

AN ANALYSIS OF THE ENGLISH TEACHING AND LEARNING PROCESS IN ACCORDANCE WITH THE 2013 ENGLISH CURRICULUM AT SMA NEGERI 3 JAMBI

Akhmad Habibi

English Education Study Program, Jambi University, Jambi, Indonesia
tjohor@ymail.com

Abstract: This study was aimed at analysing the implementation of teaching and learning process as one of the standard of process parts in the 2013 Curriculum. This was a qualitative study with a case study approach conducted at SMA Negeri 3 Jambi. Three English teachers and 237 students of grade XI were involved as the participants. The data were collected through interview with the teachers, observation, students' questionnaire, and document review. To assess the trustworthiness of this study, the researcher did triangulation, member checking and reflexivity. The findings covered the analysis of the implementation of teaching and learning process which included two-essentially scripted aspects: classroom management and teaching and learning process. The classroom management was grouped into three sub-themes: teaching performance, classroom attitude, and time management. Teaching and learning process implementation covered three activities: introductory, core, and closing activities. Based on the findings, suggestions such as to limit the number of the students, to provide cutting-edge technology devices, and to hold trainings for teachers, were proposed for teachers of English, schools, and educational authorities, respectively.

Key words: *analysis, classroom management, the English teaching and learning process, 2013 English Curriculum*

The Indonesian Law No. 20/2003 on Indonesian national education states that curriculum is defined as an educational response to the need of the nation and its people in relation to the development of the human resource standards. Pedagogically, curriculum serves as an educational plan that provides opportunities for the students to create their talents and abilities in an exciting process of learning. The newest curriculum being applied in Indonesian schools is the 2013 Curriculum (Kementerian Pendidikan dan Kebudayaan [Kemendikbud], 2012a).

Based on the Indonesian Government Regulation No. 19/2005 about Indonesian National Education Standards, there are eight education standards in Indonesian education system: 1) standard of content, 2) standard of graduate competency, 3) standard of process, 4) standard of educators, 5) standard of facilitation, 6) standard of educational management, 7) standard of finance and 8) standard of evaluation. Furthermore, there are four educational standards which are amended by the Indonesian Government Regulation No. 32 year 2013: 1) standard of content, 2) standard of graduate competency, 3)

standard of process, and 4) standard of evaluation.

The Decree No. 65/2013 issued by Indonesian Ministry of Education and Culture about the standard of process in the 2013 Curriculum states that the standard of process is the criterion of teaching and learning process in order to achieve the standard of competence.

The Standard Process formulates six chapters: 1) introduction that contains teaching and learning principles in conformity with the standard of graduate competency, 2) the characteristics of teaching and learning, 3) the planning of teaching and learning; syllabuses and lesson plans, 4) *the implementation of teaching and learning process*, 5) the evaluation on teaching and learning process, and 6) the supervision of teaching and learning process (Kemendikbud, 2013a). The implementation of teaching and learning process in encompasses two-essentially scripted aspects; 1) *classroom management*, 2) *teaching and learning process* (Kemendikbud, 2013a).

The classroom management includes ten aspects that shall be applied in the teaching and learning process (Kemendikbud, 2013a). In additions, the teaching and learning process in is the embodiment of lesson plan implementation. There are three activities that are ruled in the teaching and learning process of the 2013 curriculum; they are introductory activities, core activities, and closing activities (Kemendikbud, 2013a). These two items must be evaluated whether or not they have been properly implemented and carried out in line with the 2013 Curriculum.

Ministry of Education and culture reviewed that teaching English as a foreign language in Indonesia was

intended to equip students to read textbooks and references in English, to participate in classes and examinations that involved foreign lecturers and students, and to introduce Indonesian culture in International arenas. These general objectives were represented in the high school English curriculum 1975, 1984, and 1994. From a total of 6,410 schools, there were 1,270 senior high schools across the country in which the curriculum has been implemented as a pilot project. Besides, there are 92 schools in Jambi which serve as the places for the pilot projects of the 2013 Curriculum implementation (Kemendikbud, 2013d). Furthermore, the new Education and Culture Ministry of Indonesia which is under the command of President Joko Widodo and the Minister, Anis Baswedan has issued a decision to order the schools where the 2013 Curriculum has been implemented for 3 semesters to keep implementing it (Kemendikbud, 2015)

One of the schools implementing the curriculum in Jambi is SMA Negeri (State Senior High School) 3 Jambi. This school has implemented the curriculum for students in grade X (the first year) in 2013 or grade XI (the second year) currently. The reasons for choosing this school as the research site are because of the following reasons: 1) this school is a state school which might represent most types of school in Jambi in term of popularity, 2) the school is located in the heart of city of Jambi which can be accessed by all people living there which means the students are widely from various places in the city of Jambi, and 3) in the previous visit, the researcher had gotten a green light to conduct a research in this site.

The process of teaching and learning process which is included in

the Standard of Process must be supervised and analyzed in order to see whether or not the process is on the track in accordance with the curriculum. Among the analysis, a case study is one of many ways to achieve the goal of the analysis (Merriam, 1998). The pre-interview with a teacher of the school showed that there were still some problems happened such as lack of technological media, too many students in the classroom, and the unavailability of the textbooks.

Due to the above facts, a study is considered to conduct in obtaining information about the English teaching and learning process at SMA Negeri 3 Jambi in accordance with the 2013 Curriculum. The grade XI students are chosen due to the fact that the 2013 Curriculum was implemented for this level previously and it is assumed that the students have gotten the experiences and knowledge of how the 2013 curriculum is implemented. This study is scientifically expected to provide information and description merely towards the analysis of the chapter of the teaching and learning process implementation (classroom management and teaching and learning process) which is partly stated in the standard of process of the 2013 Curriculum excluding the other chapters (follow-up studies are recommended). The research questions of the study were as follows.

1) a. How is the classroom management of English teaching and learning in the grade XI of SMA Negeri 3 Jambi?; b. Is the classroom management carried out in accordance with the standard of process of the 2013 Curriculum?, and c. What are the problems found in the implementation of the classroom management?

2) a. How is the English teaching and learning process in the grade XI of SMA Negeri 3 Jambi?; b. Is the teaching and learning process carried out in accordance with the standard of process of the 2013 Curriculum?, and c. What are the problems found in the English teaching and learning process?

METHODOLOGY

This research is appropriately undertaken as a qualitative research, a case study approach. Qualitative research is a kind of educational research in which the researcher focuses on the views of participants (Christensen & Johnson, 2008). This research utilizes the qualitative method within a case study in order to describe the English teaching and learning process at SMA Negeri 3 Jambi in accordance with the curriculum.

In this study, three teachers of English teaching students in grade XI of SMA Negeri 3 Jambi were involved as the participants to provide a broader perspective of the phenomenon of the classroom management and teaching-learning process in accordance with the curriculum. In the research principle ethics, respect for persons requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (Patton, 1990). The names of the participants were confidentially changed to initials. As many as 237 second year students from three classes whom the questionnaire was administered were also involved as the participants.

The researcher used four kinds of instruments in collecting the data: observation, interview students' questionnaire, and document review. The researcher first conducted the observation, interviewed the teachers with pre-determined and structured questions regarding the efficiency and accuracy, shared the questionnaire for the students and collected related documents to support the data. In pursuit of the trustworthiness of the research, the researcher did triangulation, member checking, and reflexivity to strengthen the trustworthiness in this study. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.

The researcher transcribed the interview excerpts. After transcribing the data, the researcher gave it back to the participants that have been interviewed to make sure what they said are right, as a system of checks of the data or member checking. Researcher bias tends to result from allowing one's personal views and perspectives to affect how the data are interpreted and how the research is conducted. Here, the key strategy that is used to understand researcher bias is called reflexivity, which means that the researcher actively engages in critical self-reflection about her potential biases.

For the data analysis of the observation, the researcher used checklist, noted down what he saw, as well as relevant insight thought, described matters concerning to the teaching and learning process according to the curriculum and explained the data into descriptions. For the interview, the researcher started it with the transcription of interviews, codification

of the transcription to identify which data belong to the themes and sub-themes of the data. The researcher used within-case and cross-case displays to deepen understanding and explanation of the data from the participants, to create meaning from the interview, and to remove or reduce overlapping and repetitive data. The data were descriptively presented.

The data from students' questionnaire were analyzed and descriptively reported. It is important to see how the students' perspectives to support the data from the observation and interview. The Lesson plans, the textbook of English of grade XI and the documents of the 2013 Curriculum are included to support the findings. The lesson plans were analysed to see how they were applied in the process of teaching and learning, the documents and textbooks of the curriculum were the guidance for the researcher to see the materials taught by the teachers of English.

FINDINGS

The findings of the study cover the implementation of the teaching and learning process classifying two major things; the classroom management and teaching and learning process. The classroom management is divided into three important things: teaching performance, classroom attitude and time management. Furthermore, the teaching and learning process consists of introductory activities, core activities and closing activities.

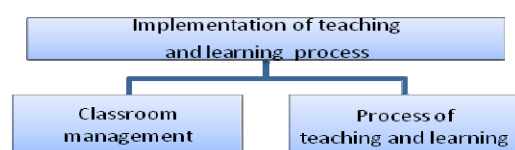


Figure 1. Hierarchical table of the implementation of teaching and learning process

The interpretation of the study covers two major things that are classroom management and teaching and learning process.

Classroom Management

The classroom management in the 2013 Curriculum has been regulated by the minister of education through the Decree No. 65 issued by Kemendikbud (2013a). The classroom management is grouped into three themes; they are teaching performance, classroom attitude and time management. Figure 2 shows the Hierarchical Table of the classroom management.

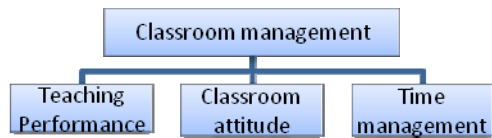


Figure 2. Hierarchical table of the classroom management's classification

Teaching Performance

The teaching performance is codified into three sub-themes; the teachers' voice, tone and volume, teachers' word delivery, and teachers' dressing way.

The data interpretation of the study is presented in Table 1. To observe the teacher's performance, the researcher sat in the back-row chairs, the farthest distant from the teachers' desks while the observation sessions took place.

It is found that the teachers' voice, tune, and volume could be well-heard from the researcher's seating in XI MIA 1, 2, and 3 while they could not be clearly received or ascertained by the researcher's in XI Iis 1 and 2. Therefore, the researcher assumes that all students in XI Mia 1, 2, and 3 but in XI Iis 1 and 2 could hear the voice, tune and volume of their teachers.

The teachers in the interview admitted that they have attempted to make their voice, tune, and volume

heard clearly by asking the students who were sitting in the farthest distant from the teachers' standing site, by speaking louder than they were accustomed to and by yelling in some cases. One of the teachers reported,

"I understand that ours [voice] should be heard by all people there in the classroom. Actually I did something about it, I always asked the student the farthest with me whether they hear me or not". (NV)

Table 1
The results of Observation and Interview of the Teaching Performance

Sub-theme (Teaching Performance)	The description of the classroom management	In line with the curriculum?	Problem found
teachers' voice, tone and volume	the voice, tune, and volume were heard well by all students especially those who were in XI Mia 1, 2, 3 and 4. In XI Iis 1 and 2 they were not clearly heard from the back row of the students seating arrangement.	yes in XI Mia 1,2,3, and 4; no, in XI Iis 1 and 2	the noise outside the classrooms (XI Iis 1 and XI Iis 2)
teachers' words delivery	the teachers used polite words and straight forwards and easy to be understood	yes	some difficult words in the textbooks and the number of the students
teachers' dressing way	they appropriately dressed with their official uniform in the first place	yes	no problems

Even though the three teachers have done their best effort to manage their voice tone and volume, there are still problems found. The situation inside and outside of the classroom influences the scale of the receptive ability of the students. The main problem happened in XI Iis 1 and XI Iis 2 classrooms, which are in between some sport fields. The noisily loud sound made by the students who were

practically doing their physical exercise activities, triggered uncomfortable situations in the classrooms.

Teachers are obliged to properly deliver polite words, straightforward and easy to be understood by the students. The teachers of English of SMA Negeri 3 Jambi, based on the observation result used polite words, straight forwards, and easy to be understood. The researcher found no bad and inappropriate words used in the teaching and learning process. In addition, the straightforwardness and easiness of the words instruction delivery were implemented by the teachers. The similar results of the interview also uphold the observation result. IN said

“Yes off course, we always use the polite word, straight forward and easy words. At least, me think. It is a teacher obligation, never use bad words and 100% English” (IN)

The problems that emerged in the observation are; there were difficult words on reading section; they, the teachers, found the difficult words in the reading passage and students seemed not to worry about them, they even cared less. Furthermore, the teachers also sometimes wrongly pronounced some words such as determine, cousin, said, and recommend. The number of the students was also becoming the problem. They could not do checking on one student by one student to make sure that all of students had gotten the words meaning.

In the 2013 curriculum, teachers are obligatorily assigned to dress modestly, cleanly, and tidily. The three teachers which were based on the research results had always dressed properly in accordance with the 2013 Curriculum. The teachers mostly used

their official uniform in the sessions of observation. From the interview, the teachers told that they always dressed properly in the classroom. They never crossed the line because they think that it is important to be the example for the students. Two of the teachers revealed,

I always use a good dress, and I think it is important to be a well dressed teacher. Not to mention the pants, a wristwatch and a belt. But batik is the best thing for me. I really love it. (NV)

“The dress? Oh I really love fashion. I always pay attention on it. I dress well in the classroom I used blazer sometimes, batik and shirt and our formal uniform. I also used pants and long skirt not short one and some accessories but for my English class that you observed I used my formal [dress]”. (MN)

The male teachers confirmed that they dress in the classroom using shirts, pants and shoes, as well as wristwatches while the female teacher put on a blazer, a long skirt, and formal shoes.

As shown in Table 2, there are 237 students who answered the questionnaire given. There are 141 students (59.5%) saying that they often hear their teachers’ voice, tone, and volume well. 9.8% of them always understand the teachers talk.

Table 2
The Questionnaire on the Teaching Performance (N=237)

Sub-themes	N and percentage				
	Alway	Often	Some times	Rare-ly	Never
teachers’ voice tone and volume	23 (9.8)	141 (59.5)	61 (25.7)	9 (3.8)	1 (0.4)
teachers’ word delivery	12 (5.06)	115 (48.5)	100 (42.1)	7 (2.9)	3 (1.2)
dressing ways	182 (76,8)	49 (20.6)	5 (2.1)	1 (0.4)	0 (0)

Students who sometimes know what the teachers say are 61 students. Further, 9 students (3.8%) rarely hear the teachers' voice, tone, and volume well. One student never listens to his/her teacher. All in all, teachers' voice tone and volume according to the questionnaire result has been carried out in accordance with the 2013 Curriculum.

As many as 115 students identified that their teachers often use polite, straightforward, and easy words to understand while as many as 7 students (2.95%) think the teachers rarely use polite words, straightforward and easy to understand. There are 100 students (22%) are on the opinion that their teachers sometimes use the good words and 3 of them or 1.27% decide that their teacher never implement the part. It can be concluded that the majority of the students agree that their teachers' word delivery has been done in accordance with the 2013 curriculum. Almost 77 % of the students or 182 students think that their teachers always dress cleanly, modestly and tidily. Meanwhile 1 student says that the teacher rarely dress well. As many as 49 students feel that their teachers often dress properly and five of them think that the teachers sometimes wear some clean, modest and tidy dress.

Classroom Attitude

The classroom attitude of the classroom management is classified into four sub-themes, they are; the students' seating arrangement; encouragement to make students ask and argue; order, discipline, convenience and safety in the organization of the learning process, and providing reinforcement, feedback and students' assignment returning.

The teachers are assigned to adjust the students seating arrangement which is related to the objectives of the

learning process and the characteristics of the students which was not apparently carried out in the English teaching and learning process of SMA Negeri 3 Jambi.

Table 3
The results of the Observation and Interview of the Classroom Attitudes

Sub-theme (classroom attitudes)	The description of the classroom management implementation	In line with the curriculum?	Problem found
students' seating arrangement	the teachers never set the seating arrangement	No	the number of students, space of the classroom and time matters.
encouragement to make students ask and argue	the teachers did the attempts to encourage the students to ask and argue	yes	the crowd, students' anxiety
order, discipline, convenience, and safety in the organization of the learning process	the teachers have done the efforts by warning the students who made some noise, punishing those who made mistakes, and asking the students to be punctual.	yes	the number of students, time consuming, and students' discipline
reinforcement, feedback, and students' assignment returning	the teachers praised students when they have done something well and returned the students assignment (MN & IN)	yes	the number of students, no returning of the students' assignment (NV)

The seating arrangement remained on the same pattern although the teachers varied the activities and strategies. The teacher desks and chairs were on the left front side of the classrooms while the students' chairs and desks were neatly set from the front side to the back row.

The teachers also said the similar things in the interview sessions. They

said that they hardly adjusted the students' seating arrangement. They were accustomed to adjusting on the fix arrangement. Teachers acknowledged,

"Honestly says, I never change the position of the students' seating arrangement... It is hard to say but that the truth"(IN)

"There are problems in this part. There are too many students in the classroom and the room is small to make them seat in a group. Besides, it is so time consuming. You know, time is only around one an half hour"(NV)

The problems that the teachers faced in adjusting the students' seating arrangement based on the interview result are; 1) there are too many students in the classroom, 2) the space of the classroom are not sufficient to move the chairs and 3) it is time consuming when adjusting the students' seating arrangement.

In teaching the students, the teachers should encourage and reward the students to ask and argue. It was done by giving the students enough time to work in pairs or in group of four, to ask if they have questions to submit and to give applause or good score for those who actively asked and argued. NV and MN who are amongst the most senior ones did not only try to engage his students to have discussion while the observations were taking place but they also encouraged them to ask about anything related to the topics taught. They grouped the students and asked them discuss the materiel given and they had to present what they had discussed. The interview results show that the teachers had done the attempts to encourage the students to ask and argue. One of the teachers said

"I want my students to be able to, you know, that's the purpose of learning a language; I give the time for the students to ask and argue with me or with their

friends. So good to see them present on what they have done". (MN)

There are still some problems emerged in the observation results. Unlike what happened in the classrooms of XI Mia 1,2,3, and 4, the situation in XI Iis 1 and 2 was quite different. It needs extra efforts and hard work to encourage the students in this class because the teachers had to manage their voice, tone and volume to be heard by all students there. The other problems emerged on this part are; not all students were engaged the discussions, there were students dominating the asking and arguing sessions.

The observations shows that the teachers of English in SMA Negeri 3 Jambi have attempted to create order, discipline, convenience and safety in the process of teaching and learning. In all classes, the teachers have done the efforts by warning the students who made some noise, punishing those who made mistakes, asking the students to be punctual. The similar results have also been reported from the interview. One of the teachers said,

"I think, I have done it [creating order, discipline, convenience, and safety during the teaching and learning process]. I always warn students to keep silent and I check their attendant list and always warn the students who [are] late.(NV)

The problems emerged and found on this part are; there were many students in each class so that it needed time to create order, discipline, convenience and safety in the process of the teaching and learning in the classroom, the students also crossed the line or break the school and teachers rules such as coming late, not bringing the books needed or wearing informal stuff, and having their cell phones played in the classroom.

Providing reinforcement and feedback to the students' response and their work results is one thing that should be carried out in the 2013 Curriculum. Based on the observation, the three teachers have implemented this part by praising the students if they have done good things in the process of English learning, for instance; speaking actively in the discussion, asking questions, arguing and presenting a good presentation. Furthermore, the two teachers, MN and IN also returned, gave the correction and scored the students' assignment. The interview result shows that the teachers have something in common with the result of the observation. One teacher reported,

"Reinforcement and feedback ya. We have been taught to do it in every chance we have. I also return the students homework. Always I think because that is a part of our responsibilities as teacher[s]." (IN)

The problems emerged on this part are the number of the students and the limitation of time that they have. There were so many students in every class that the teacher had to pay attention to, and with the limitation of the time, they could not check all of the students' assignment and sometimes they missed the part. The questionnaire also shows that most students never saw their teachers' seating arrangements. From the data, almost 58% of the students think that their teachers never change their seating arrangement. As many as 54 students say that the teachers rarely adjust the seating arrangement. Twenty nine students are on the opinion that they sometimes change the seating arrangement and around 17 students opine that their teacher often set their seating arrangement.

Fifty-six students agree that their teachers always give the opportunity to

ask and argue while only eight students think that they never give them the opportunity. Students who agree that their teachers often give the chances for them to ask and argue are around 28% of the total number of the students while 8 of them disagree opining that their teachers never encourage them to ask and argue. Furthermore, more than 95 students or around 50% of the students see that the teachers sometimes give them time to argue and ask.

Table 4
The Questionnaire Computing on the Classroom Attitudes

Sub-themes	Frequency, the number of students, and percentage				
	Always	Often	Some times	Rarely	Never
seating arrangement	1 (0.42)	17 (7.17)	29 (12.2)	54 (22.24)	136 (57.3)
encouragement to make students ask and argue	56 (23.36)	68 (28.69)	97 (40.9)	8 (3.38)	8 (3.38)
order, discipline, convenience, and safety	78 (32.90)	74 (31.22)	79 (34.1)	4 (1.69)	2 (0.84)
Reinforcement, feedback, and students' assignment returning	38 (16.03)	63 (26.58)	92 (38.8)	41 (17.29)	2 (0.84)

There are 78 students (32.90%) answering that the teachers always create order, discipline, convenience and safety in the teaching and learning process. Furthermore, approximately 74 students opine that the teachers often implement the step. Based on the 79 students' opinions, the teachers sometimes create the situation. On the other hand, there are 2 students who argue that the teachers never create order, discipline, convenience and safety in the process of teaching and learning. Then, according

to 4 class members, the teachers rarely do the efforts to make the class conducive.

The biggest percentage of the students (38.81%) opines that their teachers sometimes give reinforcement and feedback on response and return students' assignment results while the learning process is taking place. As many as 38 students think that the teachers always do the step while 44 students do not agree with the idea. The rest of the students are on the opinion that the teachers often give the reinforcement and feedback on response and return students' assignment.

Time Management

The time management of the classroom management includes; the speed adjustment to the subject matter and the ability of students to learn, explanation of the syllabus of the subjects in the beginning of the semester, and punctuality in the learning process according to the time schedules. Teachers should manage speed adjustment with the subject matter and the ability of students to learn.

As shown in Table 5, the teachers could manage the speed adjustment. They always made sure that the students have got something from the material given and the way he spoke was not really fast. In short, the way the teachers taught has been carried out in line with the 2103 Curriculum.

They said in the interview they had managed the speed of the lesson dealing with the subject matter and the ability of the students to learn.

“Yes, I think they [the students] have all could follow my teaching. I always make sure that they have all understood my order, explanation and etc. I talk really slow in the classroom,” (IN)

Table 5
The results of the Observation and Interview of the Time Management

Sub-theme (time management)	The description of the classroom management implementation	In line with the curriculum?	Problem found
speed adjustment to the subject matter and the ability of students to learn	the teachers made sure that the students have got something from the material given and the way he spoke was not really fast.	yes	the crowd
explanation of the syllabus in the semester beginning time	the teachers explained the syllabus of the subjects in the beginning of the semester	yes	no problem
punctuality in the learning process according to the time schedules	the teachers (two teachers) were not always on time starting the teaching and learning process, the other was always punctual	yes (NV) no (MN and IN)	teachers discipline

The teachers also found some problems in managing speed adjustment to the subject matter and the ability of students to learn especially in the rooms of XI Iis 1 and 2. They have to be able to create conducive situation.

Teachers in the 2013 Curriculum are obliged to explain to the students about the syllabus of the subjects in the beginning of the semester. This activity could not be seen in the observation (the observations were carried out not in the beginning of the semester).

From the interview results two of the teachers reported that they always explained the syllabus of the subjects in the beginning of the semester. Similarly, most of the students think that their teachers had often done it. The results of the interview and the

students' questionnaires of this have been in line with the 2013 Curriculum. From the interview, two teachers (NV and MN) said almost similar things that they had told the students in the beginning of the semester about the syllabus of the subject that would be presented for the next six months of the teaching and learning process.

The rule states that the teachers are to begin and end the learning process according to the time schedules. From the observation, interview and questionnaire results, two of the three teachers have not done the rules yet. Based on the observations, the teachers (two teachers) were not frequently on time starting the teaching and learning process. When the bell rang (bell to start the meeting), these teachers went to the classroom to start the teaching and learning process late but they were always on time when the bell rang, a sign to end the session; however, NV was on time for both starting and ending the learning process. The interview results do not show the similar things, the teachers confessed that they were always on time. The two teachers reflected,

"I think always start the teaching and learning process according to the schedule. You can see from your observation he he. What about the questionnaire," (MN)

"Yes, I always start and end it [the teaching and learning process] on time. Even though sometimes we have to calm them first before doing it, but I think I have done it [starting and ending the teaching and learning process on time]." (IN)

The only problem in this part is the self discipline of the two teachers. But it is not admitted by the two teachers in the interview. One of them admitted,

"I have no problems about it [start and end the teaching and learning process on time]. But I think to get the their attention is the main problem," (IN)

Table 6 shows the results of the students' questionnaire on time management. As shown in Table 6, almost 22 % of the students cited that their teachers always manage speed adjustment to the subject matter and the ability of students to learn. 7 students says that the teacher rarely manage speed adjustment to the subject matter and the ability of students to learn.

Table 6
The Students' Questionnaire on Time Management

Sub-themes	Frequency, the number of students, and percentage				
	Always	Often	Some-times	Rarely	Never
speed adjustment to the subject matter and the ability of students	50 (21.0)	95 (39.9)	82 (34.6)	7 (2.95)	3 (1.26)
explanation of the syllabus in the semester beginning	53(22.3)	114 (48.1)	45 (18.9)	23 (9.70)	2 (0.84)
time punctuality in the learning process	42 (17.7)	56 (23.6)	134 (56.5)	4 (1.68)	1 (0.42)

There are 95 students who agree that their teachers often manage speed adjustment to the subject matter and the ability of students to learn and 82 of them think that the teachers sometimes do the step. Only do three students note that their teachers never do it.

There are 114 students who think their teachers often explain to the students about the syllabus of the subjects in the beginning of the semester. Further, 53 students note that their teachers always explain it. Forth five students think that their teachers sometimes explain the syllabus of the subjects. In contrast, 23 students are on the opinion that the teachers rarely explain the syllabus and 2 students think that the teachers never do it.

As many as 134 students or 56.54% see that the teachers sometimes start and end the teaching and learning process based on the schedule set. In addition, 23.63 of them opine that the teachers often do it and 17.72 % of the students note that the teachers always commit to the time schedule in the teaching and learning process; however, there are 5 students who think their teachers rarely and never start process on time.

Teaching and Learning Process

It is crucial that classroom activities must be as meaningful as possible and communication such as its basis in social interaction, the relative creativity and unpredictability of utterances, its purposefulness and goal-orientation, and its authenticity (Canale & Swain, 1980). According to the Decree issued by Kemendikbud (2013a) Teaching and learning process in the standard of process of the 2013 Curriculum is the implementation of the lesson plans. The teaching and learning process includes three sub-themes; introductory activities, core activities and closing activities.

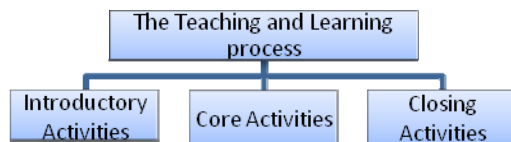


Figure 3. Hierarchical table of the teaching and learning process' classification

Introductory Activities

In the introductory activities, teachers must: prepare students' psychology and physics to involve in the process of teaching and learning; motivate students to learn contextually about the materials benefits and their applications in everyday life, by giving example and comparison of local, national and international; ask

questions that are linked knowledge prior to the material to be learned; explain the purpose of learning or the basic competencies to be achieved, and; convey the material and learning activities explanation in line with the syllabus.

Table 7
The results of the Observation and Interview of the Introductory Activities.

Sub-theme (introductory activities)	The description of the teaching and learning process	In line with the curriculum?	Problem found
preparing students' psychology and physic	the three teachers do not always start the meeting with the pray to the almighty god but they often checked the students' attendance list.	yes	forgetting the step
motivating students to learn contextually the material benefits and asking questions that link previous knowledge with the learned material.	the teachers motivated students to learn the material benefits and their applications in everyday life	yes	updating with the students world obeying the step
explaining the purposes of learning and the basic competencies to be achieved.	the questions "what did you learn in the previous meeting?" or "what did we discuss previously?" were mostly submitted by the three teachers the teachers had the attempts to	yes	no problems

	explain the teaching and learning purpose in every meeting in the classrooms, for instance; they said “today we are going to discuss about,” or “next, you are going to learn		
conveying the material and the description of learning activities in line with the syllabus	the teachers did not frequently convey the material and the description of learning activities in line with the syllabus because they tend to ignore the part except one teacher (NV)	yes (NV) no (IN and MN)	teacher’s unwillingness

Teachers must prepare the students psychologically and physically to follow the teaching and learning process. The three teachers, NV, IN and MN do not always start the meeting by asking the class chief to lead the members of the classrooms to pray to the Almighty God; however, they always checked the students’ attendance list to make sure whether or not all students present the meeting. The steps are the examples on how the teachers did the step. The teachers in the interview sessions stated the similar thing. One of the teachers revealed,

“Yes, I do it [Preparing Students’ Psychology and Physic to Get Involve in the Process of Teaching and Learning]by asking them to pray and check their attendance even though sometimes I forget it. he he,” (MN)

In the introductory activity, teachers are assigned to motivate students to learn the material benefits and their applications in everyday life. In the observation result and interview, it is found that the teachers have been implementing this strategy by linking the material benefits for their life such as cutting-edge technology, current news, and sport updates.

Based on the interview result, the teachers reported that they had done maximally to motivate students to learn the material benefits and their applications in everyday life. The observation also shows the same things.

That what we accustomed to do in the introductory [activity], we always ask them to learn the benefits of the lesson in order to make the material more interesting. Anyways, we are assigned to do it right in the 2013 Curriculum,” (MN)

The researcher did not see any particular problems in this phase of the introductory activity. On the other hand, one teacher NV admitted that he had difficulty on keeping up-dating with the current issues relating to the teenagers’ everyday talk.

Teachers are assigned to ask questions that link previous knowledge with the material to be learned. Based on the observation, interview and students questionnaire result, the teaching activities in the second grade of SMA Negeri 3 Jambi are mostly started with the questions that linked students’ previous knowledge with the material given. It has been in line with the 2013 curriculum. The questions “what did you learn in the previous meeting?” or “what did we discuss previously?” were mostly submitted by the three teachers in the introductory activity in every meeting of the observations. In the interview sessions,

the teachers mentioned that they have already known that in the 2103 Curriculum; the teachers are assigned to ask question to the students about the previous meeting.

“Yes, because it [asking the question about previous knowledge] is the part of the 2013 Curriculum and I asked what have we learned in the previous discussion although sometimes I forget,” (IN)

Teachers in the standard of process of the teaching and learning must explain the purpose of learning or the basic competencies to be achieved. The teachers in SMA Negeri 3 Jambi did the attempts to explain the teaching and learning purpose in every meeting in the classrooms before they came to the core activities, for instance; they said “today we are going to discuss about,” or “next, you are going to learn about”.

Similarly, the three teachers reported in the interview sessions that they always told the students in the introductory paragraph about what they were going to discuss in each meeting. IN reflected,

“Yes off course. I always do it [explain the purpose of learning or the basic competencies to be achieved] by telling them directly or asking the indirectly about the material to be learned,” (IN)

The teachers of English of SMA Negeri 5 Jambi did not frequently convey the material and the description of learning activities in line with the syllabus because they tend to ignore the part except one teacher who often explained the material and the description of learning activity that is in line with his syllabus. The result of the observation shows that IN and MN was rarely conveying the material and the description of learning material in the in introductory activity. After

giving the explanation of the purposes of teaching and learning activities, they directly moved to the core activities. In contrast, NV frequently did it, conveying the material and the description which is in accordance with the syllabus before going to the core activity. In the interview session, IN insist on his doing the activity of conveying the material and the description of learning activity while MN somehow realized that she sometimes missed it.

The students of grade XI also have the same perception as their teachers do. Most of the students (127 out of 237 students) think that the teachers often prepare their psychology and physics in the process of teaching and learning. Meanwhile, there are only 24 students who think that the teachers rarely and never prepare them psychologically and physically. There are 61 students who state that teachers always prepare them in good psychological and physical condition and the others say that their teachers sometimes do it.

Almost 73% of the students or 173 students agree that their teachers always and often motivate them to learn the material benefits and their applications in everyday life. Only do 12 students say that their teachers rarely motivate them to learn the material benefits and their applications in everyday life and as many as 4 students opine that the teachers never motivate them. The rest or 19.83% of the students opine that their teacher sometimes give the motivation.

Table 8
The Students’ Questionnaire Computing on the Introductory Activities

Sub-themes	Frequency, the number of students, and percentage				
	Always	Often	Some-times	Rarely	Never

preparing students' physiology and physic	61 (25.3)	127 (53.5)	25 (10.5)	19 (8.01)	5 (2.11)
motivation given by the teachers	75 (31.6)	98 (41.3)	47 (19.8)	12 (5.06)	5 (2.11)
linking with their previous knowledge	102 (43.0)	75 (31.6)	45 (18.9)	11 (4.64)	4 (1.68)
explaining the purpose of the learning	157 (66.2)	46 (19.4)	20 (8.4)	3 (1.26)	1 (0.24)
conveying the materials in line with the syllabus	41 (17.29)	64 (27)	87 (36.7)	22 (9.28)	14 (5.90)

Most of the students or around 102 students (43.04%) agree that their teachers always ask questions that link previous knowledge with the material to be learned. As many as 75 students or 31.64% think that their teachers often do it and 45 students say that their teachers sometimes implement the step as it is stated in the 2013 curriculum. The others, 15 students, opine that their teachers rarely and never ask questions that link previous knowledge.

As many as 157 students opine that the teachers always explain the purpose of learning or the basic competencies to be achieved. The number of students who report that their teachers often explain the purpose of learning or the basic competencies to be achieved is 46 students. Then, 20 students think that their teachers sometimes do the step. Four students are on the opinion that their teachers rarely and never explain the purpose of learning or the basic competencies to be achieved.

The questionnaire shows that most of the students opine that their teachers sometimes convey the materials and the description of learning materials in line with the syllabus. 41 students think that the teachers always do it while 14

of them say that their teachers never do it. Further, 64 students (27 %) agree that their teachers often implement the step. On the contrary, as many as 22 students (9.28%) opine that the teachers rarely do it. as many as 14 students (5.90%) sat that the teachers never do the activity.

Core Activities

The core activities use learning models, learning methods, learning media, and learning sources that are referred to the subjects' and students' characteristics.

The selection of thematic approaches, integrated thematic, scientific, inquiry, discovery produce work-based learning and problem solving (project based learning) adapted to the characteristics of competence and level of education. There are five important aspects in the core activities: the use of learning models, approaches and methods, the use of learning media and sources, attitude, knowledge, and skills.

The approach, model and method that were used by the teachers were referred to the teachers' lesson plans. Scientific approach is commonly used in the teaching and learning process in SMA Negeri 3 Jambi. In addition, Problem-based learning and discovery learning were two of the most common learning models used by the teacher in teaching English. Lecture, observations, questions submission, discussion and presentation were among the teaching and learning methods applied by the teachers. One of the quotes in the interview stated,

" I use strategies such as discussion and presentation in my class this is very effective in the 2013 curriculum hmmm... about the model discovery and problem based teaching are also carried out and scientific approach is the approach,"
 (NV)

Table 9
The Results of the Observation, Interview
and Students' Questionnaire of the Core
Activities

Sub-theme (core activities)	The description of the teaching and learning process	In line with the curriculum?	Problem found
the use of learning models, approaches and methods,	scientific approach is commonly used in the teaching and learning process in SMA Negeri 3 Jambi	yes	the number of students and limitation of time
the use of learning media and sources	the teachers did not use any other media but students' textbooks.	no	the unavailability of the technological media and sources incompetency of the teacher in using the technology
attitude	the teachers did the affection process of receiving, doing, appreciating, analyzing and practicing to develop students' attitudes	yes	the number of student and students' domination
knowledge	the activities of knowing, applying, analyzing and creating have been implemented by the teachers.	yes	the number of student and students' domination
skills	the teachers have implemented this part by asking students to observe, try, analyse, present.	yes	the number of student and students' domination

The problems emerged are: the number of the students that can hamper the gist of the activity and the limitation of time.

The use of learning media and sources in the 2013 curriculum should be referred to the subjects and students' characteristics. The teachers' lesson plans have appropriately been set in

accordance with the 2013 Curriculum but the fact of the observation session do not show the same ideas. The interview result reveals the similar idea,

"Honestly as a trainer and teacher, I want to use laptop, power point, LCD and etc in the my teaching but there are no laptop any more. There were the equipments but now many of them are broken. So, that's why never used it in the observation. That's is the biggest problem I think that we face in our teaching and learning," (NV)

The problems emerged on the use of learning media and sources are 1) the unavailability of the technological media and sources and 2) incompetency of the teacher in using the technology.

Based on the observation results, the teachers even though some problems (the number of the students and students' domination) emerged had applied the activities to make the students in the classroom have the affection process of receiving, doing, appreciating, analyzing and practicing to develop students' attitudes. The examples of receiving affection process were: 1) the students listened carefully the explanation about stress, intonation and pronunciation of some words related to speech and how a good speech person delivering speech, 2) students were briefed to be a confident speech person, and 3) in the pre-reading section, students listened to the command of the teachers on how to have a good dream for family, friends, country and themselves.

In the "doing" the students read the article about President Soekarno and they were asked to imitate the president's confidence to deliver speech. In the appreciating stage, the teachers, in the observation, gave the students questions about what should be appreciated after reading the text

about president Soekarno. In the analysing and practicing activity, the students analysed the content of the reading and read the text. The interview result convey the similar thing as it is in the observation's,

"I think in the core activities, the application should meet the process of receiving, doing, appreciating, analysing and... practicing. In this process, we also have to use thematic, integrated thematic... hmnm scientific approach in the process of teaching learning. We also should stick to the lesson plans we have made," (NV)

The knowledge in the 2013 Curriculum shall be possessed through the activities of knowing, understanding, applying, analyzing, evaluating and creating. In this core activities, the activities of knowing, applying, analyzing and creating have been implemented through some steps, for example; the students on the first stage were let to know vocabularies, then they have to use the vocabularies to make phrases or sentences, the next step is that the students have to analyse the use of the words and the sentences where they made and the last one the students have to do a project to make an article based on the knowledge that they have gotten.

In the interview sessions, the teachers were trying to explain this point in which they actually have implemented the lesson plans to be applied in the process of teaching and learning. One teacher reflected the same idea in the interview session. She said,

In the training we have been learning about this and I think we have done maximally on this. There are still many problems on it, but I think I have had good effort to maximise it [to make the students know, apply, analyse, and create]," (MN)

The problems found and appeared in this activity are; the students' domination in productive activities and the number of students which did not allow the teachers to check them one by one.

The skills in the 2013 Curriculum are expectedly achieved through observing, asking, trying, analyzing, presenting and creating. Whole materials are created to encourage students from observing until creating.

The observation shows that the teachers have implemented this part by asking students to do the following activities: observing (students read the text and find the key words in the text), asking (with the guidance from the teachers, students asked the key words and find the main topics of the text), trying (students were asked to use the key words in the sentences and discussed with their friends in group), analysing (students were asked to do the task in the text), presenting (in group, students were asked to present the task in the form of speaking), creating (students reported and made a text of speech about their hope for their nation or family or religion etc).

In the interview, teachers also admitted that they have implemented the lesson plans that they have made in order to develop the students' skills in learning English.

"Yes, I implemented it [Whole materials are created to encourage students from observing until creating]. Even though, there are still many problems, I think it is a must doing that," (NV)

The problems appeared in this activity; the students' domination in productive activities and the number of students which did not allow the teachers to check them one by one.

Table 10
The Students' Questionnaire on the Core Activities

Sub-themes	Frequency, the number of students, and percentage				
	Always	Often	Some times	Rarely	Never
the use of learning approach, model and method	121 (51.5)	53 (22.3)	43 (18.1)	16 (6.7)	4 (1.6)
Technological media and sources used in the process of teaching and learning	2 (0.8)	13 (5.4)	56 (23.6)	124 (52.3)	42 (17.7)
Attitude	45 (18.9)	78 (32.9)	62 (26.1)	45 (18.9)	7 (2.9)
Knowledge	55 (23.3)	87 (36.7)	60 (25.3)	32 (13.5)	3 (1.2)
Skill	102 (43.0)	56 (23.6)	37 (15.6)	25 (10.5)	17 (7.1)

In the students' questionnaire focusing on the question whether or not the teachers vary their teaching model and method, the researcher explained the items on details since it was assumed that they do not really understand the concept of the approach, model and methods. Most students (121 students) cite that their teachers always vary the model and the method in the English teaching and learning process while only 4 students opine that their teachers never vary the use of models and methods. As many as 53 students opine that the teachers often vary them. Furthermore, 16 students say that the teachers rarely vary the models and methods while 43 students are on the opinion that they sometimes do.

More than 50% of the students (124 students) say that they teachers rarely used any technological media and sources in their learning activities. Furthermore, there are 42 students who opine that their teachers never use the

media and 56 of them say that their teachers sometimes used them. On the other hand, as many as 15 students or 6% are on the opinion that their teachers always or often use the technological media in the process of teaching and learning.

Next, forty five students agree that their teachers always apply the activities to in order the students in the classroom can have the affection process of receiving, doing, appreciating, analyzing and practicing while 45 others think that the teachers rarely do the activity. Most of the students (32%) think that the teachers often give the activities. Besides, 62 students opine that the teachers sometimes apply the activities.

There are 55 students (23.21%) who think that the teachers of English in their classes always focus on the activities of knowing, applying, analysing, and creating due to the knowledge obtaining while 35 students or around 14 % think that the teacher rarely and never focus on those things. Majority students (61%) opine that the teachers often and sometimes focus on the activity. In addition, there are 102 students who opine that their teachers always apply materials which are created to encourage students from observing to creating as it is stated in the 2013 Curriculum, while 25 students or around 10.54% of them perceive that the teachers rarely and never do it. As many as 56 students note that their teacher often apply materials which are created to encourage students from observing to creating as it is stated in the curriculum but the other, 37 students opine that the teachers sometimes commit to the thing.

Closing Activities

In the closing activities of the 2013 Curriculum standard of process,

teachers must; make summary about the teaching and learning process, give feedbacks to the process and result of the teaching and learning, follow up assignments are given to continue the process, and inform the future materials for next meetings are shared.

Teachers are assigned to make summaries of the lesson with the involvement of the students. The observations show that teachers sometimes did that due to the limitation of time. The teachers did it by asking the student directly about what they had discussed on that day either by choosing students one by one based on the attendance list or by selecting them randomly to speak up about the discussed material.

Table 11
The results of the Observation,
Interview and Students' Questionnaire
of the closing activities

Sub theme (core activities)	The description of the teaching and learning process	In line with the curriculum?	Problems found
engaging the students to make summaries	The teachers did it by asking directly to the student on what they had discussed on that day	yes	The limitation of time and teachers unwillingness
giving feedback to the process and results of teaching and learning giving follow-up assignments to the students	the teachers did not often give feedback to the process and result of the teaching and learning but (MN and IN) MN often give the students homework while NV rarely gave it to the students.	yes (MN and IN) no (NV)	the imitation of time and teachers unwillingness the teachers' unwillingness
sharing the information about future materials.	the teachers sometimes shared about the future materials in their teaching	Yes	the time limitation and teachers' unwillingness

In the interview sessions, the three teachers stated that they have done efforts on making summaries of the lesson by engaging the students. One of the teachers said,

"I think yes, in every meeting I always make summaries about the material given. Hmmn.. because it is important to get conclusion about it. I ask them about what we have discussed," (NV)

The problems emerged on this phase are the limitation of time and the teachers' remembering ability. The researcher thinks based on the observations that the three teachers sometimes run out of the time to make summary of each lesson. In additions, based on the interview with the two teachers, it is revealed that they sometimes forget about making summaries of the lesson by engaging the students.

In this part, the teachers should specifically give the feedback to the whole process of the meeting in the closing activity. In the observation, the researcher found that the teachers did not often give feedback to the process and result of the teaching and learning. They, the teacher gave a little time doing the scoring and praising the students' work. The principal of punish and reward were not also seen in the closing activity. It was a bit bias and not in accordance with the 2013 Curriculum. However, their lesson plans were including this part. One of the teachers, NV also admitted the situation on the interview session.

"In the closing activity, we don't have much time to do it [give feedback to the process and result of the teaching and learning] actually because sometimes we forget it and sometimes there is no much time to do it." (NV)

The problems emerged on this part are the intention of the teachers to give feedback to the process and result of

the teaching and learning and the matter of time. In the interview sessions, they admit that situation.

Giving the follow-up questions for the students is included in the standard of process of the 2013 Curriculum. The different characteristics of the teachers made the different results in this phase. IN and MN often gave the students homework while NV rarely gave it to the students. He stated in the interview session that he did not want to give burden to the students because the students have many assignments to do at home. Whatever the reasons are; the follow-up assignment must be given. If not, it is not in line with the rules stated in the newest curriculum.

The problems emerged in this activity are the format of the follow up assignment and the intention of the teacher in giving it. The two teachers, IN and MN gave their students only the workbook as the homework medium. They never used any technological communication. The next problem is that the other teachers did not have intention to assign the students to do homework at home. On the other hand, the teachers said that they did not have problems but correcting students' assignment.

In the teaching and learning process of the 2013 Curriculum, teachers must share the information about future materials. The teachers in SMA Negeri 3 Jambi sometimes shared about the future materials in their teaching. There were only 8 times out of 21 times of observations in which the teachers did the activity. In conclusion, it contradicts the 2013 Curriculum. The results of the interview revealed the similar results. The teachers stated that they did not always share the future material in the teaching and learning process because

the time is limited and they sometimes forget to share it.

"Yes we share the material, I mean the future materials to the students but because it is in the closing activity, I sometimes did not have the time to do it and sometimes I forgot it." (MN)

There are 101 students who state that their teacher always make summaries of the lesson by engaging the students while only 13 out of 237 students opine that their teacher rarely or never make it. as many as 54 students or 22.78% describe their teacher as the ones who often make summaries of the lesson by engaging the students. Meanwhile, the number of students who say that their teachers sometimes get the summary is 69 students.

Table 12
The Students' Questionnaire Computing on the Closing Activities

Sub-themes	Frequency, the number of students, and percentage				
	Always	Often	Some times	Rarely	Never
engaging the students to summarise	101 (42.6)	54 (22.7)	69 (29.1)	11 (4.6)	2 (0.8)
giving feedback to the process and result of the teaching and learning	24 (10.1)	68 (28.6)	124 (52.3)	17 (7.1)	4 (1.6)
giving follow-up assignment to the students	53 (22.3)	64 (27)	45 (18.9)	65 (27.4)	10 (4.2)
sharing the future materials	15 (6.3)	25 (10.5)	113 (47.6)	58 (24.4)	26 (10.7)

Most of the students (around 52%) claimed that their teachers sometimes give feedback to the process and result of the teaching and learning. As many as 82 students say that the teachers always and often carry out the step while 17 students or 7.17% perceive

that their teachers rarely give feedback to the process and result of the teaching and learning.

Furthermore, there are 53 students who state that their teachers always give them assignment in the teaching and learning process while ten of them think that the teachers never do it. The number of the students who think that the teachers often give homework is 27% of the total number of the students. Meanwhile, 65 students or 27.42% state that their teachers rarely do. The others are on the opinion that their teachers sometimes give homework.

There are 113 students who consider that their teachers sometimes. As many as 25 students state that the teachers often share their future material. 25 students or 10.54% think that the teachers often do it. The number of students who say that their teachers rarely and never share the future materials with them is 58 students and 26 students.

CONCLUSION AND SUGGESTIONS

Implementing curriculum in one country should consider the certain factors that found and emerged from thorough research. It however connects to the success of the teaching and learning process in line with the research result. Whole teachers, schools and authorities are key factors in determining the success of the implementation of a curriculum.

Based on the observation, interview and students questionnaires results, the classroom managements implemented by the teachers who teach second year students of SMA Negeri 3 Jambi are mostly in line with the 2013 Curriculum. The only part in the classroom management, which is not in line with the 2013 Curriculum is the

students' seating arrangement since in the observation the three teachers never set the students' seating arrangement as it is stated in the curriculum.

There were some interestingly crucial problems found and emerged, for instance: 1) the number of the students in each classroom, 2) space limitation of the rooms, 3) surrounding of the Iis 1 and 2 rooms, 4) time management to start the meeting, 5) students' domination, and 6) students' discipline.

In the English teaching and learning process, the three teachers have done maximal efforts to implement the process as the curriculum command and the steps have been appropriate according to the set of rules of the curriculum, standard of process. But one teacher, NV, rarely gave his students homework in the closing activity.

The concerned problems found and emerged in the introductory, core and closing activities based on the observation and interview results are: 1) the teachers' weaknesses in keeping up date with the latest technology, 2) lack of technological tools provided by the school, 3) number of the students in one classroom and space limitation of the room, 4) less opportunity to practice for the students, and 5) situational problems (the crowd), especially in classrooms of XI Iis 1 and XI Iis 2. Based on the results of the research, the researcher would like to offer some suggestions and recommendations not only for English teachers, but also for the schools where the 2013 Curriculum implemented, as well as for the educational authorities.

Suggestions for both the English Teachers and the School and Educational Authorities

For the teachers of English at SMA		For the school and educational
------------------------------------	--	--------------------------------

Negeri 3 Jambi	authorities
Keep up-dating with the latest technology. (NV and MN)	Provide more technological media to support the teaching and learning process.
Create more disciplines in order to maintain the classrooms condition	Hold more training for teachers teaching English materials in accordance with the 2013 Curriculum.
Be active in getting involved in training of the 2013 Curriculum	Limit the number of students in the classrooms.
Give students the opportunity in practicing	Build the rooms appropriately in accordance with the 2013 curriculum. (Especially for Iis 1 and Iis 2)
Assign the students with homework. (NV)	
Start the teaching and learning process punctually. (IN and MN)	Discipline the teachers to start the meeting
Power the speed of speaking nature. (IN and MN)	

REFERENCES

- Bobbitt, J.F. (1918). *The Curriculum*. Boston, MA: Houghton Mifflin
- Christensen, L., & Johnson, B. (2008). *Education research: Quantitative, qualitative, and mixed approach*. New York, NY: Sage.
- Indonesia Government Regulation. (2005). *Peraturan pemerintah republic Indonesia nomor 19 tahun 2005 tentang standar nasional pendidikan* [Indonesian government regulation No. 19/2005 about national education standard]. Jakarta: Kementerian Pendidikan Nasional.
- Indonesia Government Regulation. (2013). *Peraturan pemerintah*

republik Indonesia nomor 32 tahun 2013 tentang perubahan atas peraturan pemerintah nomor 19 tahun 2005 tentang standar nasional pendidikan. [Indonesian government regulation No. 32/2013 about the revision of Indoensian government regulation no 19/2005 about national education standard]. Jakarta: Kementerian Pendidikan Nasional.

Kementerian Pendidikan dan Kebudayaan [Kemendikbud] (2012a). *Kurikulum 2013: Bahan uji public* [The 2013 Curriculum: Public review draft . Jakarta, Indonesia: Author.

Kementerian Pendidikan dan Kebudayaan [Kemendikbud]. (2012b). *Dokumen kurikulum 2013* [The 2013 Curriculum document] Jakarta, Indonesia: Author.

Kementerian Pendidikan dan Kebudayaan [Kemendikbud]. (2013a). *Peraturan menteri pendidikan dan kebudayaan republik Indonesia nomor 65 tahun 2013 tentang standar proses pendidikan dasar dan menengah* [The decree of Minister of education and culture of republic of Indoensia No 65/2013 about the standard of process of basic and higher education]. Jakarta, Indonesia: Author.

Kementerian Pendidikan dan Kebudayaan [Kemendikbud]. (2013b). *Kompetensi dasar SMA/MA* [Basic competence of higher education]. Jakarta, Indonesia: Author.

Kementerian Pendidikan dan Kebudayaan [Kemendikbud]. (2013c). *Peraturan menteri*

pendidikan dan kebudayaan nomor 69 tahun 2013 tentang kerangka dasar dan struktur kurikulum sekolah menengah atas/madrasah aliyah [The decree of Minister of education and culture of republic of Indonesia No 69/2013 about basic framework and curriculum structure of senior/ islamic high school]. Jakarta, Indonesia: Author.

Nunan, D. (1988). *The learner-centered curriculum*. New York, NY: Cambridge University Press.

Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Republic of Indonesia. (2003). *Undang-Undang negara republik Indonesia No. 20 tentang sistem pendidikan nasional Indonesia* [Indonesian act No.20 about Indonesian national education]. Jakarta. Presiden Republik Indonesia.

About the Author:

Akhmad Habibi S.Pd., M.Pd is the graduate of Postgraduate Study Proram, Sriwijaya University. He is a lecturer at the English Education Study Program, Jambi University.