti-corruption through learning activities in the unit of education. Thus, the curriculum should be able to guide efforts to characterize the values of honesty on the learner. The curriculum should also be directed to build awareness and awareness young generation on the natural environment and cultivate the ability to formulate creative problem solving to issues of environmental and food security.

4) Theoretical Foundation

Theoretical foundation provide the theoretical basis of curriculum development as documents and processes.



Empirical grounding provides guidance based on the implementation of the curriculum in force in the field.

The curriculum 2013 was developed in on the basis of theory “*pendidikan berdasarkan standar*” (standard based education), and the theory of competency-based curriculum.

Standards based education is education that sets national standards as citizens for a minimum quality level of education. Not standard curriculum and curriculum developed so that students are able to achieve the quality of national standards or in upon it. National quality standards expressed as the Competency Standards. Standard Competency includes the attitudes, knowledge, and skills. Competency Standards Graduates Competency Standards developed into Education Unit i.e. SKL SMP.

Competence is the ability of someone to be, using the knowledge and skills to carry out an assignment in school, community, and the environment in which concerned interact. Competency-based curriculum is designed to provide broadest possible learning experience for students to develop the attitudes, skills and knowledge necessary to build skills formulated in SKL. The results of the learning experience is learning outcomes students who describe human qualities expressed in SKL.

1.8.2.2 The Characteristics of Curriculum 2013

Kemendiknas (2013: 91-92) on the module of training implementation materials curriculum 2013 explain some characteristics of a curriculum based competence are:

- 1) The content of curriculum is expressed in terms of Core Competence (KI), subjects further detailed in the Basic Competency (KD).



- 2) Core Competencies (KI) is an overview of categorical of the competencies that should be studied by the learners for a level school, class and subject.
- 3) Basic Competency (KD) is a competence that studied by the learners for a lesson in a particular class.
- 4) The Emphasis competence of attitude sphere, cognitive skills, psychomotor skills, and knowledge for an educational unit and the number of subjects is characterized by a KD subjects .
- 5) Core Competency become an element of organizational competencies is not a concept , generalization , topics or something that comes from a " disciplinary - based curriculum " or "content - based curriculum " .
- 6) Basic competence is developed based on the accumulative principle, mutually reinforcing and enriching between subjects.
- 7) The learning process is based on an attempt to mastery competencies at a satisfactory level by notice the characteristics of the content of competence which knowledge is the content that complete (mastery). Cognitive skills and psychomotor skills is the ability to mastery of the content that can be trained. While the attitude is the ability to mastery the content that more difficult to develop and require indirect educational process.
- 8) Assessment of learning outcomes covering all aspects of competence, is formative and the result is immediately followed by remedial learning to ensure mastery of competencies at a satisfactory level (Criteria completeness Minimal / KKM can be used as a satisfactory level).



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1.8.2.3 Learning Process on of Curriculum 2013

The learning process of Curriculum 2013 consists of two activities, they are intra-curricular learning and extra-curricular learning.

- 1) Intra-curricular learning is based on the following principles:
 - a. The intra curricular learning process is learning process with respect to subjects in the curriculum structure and this process carried out in the classroom, school, and community.
 - b. In SMP/MTS the learning process is based on Lesson Plan (RPP) that developed by the teacher.
 - c. The learning process based on the principle of the learning active students to mastery Basic Competency and the Core Competence on the excepted grade.
 - d. The learning process developed based on the characteristics of the content competence, they are knowledge which is the content that have quality mastery and taught by directly, cognitive and psychomotor skills are content to be developmental that trainable and taught directly, whereas the attitude is developmental content and developed through the educational process that is indirectly.
 - e. Learning competencies for content that is developmental carried continuously from one meeting to another meeting, and strengthening each other between the subjects with other subjects.
 - f. The learning process indirect occurs in each learning activity in the classroom, school, home and community. The learning process does indirectly is not hidden curriculum because attitudes developed in the indirect



learning process should be listed in the syllabus, and Lesson Plan (RPP) which made the teacher.

- g. The learning process is developed on the principles of student active learning through the activities observed (seeing, reading, hearing, listening), ask (verbal, written), analyzes the (linking, specify the relationship, build a story / concept), communicate (oral, written, pictures, graphs, tables, charts, etc.).
- h. Remedial learning implemented to help the learners to master the competencies that still lacking. Remedial learning is designed and implemented based on weaknesses that found by the analysis of the results of tests, quizzes, and assignments of each participant learners. Remedial learning designed for the individual, group or class in accordance with results of the analysis of learner answers.
- i. Assessment of learning outcomes is covering all aspects of competence, that formative and outcome immediately followed by remedial learning to ensure mastery of competencies at a satisfactory level.

2) Extra-curricular learning

Extra-curricular learning is the activity designed as activities outside of regularly scheduled learning activities each week. Extra-curricular activity consisting of activities compulsory and elective. Scouting is an activity extracurricular mandatory. Extracurricular activities should be assessed, and the results are used as supporting elements intra-curricular activities.



1.8.2.4 Developing of Curriculum 2013

1) Level of developing curriculum

Mulyasa (2014, p. 81) states As the curriculum in general, in the developing the curriculum there are several levels, they are developing curriculum national level. Developing of curriculum regional level. Developing curriculum of education unit level. And the last are developing syllabus and developing learning program.

Developing curriculum 2013 on the national level is began from arranging Standard National of Education (SNP), include of Standard Competency of Graduated (SKL), Standard content, Standard Process and Standard evaluating. as has been described in government regulation No. 32 of 2013.

Developing in the regional level centered in the province. Development at this level relates to the development of competencies and syllabi for the subjects employed several outside the subject of the national curriculum. This development is done by a team of curriculum development at regional level under the coordination of the provincial education office. Including the curriculum in this level are local content and local languages.

In the developing curriculum education unit level is discussed developing curriculum for several kinds of institution of education on the various of unit and level of education. Including the activities on this level are : first, developing competency of graduate and formulate the target or the aims of education at the various kinds of education institution. The second step from that competency and the aim developed the field study that will give to realizing that aim. The third is developed and identify the education personnel appropriate with qualifications required.



And the text are developing syllabus and developing learning program. On the curriculum 2013, developing syllabus is not by the teacher, but was prepared by the team of developing curriculum. teachers just develop lesson plans (RPP) based on the teacher guide books, handbooks student and resource book has been prepared. However, the school that have self-ability can make syllabus accordance with the conditions and needs after obtaining approval from the local education office.

For developing learning program, arranged based on the syllabus, core competency, and competency of graduate. In the curriculum 2013 learning program that developed are thematic (*Tematik*) and integrated (*Terpadu*),

2) The Principles of developing curriculum

In the developing Curriculum 2013 based on the following principles:

- a. Curriculum not only a batch the list of subject, because subject is only source of learning materials to achieve competence.
- b. Curriculum based on the standard competence of graduate assigned to one unit of education, levels of education, and educational programs. Accordance with Government policy.
- c. The curriculum is based on the model of curriculum - based competency. That characterized by the development of competence in the form of attitudes, knowledge, skills thinking, psychomotor skills are packaged in a variety of subjects.
- d. The curriculum is based on the principle that every attitude, skills and knowledge curriculum formulated in the form of Basic Competence it can be learned and



mastered every learners (mastery learning) in accordance with the role of curriculum -based competency.

- e. Curriculum-based on provide opportunities for learners to develop differences in abilities and interests.
- f. The curriculum is centered on the needs, requirements, and interests of learners and the environment. The curriculum was developed based on the principle that learners are at the central position and active in learning.
- g. Curriculum must be responsive to the development of science, culture, technology, and art.
- h. Curriculum should be relevant to the needs of life.
- i. Curriculum should be directed to the process of development, cultivation and empowerment learners that last a lifetime.
- j. Curriculum based on national interests and regional interests.
- k. The evaluation of learning outcomes aimed to determine and improve the achievement of competence. Learning outcomes assessment instrument is a tool to know the weaknesses of each learner or group of learners. These deficiencies must be immediately followed by the process of repair deficiencies in the aspect of learning outcomes or owned a group of learners

1.8.2.5 The Deferent Among Curriculum 2013 and The Curriculum Before

On the Basic Framework and the structure of Curriculum2013 described the different among the New Curriculum and the curriculum that enacted before. That differentiation such as:





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1.2 Figure

Kerangka Kerja Penyusunan KBK
 (Curriculum Based Competence)



Figure 1.3

Framework for Preparation KTSP



Figure 1.4

Framework for Preparation Curriculum 2013

From the chart above, between the Curriculum 2004 and the Curriculum 2006 is noting difference. Both of them are same. The basic concept are from the purpose of national education immediately. From the basic concept go down to Competency of Standard (SKL) unit of education and then go down to Curriculum Structure, and then standard content (SKL, SK, KD of the lesson). And then go to standard process, SKL, and standard evaluation, and the next go to guidance and then syllabus. And the final go down to Lesson plan and students book.

But in the curriculum 2013 that is begin from three aspects, that are 1) readiness of the students, 2) the purpose of national

education, and 3) needed. From that aspect begin from the standard of competency (SKL) of the educational unit. Standard of the Process and the Standard of Assessment. From that will be arranged become Syllabus. The next, it go down to Guidance of teacher and student's text book and from that two aspect arranging a learning process and assessment in a unit of education.

1.8.3 Implementation of Curriculum 2013

1.8.3.1 Planning of the Learning

Development of an implementation of learning formulas about what will be done by teachers and learners in the learning process to achieve the goal or basic competencies that have been determined, prior to teaching and learning activities implemented. Under Law 19 of 2005, chapter 20 stated that the planning process of learning includes the syllabus and lesson plan containing at least the purpose of learning, teaching materials, teaching methods, learning resources and assessment of learning outcomes. For that, the syllabus and plan the learning process needs to be carefully before teachers begin teaching.

1) Developing of the Syllabus

The syllabus is a planning on a group of subjects / specific theme which includes standards of competence, basic competence, subject matter / learning, learning activities, indicators of achievement of competencies for assessment, valuation, allocation of time, and learning resources (Kompasiana: 2013). In the Majid (2014 : 207) Salim stated that silabus can defined as the big lines, review, or thr main of the cntent ar the subject matter. However, the curriculum in 2013, the term of competency standards was unknown and emerging with the new term called core competencies.



In the curriculum 2013, developing of the syllabus is no longer charged by the teacher, but has been prepared by a team of curriculum developers, both on the level of the regions and the center. Thus, teachers just develop the lesson plans based on the books teacher guide, student guide books and resource books that have been prepared. However, for a school that has the ability to create a syllabus that can independently in accordance with the conditions and needs after obtaining approval from the Department of Education and the local culture.

Hary Prasetyo in his research explain that the minimal of the components of the syllabus such as : 1) identity of the syllabus, 2) *Kompetensi Inti*, 3) Core competecies, 4) Indicators, 4) The materi of the learning, 5) Learning Activity, 6) Assessment, 7) time allocation, and 8) The source of the learning. That components above will be showed in the form as vertically or horizontally.

2) Developing of the Lesson Plan

Learning, it can simply be interpreted as an attempt to teach students and the students' learning activities can occur with planned (by designed). Planning is an educational activity that is in them that learning is consciously designed to assist students in developing their potentials through a number of competencies to which it refers in any learning process that followed. Thus, the core of the learning plan is the process of selecting, specifying and developing, approaches, methods and techniques of learning, offer teaching materials, provide meaningful learning experiences, as well as measure the degree of success of the learning process in achieving the learning outcomes (Nana Djumhana: 2008).



Meanwhile, according to Nana Sudjana According to the article, entitled Developing lesson plans written by Nana Djumhana (2008) says that the plan is a systematic process of making decisions about actions which could be done in the future. It is also stated by Hadari Nawawi (1983) is still in the same article that planning means put in place measures implementation of the resolution of a problem or a work focused on achieving a specific goal. In conclusion, the effectiveness of the plan relating to the preparation of a series of activities to achieve the goal, can be measured by the fulfillment of what is contained in the formulation of planning.

Referring to the understanding above, it means that the learning plan is basically a decision that is realized in the preparation steps for the achievement of learning objectives that students have meaningful learning experiences. And in a wider scope, planning lessons can also be defined as the process of preparation of the subject matter, the use of instructional media, the use of the approach and methods of learning, and assessment in the allocation of time to achieve its intended purpose.

As for the signs of formulation of the *Rencana Pelaksanaan Pembelajaran (RPP)* which refers to the standard process using a scientific approach and authentic assessment describes the steps are minimal preparation *Rencana Pelaksanaan Pembelajaran (RPP)*, starting from Identity include lesson plans, core competencies, basic competencies, Indicators Achievement of Competence, learning objectives, learning materials, learning methods, learning activities, learning resources and assessment. Where each component has a direction of development - each, but everything is a unity. (Kemendikbud: 2013). In that signs also explained that the



standard process, the learning activity consists of the steps are that contains elements of the introduction activities, main activities and closing activities.

(1) Introduction / Opening activity

In the introduction/opening activity, there is activity that expected

- a. Orientation: learners focus on the material that will be taught by showing objects of interest, giving illustrations, read the newspapers, featuring a slide animation, natural phenomena, social phenomena and other phenomena.
- b. Apperception is provide initial perception to students about the material to be taught
- c. Motivation: The teacher gives an overview of the benefits of studying such materials
- d. Provision of reference: usually associated with what will be learned. Reference may be an explanation and description of the subject matter of the subject matter in outline.
- e. Distribution of study groups and explanation mechanisms for implementing the learning experience (according to the steps of learning)

(2) Main activity

Implementation of the main activities of the learning process to achieve core competence and basic competences performed interactively, inspiring, fun, challenging, motivating learners to actively participate and provide sufficient roared for innovation, creativity and independence in accordance with their talents, interests and physical development and psychological learners, but still effective.



Main activities using methods adapted to the characteristics of learners and subjects, which may include the exploration process, elaboration and confirmation.

(3) Closing activity

In closing activities in the RPP, included in what way the teacher directs students to make a summary / conclusion. Giving a test or assignment, and provide follow-up direction of learning, may be activities outside the classroom, at home, or tasks as enrichment / remedial.

1.8.3.2 Implementation of Learning Process

Curriculum 2013 is mandated an essence scientific approach to learning. Based learning process with a scientific approach should be guided by the rules of the scientific approach. This approach is characterized by protrusion dimensional observation, reasoning, discovery, validation and explanation of a truth. Thus, the learning process should be carried out with guided the values, principles or criteria of scientific. (Kemendikbud: 2013.151-152).

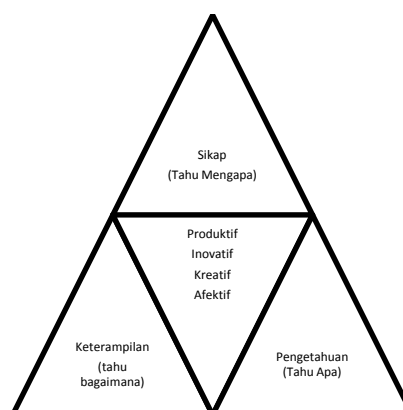
The learning process with this scientific approach should touch on three areas, namely the attitude, knowledge and skills. In the learning process based on scientific approach this realm transformation took her attitude substance or teaching materials that the students “know why”. The realm of substance transformation took her skills or teaching materials that the students “know how”. While domain knowledge transformation nudging substance or teaching materials that the students “know what”. And the end result is an increase and balance between the ability to be a good man (soft skills) and humans who have the skills and knowledge to live a decent (hard skills) of learners that



includes aspects of the attitude of competence, knowledge and skills. (Kemendikbud: 2013 p. 154)

Steps of Learning Proses

pembelajaran menyentuh tiga ranah, yaitu sikap, pengetahuan dan keterampilan



Hasil belajar melahirkan peserta didik yang produktif, kreatif, inovatif dan afektif melalui penggunaan sikap, keterampilan, dan pengetahuan yang terintegrasi.

Figure 1.5
Learning Process of Curriculum 2013

1) Learning Activities

The curriculum 2013 emphasizes modern pedagogic dimension in learning, using a scientific approach (scientific approach) that the learning includes collecting information through observation, questioning, experimentation, and then processing the data or information, presenting data or information, followed by analyzing, reasoning, and then conclude , and create. Scientific approach to learning is presented below (Kemendikbud: 2013. 155)



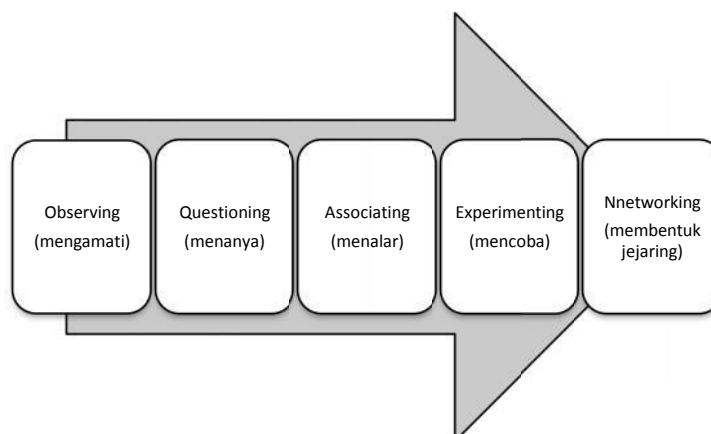


Figure 1.6

Learning Activities on the Scientific Approach

(1) Observing

In Curriculum 2013, the learners are trained taste desires of curiosity to 'know why and how. On learning this curiosity can be facilitated in a good debriefing activity of introduction / opening activities, main activities and closing activities. Besides questions - answers can also through the provision of a problem, facts or events that exist around the learner. According Nuryani, in the implementation of Curriculum Module 2013 by Kemendikbud stated observe is an activity to identify certain characteristics by means of the senses objects carefully, using relevant facts and mark the observations.

(2) Questioning

Effective teachers can inspire students to improve and develop the realm of attitudes, skills and knowledge. Teachers guide and guide learners well when asked. When the teacher answered questions learners, when it was also he encourages students to become good learners.



Question is intended to obtain verbal responses. The term is not always a question in a question form, but also can be in the form of a statement that also is wanted verbal responses.

(3) Associating

The term of reasoning in the learning process with a scientific approach is intended to illustrate that teachers and learners are active participants. Compressive point, in many ways and situations thirst more active learners rather than teachers. Reasoning is the process of thinking logically and systematically on facts - facts that can be observed empirically to obtain a conclusion in the form of knowledge.

(4) Experimenting

To obtain a real or authentic learning, learners have to perform the experiment, especially for material substance or appropriate. Application methods trials or experiments intended to develop various realm of learning objectives, namely attitudes, skills and knowledge.

(5) Networking

The essence of collaboration is an interaction of philosophy and lifestyle that puts human and interpret the structure interaction cooperation as well designed and intended to facilitate collective efforts to achieve common goals. In collaborative learning, teacher authority more as a manager of learning, while learners should be active.

2) Use of Learning Resources

In the framework of the implementation of the curriculum in 2013 is highly recommended to be able utilization of the environment as a learning resource optimally,



both the physical environment and social environment as well as collaborate with the elements - related elements, and the performance is use of such relations can be done with the local community and school environment (Mulyasa: 2013. P. 106).

3) Selection Learning Model

The term learning the model is very close to the notion of learning strategies. Nevertheless, this understanding the model is distinguished from understanding strategies, approaches and methods of learning. The term learning models has a broader meaning than on a strategy, methods, and techniques. Simply put, more learning approaches see learning as a process of developing student learning to achieve its development. The method focuses on prose learning for teaching materials and specific learning objectives. While learning model more see learning as a design that describes the details of the process and the creation of environmental situations that allow students to interact resulting in changes or developments to the student (Masudumar: 2014). Selections of learning models greatly affect the process of learning. In determining the learning model must be appropriate to the material and learning objectives that have been planned. Especially on curriculum implementation 2013. Mulyasa (2013) explains that: In particular competency-based learning in the curriculum in 2013 is necessary to pay attention to the following. First, learning should be more emphasis on practice. Second, learning should be able to establish a relationship between the school and community. Third, the need to develop a learning climate that is democratic, open, through integrated learning, participatory and the like. Fourth, learning more emphasis on issues - issues



that are directly related to the actual * with real life in the community.

Selection of learning models adapted to the characteristics of the subjects and the characteristics of each competency served basis. Not all models are suitable for each competency pembelajaran base. Teachers need to select and determine model learning according to ability, potential, interests, talents, and needs of diverse learners so that optimal interaction between teachers and students, and between students and students.

1.8.3.3 Assessment of learning

To determine the extent to which the success of learning, assessment needs to be done. Assessment should be done at the judgment in full, continuous and sustainable in order to know how much the success of the learning process has been achieved. In the implementation of the curriculum 2013, the assessment is based on authentic assessment. According to the American Library Association, the Module Implementation of Curriculum 2013, authentic assessment, explaining that authentic assessment is defined as an evaluation poses to measure the performance, achievement, motivation, and attitude of students in relevant activities in learning. Nafsah Yuni (2014) in the research entitled the implementation of the curriculum, 2013 in SMA Negeri 2 Wates explained that the process of authentic assessment is done by assessing the attitude that includes observation, diri assessment, peer assessment and journals. Therefore national education department also explained about some kind of authentic assessment, which is as follows (depdiknas: 2013):

- 1) Assessment of performance
- 2) Assessment project



- 3) Assessment portfolio
- 4) Written assessment.

1.8 Methodology of the Research

1.8.1 The Objective of Research

The objective of this research is to know how the English Learning process on the implementation of Curriculum 2013 SMP Negeri 1 Sumber. This research takes the data from the planning that prepare by the teacher in learning process, learning process that practiced in the class and from evaluating student after gathering the lesson.

1.8.2 Place and Time of the Research

The research of the English learning process on the Implementation of Curriculum here will be take the data from the English learning in Seventh grade of SMP Negeri 1 Sumber that located on Jl. RD. Dewi Sartika No. 153 Sumber Kabupaten Cirebon. The respondents are the English teachers of seventh grade of SMP Negeri 1 Sumber, the principles, the principles assistance of curriculum filed and the student of seventh grade of SMP Negeri 1 Sumber.

This research began taking the data on the 1st of Augusts 2014. The researcher takes the data when the teacher interact do the learning process and the interview out of class. On the initial of the research, which has been carry out when the researcher do Practice Field Experience the researcher have was getting the data about the background of the school that. Here also researcher got the problem about this study. After the researcher feel that this problem is important and feasible to investigate, the researcher arranged a proposal and administering licensing do ding the research.



1.8.3 Method of the Research

The Research of English learning process of The Implementation of Curriculum 2013 at The Seventh Grade of SMP Negeri 1 Sumber arranged by the qualitative method. Because of this research purposed to analyze and describe how the English learning processed on the implementation of Curriculum 2013 is running in SMP Negeri Sumber.

Dawson (2007:15-16 as cited in Aisyah, 2004) states qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group.. Qualitative inquirers seek to interpret human actions, institutions, events, customs, and the like, and in so doing they construct a “reading,” or portrayal, of what is being studied.

In the same book he also stated that study the provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved and it's called basic qualitative or also called interpretative studies. It's suitable with the research that researcher discussed, that is describing how the English Learning process applied on the implementation of curriculum 2013.

1.8.4 Source of Data

In this research, the researcher get the data from the primary source and secondary source.

1) Primary Source

Kothari (2004, 95) state that the primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Primary data were collected through observation and interviews with the seventh grade English teacher in SMP Negeri 1 Sumber.

2) Secondary Source



According to Kothari (2004, 95) the secondary data, are those which have already been collected by someone else and which have already been passed through the statistical process. For the secondary data, researcher takes from the books and the journal for supporting the theories of the research. The researcher refer to the data about the curriculum from file of *Dokumen Kurikulum 2013 Kemendikbud; Module of Implementation Curriculum 2013, Pengembangan dan Implementasi Kurikulum 2013*, written by Mulyasa (2014) and other reference such as the articles of *Isu Pengembangan Kurikulum Baru* by Bambang Suminto, *Sekilas Analisis Kebijakan Pendidikan* by Edi Subkhan. And the other that, researcher also doing some previous studies that relating with the research.

1.8.5 Technique of Collecting Data

As the researcher said in the method of the research, a qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations without formal measurement. It's appropriate with the state of Marczky, et al. (2005, 17). By this foundation, the researcher collecting the data by the technique:

1) Depth Observation

The observation technique takes to get the data from what haven in the class while learning activities. It's also as the source to describe in this research. According to Ary. (2010. 431) said that qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings. There are some specialized approaches to observation, such as interaction analysis (sometimes used in small group or classroom settings).



From the theories of Ary, (2010. 431), the researcher takes the observation during the teacher does the activity of learning in the class. The researcher pay attention and show every teachers do in the class.

In this research, the researcher will be observed the object deeply. By doing the observation and pay attention to all of the learning activities in the school as long as do the English learning process. Not only in the learning activities, but also observed what the teacher do before they gone to teach.

2) Depth Interview

The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic. In-depth interviews are conducted face-to-face :30. In the other hand, interview also conducted to get the clarification from the observation for get more explanation about the information that needed in this research, researcher collects the data by interview technique.

“Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.” Ary. (2010.438).

These in-depth interviews conducted with less in order to obtain information concerning matters related to this research. This interview will be conducted with seventh-grade English language teacher to obtain information about what and how the process of learning English when applied Curriculum 2013. In addition, to further explore the study in this research, the researchers also



conducted interviews with the principal and vice principal part of the curriculum.

3) Document Analysis

In this techniques, researcher does the study by the document about the Implementation of Curriculum 2013 from *Modul Pelatihan Implementasi Kurikulum 2013* by Kemendikbud and book of Pengembangan dan Implementasi Kurikulum 2013 by Prof. Dr. H. E. Mulyasa, M.Pd. and also other documents that relate to the problem in the research. Ary. (2010, p. 142) states, qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term of documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

1.8.6 The Validity of Data

This research expected to meet the criteria of validity of the data. Many qualitative researcher agree that data *trustworthiness*, whether collected from direct observations, focus groups, or interviews, is evidenced by the following (Lincoln & Guba, 1985 in Kothari, 2010. 362).

1) Transferability

Transferability refers to evidence supporting the generalization of findings to other contexts—across different participants, groups, situations, and so forth. This is asking to the notion of external validity used by quantitative researchers. Transferability is enhanced by detailed descriptions (as is typical in qualitative research) that enable judgments about a “fit” with other contexts.(P. 363). Has explained that this study aims to explain and illustrate how the curriculum 2013 is implemented in SMP Negeri 1 Sumber particularly on the subjects of English. Therefore, the



researcher hoped results of this research can be in accordance with what has become a destination in it.

2) Dependability

Dependability is akin to the concept of reliability in quantitative research paradigms. In this case, the qualitative researcher gathers evidence to support the claim that similar findings would be obtained if the study were repeated. Naturally, even if the study were repeated in the same context with the same participants, it would become a “new” study, given the ever-changing social world and perceptual shifts. Dependability is enhanced by common qualitative strategies (audit trails, rich documentation, triangulation, etc.) but also by traditional methods such as inter coder or inter observer agreement (two coders or observers are consistent) and code-recode consistency (the same coding or observation occurs more than once using the same “human instrument”). (P. 363). In this research, the process of audit trails will be done by:

- (a) Notes and record data from observations, interviews and document study as complete as possible
- (b) Analyze the data that has been obtained and arranged in the form of descriptive
- (c) Reported all of the research process

3) Conformability

Conformability refers to objectivity (neutrality) and the control of researcher. In this case, to make the validity of the data, the researcher confirmed the data that has been summarized is the data are suitable with the researcher need. The researcher make the clarification by the teacher and other object of the research.

4) Credibility

Credibility is an overarching criterion for judging the trustworthiness of qualitative data analysis. Credible conclusions



are believable when accompanied by strong evidence, clear logic, valid data, and the ruling out of alternative explanations. To obtain the credibility data, used in this study the triangulation technique. Triangulation is method used in qualitative research that involves cross-checking multiple data sources and collection procedures to evaluate the extent to which all evidence converges. (p 350). Moleong stated in the Muhlasin (2006: 57) that triangulation divided into 4 types of data checking techniques, namely: first, Triangulation by utilizing the sources it means to compare and check behind a degree of confidence that the information obtained through time and different tools. This technique is done by:

- a) Comparing the observed data with the interview data.
- b) Comparing what people are saying in public with what is said in private.
- c) Comparing the results of interviews with the contents of a document that is relevant.

The second, Triangulation with two methods, there are two strategies, namely: checking the degree of confidence in the results of discovery research several techniques of data collection and checking the degree of confidence in some of the sources of data and the same method.

The third, Triangulated by using the investigator, i.e. utilizing the researchers or other observers for the purpose of re-checking the degree of confidence of the data.

The forth, Triangulation with theory, which is based on the fact that a certain degree of belief can't be checked by one or more theories.

Here, researchers checked by triangulation technique by utilizing the sources. The researcher researchers examine the data by comparing the interview data with the observed data, and by



comparing data from interviews and observations with other written documents.

1.8.7 Technique of Analyzing Data

Maxwell (2005: 95) describes this process as follows: “The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers.”

After the researcher collect all of the data they are data from the observation and the information from the interview, researcher will analyze the data. Miles and Huberman in the *Qualitative Data Analysis* (1994: 24) stated that qualitative analysis as consisting of three current follow activities : Data Reduction, Data Display and Data Conclusion: Drawing / Verification.

1) Data Reduction

Data Reduction is process of selecting, simplifying, focusing, abstracting and transforming the data that appear in written up field note or transcription. In this reduction process, researchers reviewed the records and data obtained through observation, interview and study the document and summarize.

2) Data Display

Data Display is an organized compressed assembly of information that permits conclusion drawing data action. After passing through the stage of reduction and obtained a summary of the data that has been obtained, a summary prepared so became more systematic.

3) Data Conclusion: Drawing/Verification

Verification of the data is the process of review of records obtained so as to obtain a broader meaning. In this process the authors draw conclusions from what has been described



systematically, and then I also conduct verification. This verification is done to check the validity of the conclusions.

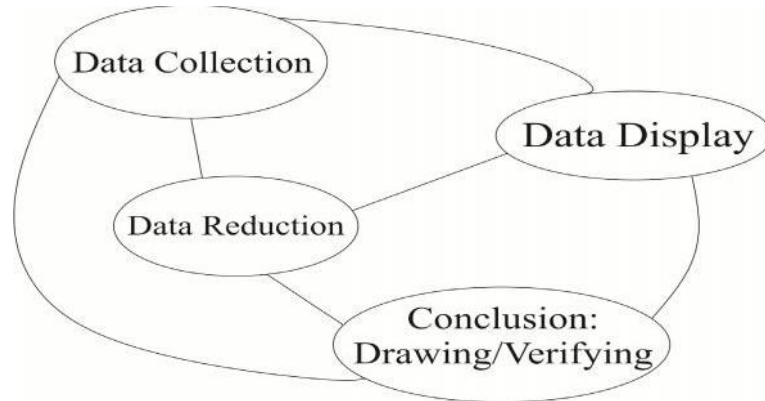


Figure 1.7
Data Analysis Model

Source : Adapted from Miles, Matthew B and Michel Huberman. 1994. *Qualitative Data Analysis*:12



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