

BAB IV

FINDING AND DISCUSSION

A. FINDING

1. The Implementation Of 2013 curriculum

Based on the interview, some teacher understand the understanding of 2013 curriculum and some teacher again just little bit understand about that. The mostly some teacher in the schools have followed the training from the government and have evaluated the teaching and learning proses by teachers apply the 2013 curriculum in the class. Therefore, to success teaching learning in the class needed the quality and creative teacher. Meanwhile the 2013 is the curriculum which some school have applied it for one semester and we can say it is the new curriculum which according the ministry of education at 2017 will apply in the all school in Indonesia. The preparation for teachers in applying the 2013 curriculum must understands about this curriculum. in real life especially in teaching learning process the teacher should be understand about the meaning, purpose, developing method, and evaluation system in 2013 curriculum.

The understanding of 2013 curriculum have been mastery to teachers, according some teachers from the questioner state “ the 2013 curriculum is new curriculum which use the scientific approach and that is simpler than previous curriculum, and we know the 2013 curriculum as thematic integrative which the subject shared in integrated subject. The important aspect from this curriculum has three components such as knowledge, attitude, and skill which The teacher should develop it. When they teach in the class”, it is mean that students have to be active in the class which the role of teacher as guidance and facilitator truly make students

understand the learning materials, to create it needed the strategy in learning and new method to make funny class.

Based from interview with teachers in SMPN 1 Simpang Empat pengaron and SMPN 2 Simpang Empat Paku about why we must move to 2013 curriculum because the students faced with some challenges such as “firstly, students can face the modern era from internal such as globalization era, the badly social environment, the science and technology progression, economic with the basis of knowledge, the industry revival of creative and culture, the shifted of the world economic, and law education. For external, make students to have the ability in communication, critique, morality, responsible, good social interaction, ready to work, and responsible in environment. In briefly about that to make and develop of skill, knowledge and attitude from students. In the case Indonesian students will face the big challenges through the 2013 curriculum hoped the students will be strongest in all education aspect and make Indonesian education will better than before.

The good of teaching learning in the class especially in making the steps and activity in teaching needed the lesson plan to make class is more stability. It is the important aspect for teacher to make planning before they teach in class. In the case between 2013 and SBC curriculum have different aspect exactly for making the lesson Plan and some aspect which include in lesson plan, according Ms. Yuri is a teacher in SMPN 1 Simpang Empat Pengaron state “ in making the lesson plan 2013 curriculum must appropriate with the content standard, standard competence and the purpose of learning, meanwhile in making the SBC teacher is given the authority for making the lesson plan”. According to Mr Agus in SMPN 2 Simpang Empat Pengaron state “ for preparation in teaching of 2013 curriculum, teachers should be mastery technology as media for teaching, such as how to use the LCD, Speaker, Language laboratory,

Computer, Internet etc". "Because of the role of teachers in 2013 curriculum is a facilitator and guidance that are given the facility to students in understanding the material in learning, teachers a guidance which teachers give the support and motivated for students so that they are active in class especially in learning and study hard when they at home. the more different between SBC and 2013 curriculum, according to teachers state" in 2013 curriculum teachers must the new method such as cooperative learning or collaborative which in this method include some new technique , meanwhile teachers teach in class using the SBC still use the traditional method". It is mean that the mostly the teaching learning in the class, students have to interact with other students to solve the problem in learning by using the cooperative or collaborative learning the students will get the new experience with from every students, it can say that the 2013 curriculum as scientific approach. Meanwhile in SBC use the Inquiry learning. Inquiry learning include some steps for teaching such as problem statement, data collection, analysis, and conclusion. Inquiry-based learning is rooted in the scientific method of investigating phenomenon in a structured and methodical manner. Related to teaching and learning, it is an information-processing model that allows pupils to discover meaning and relevance to information through a series of steps that lead to a conclusion or reflection on the newly attained knowledge. In most cases, teachers use a "guided inquiry" method to facilitate the learning experience and structure the inquiry around specific goals of instruction. The benefits of inquiry-based learning include the development of critical thinking, creative thinking, and problem solving. Meanwhile scientific approach is one of the approach used in learning by focusing on the use of the scientific method in teaching and learning activities which between teacher and students can apply scientific method in class especially in English lesson. This approach is expected to make students think of scientific, logical, critical and objective in accordance with

the facts. In addition based on the observation according to teachers in SMPN 1 and SMPN 2 state “ as scientific approach, the main activity in class students have to do five steps for learning such as questioning, exploring, associating, presenting and communicating.

Meanwhile, in Inquiry learning just three steps such as exploration, collaboration and confirmation”. It is mean that in 2013 curriculum is more complete than SBC curriculum in observing proses as meaningfully learning, the activity of that is serving the various media, it makes the students feel happy, challenges, and easy to apply. The preparation for observing proses has to plan in early and structure, it is important aspect for student to understanding the materials by using the observing proses the purpose of learning is more meaningfully, directly students will get the fact from the object in observing with the materials learning which they will learn. according teacher in SMPN 2 Simpang Empat Paku state “ the steps for observe is deciding the object for observing, make list from the object of observation, choose the place for observe, give the plan about how to observe, and collect the data, and collect the data from observe by using the notebook, camera, tape recorder, video, etc”. in questioning hoped the teachers can inspire the students to increase the knowledge, skill, and attitude from students. Based on the experience of observation in class when teacher asking the students, it is time for teacher guide the students in good learning, when teachers answer the question from students, it is time for teacher to support the students for give attention and understanding in learning”. It is mean that questioning process make students is more understand about the learning. In associating proses is between the teachers and students have the active roles, but in this curriculum the students is more active than teachers. The associating process is the collecting some experiment from some observing process to be concrete memory in our brain which we known as knowledge. In presenting process, students have to present in the class the result of

observing, questioning and associating process. Based on the observation in class, in presenting process student in front of class to explain the result from a group then there are question answer section, some of students active to ask and some students again feel bore about that. In communicating proses it can say the closing from learning that is teacher summarizes the material have learned.

Based on the interview with teachers state in 2013 curriculum give the assessment for students is more difficult than SBC, because in teaching learning process the teacher directly give the assessment for students so teacher must remember the name of students in class, the assessment include of knowledge, skill, and attitude from students.

In generally, the implementation of 2013 curriculum is not easier, based on the interview with the teachers state “ the effectiveness of 2013 curriculum in English subject not easy we have to consider about the student’s knowledge and skill, because if students active in class we can easy to apply it, but if students not active, they will be confuse about the explanation from teachers, teacher have important role for education, the successful students in learning depend on how the teacher role as facilitator and guidance in class.

2. The problem in implementing 2013 curriculum compare with SBC faced by English teachers

a. The implementation of 2013 curriculum at SMPN 1 SIMPANG EMPAT PENGARON

Table 4.1, the result of implementation 2013 curriculum

No	The items of observation in implementation 2013 curriculum in learning proses	Yes	No	Comment
1.	Teacher uses syllabus as reference of learning in the class	√		In this case, student did prepare the syllabus by self.
2	Teacher did develop the syllabus in the lesson plan		√	Teacher did not develop the syllabus for lesson plan
3.	Teacher makes lesson plan before teach in the class	√		The lesson plan have made before teaching, so teacher taught in class appropriated with the lesson plan
4.	Teacher uses the material which it is appropriated by students	√		Teachers really take the material only from English book source

5	Teacher use the material from another reference book	√		Teacher use the different book to take the materials for learning with the aim the students will be easier understand the material
6	Teacher uses the material from internet source			Teacher never take the materials from internet
7	Teacher uses the media in learning	√		Teacher only the whiteboard as media for teaching
8	Teacher uses the media such as video, picture, or real object in the class	√		Sometime the teacher use the picture as media
9.	Teacher uses the method/technique in learning	√		teacher use cooperative learning method in teaching
10.	Teacher uses brain storming / appreciation for opening the material	√		Teacher gives some example for teaching to connect with the materials.

11	For the core activity the teacher teach in or out class		√	Teacher never bring the students out class in learning
12	Teacher uses the observing in learning for core activity		√	Teacher did not give the observing for students.
13	Teacher uses the questioning in learning for core activity		√	Teacher did not use this steps in activity .
14	Teacher uses the exploring in learning for core activity	√		Teacher gives the task to students for making the dialogue
15	Teacher do the associating in learning for core activity	√		Teacher did associate the task with the fact in real life
16.	Teacher do communicating for core activity	√		For communicating, students presenting in front of class to practice with English

17.	Teacher do assessment	√		Teacher take the assess to students based on the knowledge, skill, attitude of students in class and give suggestion about the students practice in class
18.	Teacher takes the conclusion for closing activity.	√		Teacher make conclusion about the material have learned
19	Teacher give supporting for students to study hard			Teacher did not give supporting to students
20	Teacher gives the homework for students		√	Nothing the homework, motivated, or supporting from teacher to students.

Based on the observation it could be analyzed that 2013 curriculum implementation in this school still minimum. Therefore, in this school of English subject only in local content because just introduce about environment, people, thing etc. the evaluation was also used by the teacher to access how far the preparation, teaching process and the affectivity of teaching experience.

According interview with Mr.Yuri state problem that be found in teaching English depended on the students 'interest, ability, desire to study English, less students' listening and speaking. Beside that the teacher did not make syllabus. However the teacher has to use the syllabus to structure in learning.

Based on the observation, another problem to implement 2013 curriculum are like media, method, evaluation process or product and content. It is also to recognize that there is a considerable overlap between the strategies. Teachers become comfortable with these strategies several may be very variety employed simultaneously. Teachers can use a variety of assessment to determine a student's ability or readiness. However readiness is constantly changing and as readiness changes it is important that students be permitted to move between different groups. Activities for each group are often by complexity. While there is much to be sad about the influenced cultures and communities on how people think and act as teachers. We will focus for now on teachers. The reality of changing classroom practice is monumental even where there is vision and commitment. As teachers we learn habits and develop rules for the classroom. Much of learning to teach is about learning to make classroom more predictable, so that we feel that we are in control.

According to interview with Ms.Yuri, the strategy of implementing 2013 curriculum in English lesson is from the first meeting till the last meeting like introduced the material, the planning of teaching English, etc. his problem sometimes used the same media when taught the students like explained the material. Teacher becomes a facilitator, assessor of students and planner activities rather than instructor. The problem that found in teaching English less of students' listening and speaking ability. Besides, the teacher did not make syllabus "in brief,

teacher got much constraint in teach English in classroom because his preparation and teaching process not synchronize at all.

Based on interview with teacher in SMPN 1 Simpang Empat state “the problem when implementing 2013 is so much problem than SBC curriculum, one day teacher is really use 2013 curriculum, the students just silent and if we use 100 percent English language in class the face of confuse students” it is mean that the less students ability in English influence in implement the curriculum, meanwhile in SBC, the students is more understand because the teacher use Indonesian to explain the materials in class, although based on interview, the teacher is more like 2013 curriculum than SBC curriculum, because in 2013 curriculum the students will be active than teacher. According to Ms. Yuri that “The process of teaching learning by using 2013 curriculum is imploring of students to search knowledge, not always give the knowledge from teacher (discovery learning), it is difficult because a long time the students always give information or knowledge from students, and it is difficult to make students to be independent in learning” . in addition, in implementation of 2013 curriculum in class, teacher use cooperative learning to assignment but it is not effective because not all students in group do that, they just rely on other friend to finish the assignment, meanwhile in SBC teacher give the assignment to every students and he done by her/his self. It is mean that students not ready in follow the 2013 curriculum.

In addition based on the observation, in 2013 curriculum implementation students asked to really hard think in learning to be active student, it is good way but in fact, students feel bore because the students just heard what says from teacher nothing the media such video or picture that have to watch in class, the less teachers in using the media is so disturb in apply the 2013 curriculum although the teacher have followed the training 2013 curriculum, in fact

teachers didn't use the media for teaching. Meanwhile in SBC teacher give responsible to manage the class and the teacher just use traditional method from GMT, the effect of it the habits of students which always relaxive in learning have shown the negative effect in implementation of 2013 curriculum.

Based on the observation, the 2013 curriculum use scientific approach which in the class activity students asked to give the observing, questioning, exploring, associating, and communicating. Meanwhile in SBC use Inquiry learning, but in fact nothing the differentiate about them when teacher apply the 2013 curriculum. it is mean that teacher no yet be mastery the implementation of 2013 curriculum.

b. The implementation of 2013 curriculum at SMPN 1 SIMPANG EMPAT PAKU

Table 4.2, the result of implementation 2013 curriculum

No	The items of observation in implementation 2013 curriculum in learning proses	Yes	No	Comment
1.	Teacher uses syllabus as reference of learning in the class	√		The purpose of learning in the classroom appropriated with the purpose on the syllabus
2	Teacher did develop the syllabus in lesson plan		√	Teacher did not develop the syllabus for the lesson plan

3.	Teacher makes lesson plan before teach in the class	√		The lesson plan have made before teaching, but in fact found some mistakes from teaching which not appropriated with the lesson plan
4.	Teacher uses the material which it is appropriated by students	√		teacher just take the material in the English book 2013 and SBC it is mean they do combine in materials for teaching
5	Teacher use material from another reference book	√		Teacher seldom take the materials from another book
6	Teacher uses the internet source for materials	√		Teacher often take materials from internet
7.	Teacher uses the media in learning	√		The mostly, teacher just white board for teaching
8	Teacher uses the media in learning such as video, picture, or real object	√		Teacher often use the media such as video using the LCD

9.	Teacher uses the method/technique in learning	√		Teacher use direct method in teaching English lesson
10.	Teacher uses brain storming / appreciation for opening the material	√		The mostly teacher use some examples which related to the materials. Teacher make students must active in class
11	For core activity teacher teach in or out class	√		Teacher seldom brings the students out class in learning
12	Teacher uses the observing in learning for core activity	√		Teacher ask students to observe the examples from teacher
13	Teacher uses the questioning in learning for core activity	√		Teachers give question to students related to observe from students
14	Teacher uses the exploring in learning for core activity	√		Teacher did ask students to explore with give many examples about the materials

15	Teacher do the associating in learning for core activity	√		Teacher did associate sin student's understanding through the task which related with the materials
16.	Teacher do communicating for core activity	√		For communicating, students presenting in front of class to practice with English
17.	Teacher do assessment	√		Teacher gives the opinion based on students' performance and give supporting to build of good knowledge, skill, attitude for students.
18.	Teacher takes the conclusion for closing activity.	√		Teacher make conclusion about the material have learned
19	Teachers give supporting for students to study hard	√		Teacher give good supporting in closing lesson
20.	Teacher gives the homework for students	√		Teacher gives the homework to know the more understanding from students.

Based on the observation, in implementation of 2013 curriculum, teacher makes a good lesson plan and appropriated with lesson plan which in lesson plan include of core component which in this component have several purpose from the curriculum standard for students to increase of knowledge, skill, and attitude then the basis competence and indicator which include of several purpose of teaching and learning, then the specific purpose for the materials, the material for learning and etc.

In fact the activity or steps in teaching still found some mistakes sometime, maybe in teaching learning teacher forget about the steps in teaching. Teacher use the 5 steps for teaching such as observing, questioning, exploring, associating and communicating. In observing teacher can do seeing, reading, listening, observing only, without watching multimedia. In questioning, students can asking with teacher, giving feedback about the observing steps, and can express the idea base on observing and experience. In exploring students did the critical thinking, discussing, and doing the experiment. Meanwhile in associating students would link with the others materials and making the statements. The last steps is presenting, dialogue, inferring or concluding.

Based on observation, for the last meeting teacher did give the good motivated for students and supporting which it can make students will excited in learning, to increase the knowledge skill, and attitude needed the guidance role of teachers so that students not feel stressing in English learning.

The main problem which showed by teacher when interview is in implement the 2013 curriculum same like apply the SBC, because in this school teacher sometimes using the media for teaching especially in apply the 2013 curriculum, teacher use the LCD to watching the video,

meanwhile in SBC teacher rarely use the Media, he just use the whiteboard for teacher, he state in SBC the teacher gives responsible to manage class, so teacher use the method which appropriated with the students understanding, the mostly in SBC the teacher use direct method meanwhile in 2013 curriculum he uses collaborative learning, just some of students is really interesting to do the task by collaborative learning another students feel disadvantages, because the low students did not do the assignment, they depend on the high students in the in solve the problem in group, because in this school every class include of the low, middle, and high students.

The problem based on the interview with teacher state in assessment of students in class, not only evaluated the cognitive aspect but also knowledge, skill and attitude from students. To make it clear the students in class use Card identity in their shirt so, the teacher can be easier in remember the students name. Teacher is really do the evaluation when teaching learning activity in class, based on the interview that in SBC is easier do the evaluation than 2013 curriculum, because the mostly teachers in using SBC just do the evaluation by using cognitive aspect or product of students meanwhile in 2013 curriculum teacher must evaluate the all competency process and product of students.

Based on the interview the students face to be afraid because the assessment directly informed by teacher in front of class. The teacher hope by do that students will get motivated and inspired to increase their knowledge.

B. Discussion

The data analysis got based on the result from observation, interview and open-questioner, the observation done in the class first grade in two SMPN, the observer do observe when teaching learning process in the schools with give the checklist in observation sheet based on the activity of teaching learning that done by teacher in the class. to answer the problem statement number one, the writer classified to be some categorize

The first categorize is the implementation of 2013 curriculum at SMPN 1 Simpang Empat Pengaron in term of evaluation still same with the school based curriculum, in theoretically the teachers understand of 2013 curriculum but in implementation the teacher still use the traditional method and without the media to support the teaching and learning, although the teacher have qualified and follow the upgrading teachers, teacher can't prepare the good activity because still be focus at teacher centered meanwhile in 2013 curriculum should be students centered in learning.

The second categorize that implementation of 2013 curriculum at SMPN 2 Simpang Empat Paku in term of evaluation is better, because the teacher can create the creative activity in teaching learning process. Teacher can use the good technology especially in using the media for teaching in the class; the preparation of teaching by teachers is interest. The students can more learn through the media, so they can learn by discovery learning and truly make students centered.

To answer the problem statements about what problems of the English teachers have in implementing 2013 curriculum compare with SBC curriculum in English class at SMP 1 SIMPANG EMPAT and SMPN 2 SIMPANG EMPAT The observer gives questioner and interview with the teachers in SMPN 1 and SMPN 2, based on the result of questioner, interview, observation can concluded to be some categories.

The first categories is the limited facilities in both school, such as in SMPN 1 and SMPN 2 nothing the internet in the school or Wi-Fi, it be problem for teacher to develop the materials in learning, the 2013 curriculum should use the creative and innovative activity so that the proses of teaching and learning is more interesting.

The second category is based on the student's interest, if the teacher teaches the high level of student's interest, the implementation of 2013 curriculum would be fluently but if the teacher teaches low students the implementation of 2013 curriculum would be difficult, meanwhile in SBC the teacher have known the level of students, and the mostly the students just accept the knowledge from teacher, it is means that they cannot to be independent in learning, it makes teacher confuse about how did way the implementation of 2013 curriculum. The effect of teachers confuse in implementation the curriculum, the proses of teaching learning same of 2013 curriculum same like SBC in implementation.

The third category is the evaluation done by teacher; they state that in giving the evaluation proses of teaching learning is so difficult because the teacher directly do evaluation the every activity that done by student.

The fourth category is the 2013 book was so late, it made teachers be confusing in choose the materials, according from several teacher the SBC books is more simple than 2013 books, it makes teacher use the another references books.

The lack of students in using the technology especially for using the media in teaching learning in the class, some of teachers still use the traditional method for teaching although they have followed the upgrading teachers.

Meanwhile the problem in SBC faced by teachers in SMPN 1 Simpang Empat and SMPN 2 Simpang Empat can be conclude that , the limited facilities in both school is be demand in teaching and learning process, and the evaluating system which for nowadays still face by teachers which they says the time for giving the assessment for students is limited and short time, it difficult for teachers to make the authentic assessment for students.