



**THE IMPLEMENTATION OF CURRICULUM 2013 IN
ACHIEVING THE LESSON OBJECTIVES OF TEACHING
AND LEARNING INVITATION TEXT**

(A Case Study at SMP Negeri 16 Semarang)

A final project

Submitted in partial fulfillment of the requirements

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In English

By

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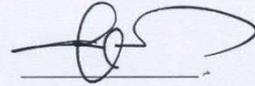
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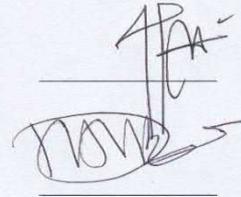
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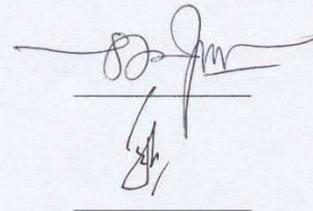
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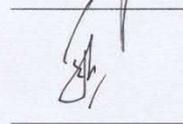
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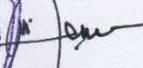
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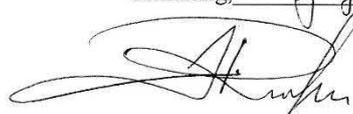
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DECLARATION OF ORIGINALITY

I, Rizka Idtri Hardini, hereby declare that this final project entitled *The Implementation of Curriculum 2013 in Achieving the Lesson Objectives of Teaching and Learning Invitation Text (a Case Study at SMP Negeri 16 Semarang)* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 22nd July 2019



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MOTTO AND DEDICATION

“If you don't give up, you still have a chance. Giving up is the greatest failure”

- Jack Ma -

This final project is dedicated to:

My beloved parent, (Alm) Yuli Sumarno and Endang Sulisty Ningsih

My beloved sisters, Dewi, Fitri, and Dina

My beloved man, Reza Annas Karuniawan

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Last but not least, I hope this study will be helpful and give others who read it a lot of advantages. Thanks.

ABSTRACT

Hardini, Rizka Idtri. 2019. *The Implementation of Curriculum 2013 in Achieving the Lesson Objectives of Teaching and Learning Invitation Text (a Case Study at SMP Negeri 16 Semarang)*. Final Project. English Department, Faculty of Language and Arts, Universitas Negeri Semarang. First Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd., Second Advisor: Mrs. Yusnita Sylvia Ningrum, S.S., M.Pd.

Keywords: curriculum 2013, lesson objective, Invitation text, junior high school

The focus of this study is the implementation of curriculum 2013 to achieve the lesson objectives in the field of teaching and learning the invitation text in *SMP Negeri 16 Semarang*. The goals of this study are to identify the actual implementation of the 2013 curriculum in teaching-learning the invitation text, factors which affect the implementation of the 2013 curriculum in achieving the objective of the lesson, and the attitudes of students and teachers toward the implementation of the 2013 curriculum in teaching-learning the invitation text.

In conducting this research, descriptive qualitative was used as the method. Data from this study were collected through three activities: documentation, observation and interview. In order to obtain the complete data, the students of two classes were asked to filled the questionnaire. The teaching-learning process conducted by the English teachers was observed along with the rubric which had already been made by the reseacher. The teachers were interviewed to reveal their opinion related to the implementation of curriculum 2013 in teaching the invitation text. The students' view on the implementation of curriculum 2013 was collected by giving them questionnaire sheets. Based on the components within the research instruments, the collected data were analyzed.

The result of data analysis showed that all of the English teachers understood the concept of curriculum 2013. The implementation of curriculum 2013 was in line with Permendikbud No. 103 year 2014. The English teachers practically applied teaching-learning activity well; however there were some teaching steps or activities which were not in accordance with the steps in teachers' lesson plan of invitation text. There were some problems found in teaching and learning the invitation text . The problems that the teachers had to overcome were arranging the lesson plan and performing the teaching process. The other problems were also influenced by the lack of the students' eagerness and mastery in English. Teachers' attitudes toward the implementation of curriculum 2013 were good. The teachers' always tried to make their class active and interactive. The students' attitudes during teaching-learning activity were quite good, but some of the students tended to be passive in the class. It can be concluded that the teachers' ability is the most important thing to overcome the problems so that the lesson objective could be achieved.

In conclusion, the implementation of curriculum 2013 in teaching-learning the invitation text is quite good; however, the teachers needed to improve their ability in applying the lesson plan in actual teaching process.

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CHAPTER I

INTRODUCTION

This chapter consists of background to the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background to the Study

Curriculum is a set of plans or programs, which contains level of competencies, learning objectives, content, and learning materials. It is the most important thing in achieving educational goals. It is also a fundamental part in the education system which is used as a guideline to implement teaching-learning processes to obtain a certain educational or lesson objective. Therefore, curriculum must be designed appropriately to reach the desired goals.

The curriculum in Indonesia has changed several times since 1947, from Curriculum 1947 (*Kurikulum Rencana Pelajaran 1947*), Curriculum 1952 (*Kurikulum Rencana Pelajaran Terurai 1952*), Curriculum 1964 (*Kurikulum rencana pendidikan 1964*), Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Core Based Curriculum (*Kurikulum Berbasis Kompetensi 2004*), School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP 2006*), Curriculum 2013, and the last one is Curriculum 2013 revision edition. However, the most controversial one is the replacement of Curriculum 2013. The Ministry of Education and Culture of Indonesia made some curriculum adjustments to the one which has already been published in 2014. The readjusted

curriculum is called as Curriculum 2013 or K13. This curriculum completely substitutes the last curriculum, and it is expected to enhance the quality of education in Indonesia. However, the existence of Curriculum 2013 has got a great attention and leads to controversy for most people, because some people (in this case is teachers) regard Curriculum 2013 is not ready to be implemented. In order to anticipate problems that might be generated by the curriculum 2013, in 2016 and 2017 the government made the revision edition of the curriculum 2013. The revised edition of the Curriculum 2013 is expected to be managed easily by the teachers (teachable), to be learned easily by the students, and to be measured easily. Based on the researcher's experience in pre-service teacher program (PPL), the English teacher and the students still cannot optimally reach the lesson objective that is developed based on the core competence and basic competence of the Curriculum 2013. As stated above, there is still a chance for the researcher to investigate the implementation of Curriculum 2013. There are still a few numbers of the research whose aim is to investigate to what extent the success of curriculum 2013 is being realized in the classroom. In this research, the researcher wishes to know whether or not curriculum 2013 has been implemented optimally as intended by the curriculum policy makers.

In addition, according to my casual observation when I did the PPL program, there were a lot of junior high school students who were still not able to master the basic of English grammar, for example the grammar or tenses in the invitation text. Since the students' mastery of grammar was low, the overall mastery of English was also low. It seems that the students were still unable to

achieve the lesson objectives optimally. Furthermore, to prove this assumption or hypotheses scientifically it requires a further study. The study was conducted in order to see whether the low level of students' grammatical mastery is caused by the curriculum 2013 which has not been implemented optimally, or there are other factors. In this study, the researcher tries to investigate the implementation of curriculum 2013 in achieving the lesson objective of teaching-learning the invitation text.

1.2 Reason for Choosing the Topic

The topic of this study is the implementation of a certain curriculum. The reason in choosing this topic is because the change of the curriculum inflicts a controversy. As we know that the curriculum changes many times and it raises many questions for people, especially the educational parties. Even though the curriculum has been replaced several times, it still causes many problems. Actually, the curriculum should not cause problems, but it should serve as one of the solutions in addressing various problems that emerge in the classroom from time to time. If the problem is not solved, then it can indicate that this curriculum fails to realize its vision and mission.

Based on the reason above, the researcher intended to know to what extent the real implementation of the Curriculum 2013 is being implemented to attain the lesson plan objectives. After knowing the real implementation of the curriculum 2013, the researcher can draw a conclusion whether or not this curriculum is well

conducted. The researcher also wants to know whether there are any factors that can affect the success or failure in implementing the curriculum 2013.

1.3 Research Problem

Based on the problems in the general background stated above, there are some research questions as follows:

1. How is the implementation of the curriculum 2013 in actual teaching and learning the invitation text in *SMP Negeri 16 Semarang*?
2. What are the factors affecting the implementation of the curriculum 2013 in achieving the lesson objective of the invitation text?
3. How are the students' and teacher's attitudes toward the curriculum 2013 implementation in teaching-learning the invitation text?

1.4 Objectives of the Study

Referring to the research problems the objectives of the study are:

1. to describe the implementation of the curriculum 2013 in actual teaching-learning the invitation text in *SMP Negeri 16 Semarang*,
2. to find out or explore some factors that affect the implementation of the curriculum 2013 in achieving the lesson objective of the invitation text, and
3. to describe the students' and teacher's attitudes toward the curriculum 2013 implementation in teaching-learning the invitation text.

1.5 Significance of the Study

There are three points of significance will be obtained from this study which are explained as follows:

1. Theoretically, this study will provide information about the curriculum changes and the real implementation of curriculum 2013 in the school.
2. Practically, this study will be useful for the English teachers as the direct executor of the curriculum 2013 in the classroom. They will know the common problems that are usually faced by the other teachers in Indonesia and they can apply the suitable methods in implementing the curriculum 2013 in teaching-learning the invitation text. For the students, they can know how to achieve the lesson objectives in learning the invitation text since this research can provide better solutions to solve the problems which the students meet. For the school, this study can be a consideration to make the right strategy in implementing the curriculum successfully.
3. Pedagogically, this study will give contributions as reference and information for further research in the area of English language teaching and curriculum changes in Indonesia, especially for other parties involved in education, particularly academicians, and curriculum developers.

1.6 Limitation of the Study

The researcher limited the scope, the problems, and object of the study, so that the discussion would not be too broad and more effective. In this research, the researcher only described and analyzed the real condition of the implementation

of the curriculum 2013 in achieving the lesson objectives of teaching and learning English grammar. Since this research is a case study, the scope of investigation is only for the class in the school where the study is conducted. In consequence, the results of the study are also not generalized to other objects.

1.7 Outline of Report

This study is organized within five chapters. The first chapter is introduction. In general, this chapter provides the readers with what the paper is about. It presents the background of the study, the reason for choosing the topic, the statement of the problems, the objective of the study, the significances of the study, limitation of the study, and the outline of the report.

The second chapter deals with the review of related literature. It consists of review of the previous studies, review of the theoretical background and the theoretical framework of the study. . This chapter presents a review of the previous studies, review of the theoretical study, and theoretical framework. In the review of theoretical study gives some supporting theories related to the study such as the definition of curriculum 2013 in general, teacher's role, and general definition of grammar.

The third chapter discusses the method of investigation. This chapter takes apart for some steps in conducting the study. This chapter conceives research design, object of the study, research site, unit of analysis, source of the data, instruments of collecting the data, procedures of collecting the data, and procedures of analyzing the data.

The fourth chapter deals with analysis of the research data. This chapter shows the general description to describe the setting and the needed components of the study, the detailed result to elaborate all the results in detail, and discussion to convey the result of the study that correlated with the theory. Then, it is followed by the reflection and the discussion of the research findings.

The fifth chapter is the last chapter of this study. It presents the conclusion of the research which answers the research problems and limitations that have not been observed. Next, based on the conclusion, the suggestions can be drawn. Some suggestions are mentioned for other researches who are interested in conducting the research that has the same field from this research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discusses the concepts and theories which underlie this study. This chapter is divided into three subsections. There are review of the previous study, theoretical background, and theoretical framework.

2.1. Review of the Previous Study

In this section, the researcher presents the previous studies which have a similar topic with this study. These previous studies focus on investigating the implementation of the school-based curriculum (KTSP), curriculum 2013, and scientific approach. The studies are presented as follows.

The first study done by Sulfasah (2013) entitled “Investigating the Implementation of the Indonesian KTSP (School-Based Curriculum) in the Teaching of Writing in Year Two”. It was published in the Journal of Edith Cowan University. In this study, she involved 61 teachers from 29 primary schools in Makasar, Sulawesi Tengah who taught English for second-year students. The aims of this study were to know teachers’ opinions toward KTSP, to know how teachers implemented the KTSP when teaching writing, and to investigate the factors which influence teachers’ opinions, and implementation of KTSP in the relation of writing. The result of this study showed that the effective implementation of KTSP at the classroom level was very challenging if teachers do not have both adequate knowledge and skills to meet the demands of the

curriculum. There was a potential conflict between the learning outcomes and the underlying philosophical and pedagogical perspectives that inform curricula.

The second is a study by Khasanah (2015) which investigated the curriculum 2013 and the barriers which occurred when implementing curriculum 2013 in *SMAN 1 Rembang*. The objective of this study was to know the implementation of curriculum 2013 by the English teacher and its barriers on the dimensions of teaching-learning in planning, process, and learning evaluation. Based on the study, it could be drawn that the implementation of curriculum 2013 by the English teacher on the three dimensions has some barriers. The barriers were in choosing the right method and the right instrument of authentic assessment. Both were important to support the success of core and basic competence realization in the learning.

Sukmawati (2018) did a study about the implementation of scientific approach based learning in teaching English for young learners. The result of the study showed that the teachers in SDN Gajah 1 and SDN Mlatiharjo 1 could implement scientific approach which was in accordance with Permendikbud no 103 year 2014. In this study, it was found that the teachers could apply the stages of scientific approach. However, there were some stages which were not in line with the stages of scientific approach in teachers' lesson plan. She also found that the teachers had problems in arranging the lesson plan because sometimes the material in the worksheet is not the same as the syllabus. Teachers were lack of time allocation and lack of the reference book. By the end of the study, she

suggested the teachers prepare and compose the learning coherently so that they could implement scientific approach more optimal.

Sumual and Ali (2017) conducted research. This study is mainly discussed about the play role important of teachers in curriculum and factors in it. In this research explained about how teacher competencies affect the performance of teachers in implementing the curriculum. The purpose of this research is to investigate the correlation between pedagogical competence and teacher's teaching experience in Tomohon city primary school. The research used the descriptive method with correlation model. Relevance in this research, there is the similarity in researching pedagogical competence of the teacher, the difference is this research researching elementary teacher while researcher researching teacher of a junior high school.

The next study was conducted by Nabila (2015). The aim of this study is to improve teachers' skill in teaching and learning process. The conclusions of this research are 1) teachers' competence determining teacher's performance in teaching and learning in the classroom. 2) Teachers' pedagogical competence affecting teachers' performance. The relevance in this literature study is I also examine about teachers' pedagogical competence. The difference is this research examines Social teacher while I investigate English teacher.

The next study was conducted by Sundayana (2015). The purpose of this research is to explain teachers' readiness and competence in implementing curriculum 2013. It can be seen from their comprehension about the syllabus of English and its articulation into lesson plan based on the principles of syllabus

development as suggested in the curriculum. In line with Ekawati in 2016 wrote a study. This study is about curriculum 2013 implementation at SMA Lab school Pancasakti Tegal. Observation and Interview are used to collect the data. The relevance of this literature review is the equation in examining English teachers readiness in the implementation of the curriculum in 2013. The difference is the subject of the research is senior high school English teachers while my research's subject is junior high school English teachers.

The next research was conducted by Gani and Mahjaty (2017). The purpose of this research to investigate teachers' knowledge of standards for content, standards for processes, and standards for evaluation in implementing curriculum 2013. A questionnaire is used to collect the data. The result of the research showed that the teachers level of knowledge for implementing the 2013 Curriculum was low. It was proven in the three standards viz: teachers' knowledge of the standards for content, for the 2013 Curriculum was low, In order to resolve these problems, some recommendations have been made for the improvement of the teacher's knowledge of how to implement the new, 2013 Curriculum. The relevance of this study is I also will examine about the implementation of curriculum 2013, but the difference is I use interview and observation to collect the data.

Hasan (2018) conducted a study about the scientific approach to know the effect of the scientific approach through ICT. The results of the study are the scientific approach through Information Communication Technology (ICT) in teaching English showed a significant effect on the students' English

achievement. The implementation of the scientific approach through ICT should be integrated with attitude, skill, and knowledge.

Wahyono, Abdulhak, and Rusman (2017) have done a study scientific approach to improving high-level thinking. The outcome of their research showed that the capacity of the teacher to arrange learning document, implement learning, and evaluate results for learning on the low category because the evaluation of learning results is completely small.

Resita (2018) conducted a study on the pedagogical competence of English teachers in the implementation of the curriculum 2013. Based on the analysis of the study, it can be concluded that the English teachers in SMP N 1 Bae successfully implemented pedagogical competence in the 2013 curriculum. The teacher applied all skills from the 10 core pedagogical competencies based on Lampiran Peraturan Menteri Pendidikan Nomor 16 Tahun 2007. The pedagogical competence that English teachers most obtained was mastery the characteristics of learners from physical, moral, spiritual, cultural, emotional and intellectual aspects. Nevertheless, the teacher still needed adjustment in the 10th pedagogical core competency to take reflective action to improve the quality of learning.

Sari (2017) and Hidayah, Setyono, & Tasnim (2003) mentioned that the lack of teaching media and technology support in each school can influence the teaching and learning process. Between the recent schools that have technology improvement and the distinct schools that don't have it would also have the different outcome. Since we realize, the science strategy is the running strategy

that does not throw away the technology. It was anticipated that the teachers would conquer it well.

Apriani (2015), who completed a research about the implementation of scientific approach in english teaching at junior high schools in Purwokerto. The method used in this research was a descriptive study. The writer used the descriptive analysis method here because the research was performed to determine the adequacy of the status by comparing it with selected or established standards, norms, or criteria. The respondents in this research were English teachers and eight grade students from four Purwokerto State Junior High Schools. They were SMP N 1 Purwokerto, SMP N 2 Purwokerto, SMP N 1 Baturaden, SMP N 2 Ajibarang.

A research by Zaim (2017) about implementing the scientific approach to teach English at Senior High School in Indonesia. In this research, He used the observation sheet and interview to collect the data. He found that the teachers should improve their ability in implementing observing and questioning stage and improve the activities that can improve students' ability in reading and writing.

Another study has been done by Ilmawati (2018). This study focused on investigating the implementation of the scientific approach implemented by English teachers in SMP 1 Kudus. The scientific approach is the attached approach in the 2013 Curriculum which is referenced by the government in the middle of 2013. It is expected that the new approach will make the quality of teaching-learning activity better. The scientific approach consists of five steps which are observing, questioning, experimenting, associating, and

communicating. The objectives of this study were to define the teachers' knowledge and understanding toward the scientific approach, the implementation of the scientific approach in the teaching-learning activity, and the problems teachers faced while using the scientific method. The outcomes of the study showed that all English teachers not only fully understood the scientific approach theory but also practically could apply the scientific approach in teaching-learning activity well. In addition, the researcher found that the teacher faced some problems in applying scientific approach. It was due to several factors, one of the factors was the complexity and length of the scientific approach steps that the teachers had to overcome while using a scientific approach. The problems have been influenced by the lack of enthusiasm and mastery of the students in English, the different understanding among the teachers and also the age. It can be concluded that the ability of teachers is the most important thing that must be attained.

Last but not least, a study which focused on the implementation of scientific approach in the lesson plan of teaching narrative text had conducted by Sri Utami Ningsih (2017). There were still many problems in implementing scientific approach in the teaching process, especially in designing lesson plans. It was important to know the difficulties faced by teachers in providing the lesson plan. The analysis showed that teachers still did not understand how to apply a scientific approach to their lesson plans. It occurred because they did not have sufficient knowledge and understanding of scientific approach. The researcher then suggested the teacher develop the lesson plans.

According to those previous studies above, it can be concluded that there have been many researchers who conducted studies about evaluating the curriculum and also evaluating the method or approach used in the curriculum. However, the researcher realizes that there is still an area of the study which has not been investigated. It is about investigating the implementation of curriculum 2013 in achieving the objectives related to teaching and learning English grammar. The differences between the previous studies and this study are both of the previous studies conducted the implementation of the curriculum when the curriculum is still new to be implemented, in this study the researcher investigates the implementation of Curriculum 2013 which has still being used for less or more 4 years. Furthermore, there is any study which specifically investigates the implementation of curriculum 2013 related to teaching and learning English grammar. Therefore, the researcher investigated the implementation of curriculum 2013 in achieving the objectives of teaching and learning English grammar.

2.2. Review of the Theoretical Study

In the review of the theoretical study, the researcher describes the definition of the curriculum stated by some experts, the fuction of the curriculum, the changes of the curriculum, and the overview of curriculum 2013. In this chapter, it also includes the explanation of the main characteristics of the curriculum 2013 which describes the learning approaches recommended in the curriculum 2013 and the implementation process of the curriculum 2013 based on the Curriculum Policies.

2.2.1. Definitions of Curriculum

Etimologically, curriculum is derived from the Latin, the "Curriculae" which means that the distance of race that must be taken by a runner. Terminologically, the curriculum has a variety of different interpretations according to the view point of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides, those are the old view and the new view.

The old view as often known as the traditional view, formulate that the curriculum is a subject that must be taken by students to earn a diploma. Meanwhile, according to a new view of (modern), as proposed by Romine, Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not.

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

Based on the results of the collection of information about the word curriculum in 1916-1982, has obtained several statements that can be developed as a definition of the curriculum, as stated by Hilda that a curriculum is a plan for

learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school, according to Peter F. Oliva.

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

2.2.2. Functions of Curriculum

As some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community.

For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

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

- 1) The Adjustive or Adaptive Function. Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. This is because the environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.
- 2) The Integrating Function. Individuals are part of society, so that each individual must has the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.
- 3) The Differentiating Function. Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.
- 4) The Propaedeutic Function. The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.
- 5) The Selective Function. This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.
- 6) The Diagnostic Function. As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

2.2.3. Change of the Curriculum

Educational reform relates to the changes in education which include those in the educational system, curriculum content and organisation, and classroom practices (Marsh, 2004). In the past few decades many educational reforms have occurred globally, including in Indonesia. These reforms, according to Cheng (2005), have happened to meet the challenges of globalisation, technological changes, economic transformation, and international competition in the new century.

In the 20th century, changes in the curriculum are also caused by the change of ideas about the curriculum itself. The changes of ideas are caused by the development of psychology, anthropology, and sociology. *First*, is the change of emphasis on rote learning and memory, and mental of discipline to the purpose, meaning, and motivation to achieve the goals in the learning process. *Second*, is the change of belief in tradition and subjective opinions to users of methods and results of scientific discovery as a basic process of education (educational technology). *Third*, is the conviction that what is learned as important as how we learn. So the learning process is as important as the product or result of learning. *Fourth*, is the change in the pattern of curriculum development by experts who select and prepare materials based on the logic of each discipline towards broad participation from the teachers, students, community/ society and experts to identify the goals of education and ways to achieve them.

2.2.4. Overview of Curriculum 2013

Starting the academic year of 2013, the Government of Indonesia introduced a new curriculum called the curriculum 2013. In year 2013, the curriculum was implemented in year 1, 4, 7, and 10 of some selected schools and classes which were mandated. At present, the curriculum was implemented in all academic year in all school in Indonesia. The 2013 Curriculum are curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school called *Sekolah Dasar (SD)* and junior secondary school called *Sekolah Menengah Pertama (SMP)*. Secondary Education consists of General Secondary School called *Sekolah Menengah Atas (SMA)* and Vocational Secondary School called *Sekolah Menengah Kejuruan (SMK)*.

Curriculum 2013 is competency and character based curriculum. Curriculum 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today are to prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes), and competent to contribute for the betterment of social, national, and political lives, and humanity. Based on the theme, the implementation of curriculum 2013 is expected to produce a productive, creative, and innovative human. Based on Kurniasih and

Sani (2014), some differences in School-Based Curriculum 2006 and Curriculum 2013, as follows:

Table 2.1 Some Differences in School Based Curriculum 2006 and Curriculum 2013

| School based curriculum 2006 | Curriculum 2013 |
|--|--|
| Content standard is determined first through permendiknas no 22 of 2006. After that determined the competency standards of graduates through the regulation of national education minister no. 23 of 2006. | Graduate competence standard is determined first through minister of education and culture regulation no. 54 year 2013. After that, it is only determined the content standards, which form the basic curriculum framework as outlined in the regulation of education and culture minister no. 67, 68, 69, 70 year 2013. |
| More emphasis on knowledge aspects. | There is a balance on the graduate competence aspect between soft skill and hard skill that includes attitude competence aspect, skill, and knowledge. |
| Use integrated thematic for class i – iii at elementary school | Use integrated thematic for class i – vi at elementary school |
| Less number of lessons and more subjects than the 2013 curriculum | Number of lessons for a week is more and number of subjects is less than the school based curriculum |
| Learning process standard consists of exploration, elaboration, and confirmation. | Learning process of each theme in elementary level and all subjects in smp/ sma / smk is done by scientific approach, that is the standard of learning process consists of observing, questioning, associating, experimenting, and networking. |
| Ict as a subject | Ict (information and communication technology) is not a subject, but rather as a medium of learning. |
| Assessment is more dominant in knowledge aspect. | Assessment standard uses authentic assessment, which measures all competencies of attitudes, skills, and knowledge based on processes and outcomes. |
| Scouts are not mandatory extracurricular | Scouts become compulsory extracurricular. |
| Specialization (major) starting class xi | Specialization (majors) starting from class x for sma / ma level |
| Counseling guidance is more emphasized on solving student problems | Counseling guidance is more emphasized to involve student potential. |

2.2.5. Characteristics of Curriculum 2013

Curriculum 2013 is designed with some characteristics. The curriculum 2013 developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community. It puts the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.

Curriculum 2013 also gives freely enough time to develop a variety of attitudes, knowledge, and skills. This curriculum develops the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects. It develops class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies. It develops a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

2.2.6. Concepts in Curriculum 2013

The Curriculum 2013 advocates student active learning. It is written in the curriculum document that student should be active to explore knowledge, skills, and develop the attitudes. To provide experiences for the students to have opportunities to be active, the Curriculum 2013 advocates what is called “scientific approach” and allocates more time for student to learn.

In scientific approach there are five model activities which should be developed in the learning-teaching process. They are observing, questioning, exploring/ experimenting, analyzing, and communicating. Each of these activities is considered as a competency and, therefore, it should be planned and assessed. The following table shows the relationship between those five activities with the competencies.

Table 2.2 Scientific Approach for Learning Activities

| Activities of Scientific Approach | Competencies developed by the activities |
|-----------------------------------|---|
| Observing | Students read / observe / listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive. The students observe text, document, artifacts (physical, cultural, social). |
| Questioning | Students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds. They formulate questions. |
| Exploring | Students explore or collect information through experiment, read from other sources of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively. Students collect more resources (documents or text), artifacts, or interview resources persons especially the ones who took parts in an event the students learn. |
| Analyzing | Students analyze information available from exploring activities to develop honesty, discipline, rule obedient attitudes, hardworking, skills in applying scientific procedures, analytical thinking, The students reconstruct information collected from data collection activity |
| Communicating | Students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language. They communicate what they have constructed in analyzing activity that may take the format of writing text, video, photos, or other communication formats |

Curriculum 2013 is in fact the extension of SBC in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). Curriculum 2013 is a curriculum of values that occupied by character building. The following table shows the relationship between *kompetensi inti* (core competency) and *kompetensi dasar* (basic competency)

Table 2.3 Relationship between Core Competency and Basic Competency

| Core Comptency | Course and Basic Comptency (English) |
|-----------------------------|--------------------------------------|
| KI-1: Religious Attitudes | KD-1 |
| KI-2: Social Attitudes | KD-2 |
| KI-3: Knowledge | KD-3 |
| KI-4: Knowledge Utilization | KD-4 |

The core competency has four components which are religious attitudes, social attitudes, knowledge, and knowledge utilization. The knowledge utilization is from the new taxonomy of educational objective developed by Marzano and Kendall (2007). Thus, all courses must have basic competency for each of the component. KD-1 and KD-2 for each course are not necessarily derived from the knowledge or skills from each course, it can be developed free from such content. Therefore, the KD-1 and KD-2 for every course can have similar or even the same sentences. KD-3 is the knowledge of the course and KD-4 is the way to use the knowledge for different context inside or outside a school. Furthermore, the

content or KD is treated in different ways amongst those for elementary school, junior secondary school, and senior secondary school.

2.2.7. Role of Teacher in Curriculum 2013

Curriculum 2013 is basically a refinement of the previous curriculum. The target of curriculum change is none other than the teacher as the direct implementers in the classroom. While curriculum is the planned program, teachers are the actors that implement the program through teaching and learning process. This is the relationship between teachers, curriculum and learning. There are several roles that teachers should have in implementing the 2013 curriculum.

First, teacher as a learning designer. As a professional teacher, he/she designs learning plan which will be conducted in the classroom. The study design is expected to be both structured and practical.

Second, teacher as learning motivator. One of the hardest roles of teacher is maintaining the willingness of students to explore the learning material as much as possible. Motivation, as revealed in many studies, is a very potential factor to make students excited to learn optimally.

Third, teacher as a learning mediator. The presence of teachers in the teaching and learning process could serve as an intermediary actor between the sources of learning and students. The teacher presents the subject matter to students' learning and students receive, examine, and discuss the matter so that it becomes theirs. As a mediator, the teacher lays the platform for the teaching and learning process.

The teacher interposes something within the environment with which the students interact.

Fourth, teacher as a learning inspiration. Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

2.2.8. Teaching Documents

Learners cannot learn everything about a subject at once nor can they learn effectively from a random collection of unrelated items. Therefore, teachers need to develop a systematic plan for course content which will lead to the desired learning outcomes. Designing a course, or most known as lesson plan, is the process undertaken by the teacher to plan through a syllabus and to implement through methodology a particular course of study.

In Indonesia, lesson plan is known as RPP (*Rencana Pelaksanaan Pembelajaran*). Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. Lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used.

Lesson plans are the teachers' equivalent of a blueprint for a construction project. Unlike construction, where there is an architect, construction manager,

and a myriad of construction workers involved, there is often only one teacher. They design lessons with purpose and then use them to carry out the instruction to construct skilled, knowledgeable students. Lesson plans guide the daily, weekly, monthly, and yearly instruction within a classroom.

Brown (2001:149) listed the format or essential elements of lesson plan that should be written in a lesson plan. The elements are written as follows.

1) Goals

Teacher should be able to identify an overall purpose or goal that they will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme.

2) Objectives

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore teacher may need to depart from strictly behavioral terms for some objectives.

In stating objectives, it needs to be distinguished between terminal and enabling objectives. Terminal objectives are final learning outcomes that will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective.

3) Materials and Equipment

Good planning includes knowing what is needed to take to the classroom or to arrange in the classroom. It may include textbook, power point presentation, personal computer, LCD, etc.

4) Procedures

At this point, lessons clearly have tremendous variation. However, as a very general set of guidelines for planning, there are some terms for the lesson plan, includes:

- a) An opening statement or activity as a warm up.
- b) A set of activities and techniques
- c) Closure
- 5) Evaluation

Evaluation is concerned with the quality and effectiveness of a whole course or program. Evaluation is an assessment, formal or informal, that made after students have sufficient opportunities for learning.

- 6) Extra-Class Work

Extra-class work is sometimes misnamed as homework. If it is warranted, needs to be planned carefully and communicated clearly to the students.

2.2.9. Teaching and Learning of English Grammar

There are several ways to define grammar, and many have written definitions of grammar. One definition, which is found in Oxford Dictionary of English Grammar, says that grammar is “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker & Weiner, 1994, p. 177).

Grammar has important fuction, Newby (personal communication, February 1, 2013) formulates the aims of grammar learning in the following way: The overall aim of learning grammar is to be able to express your own ideas in real

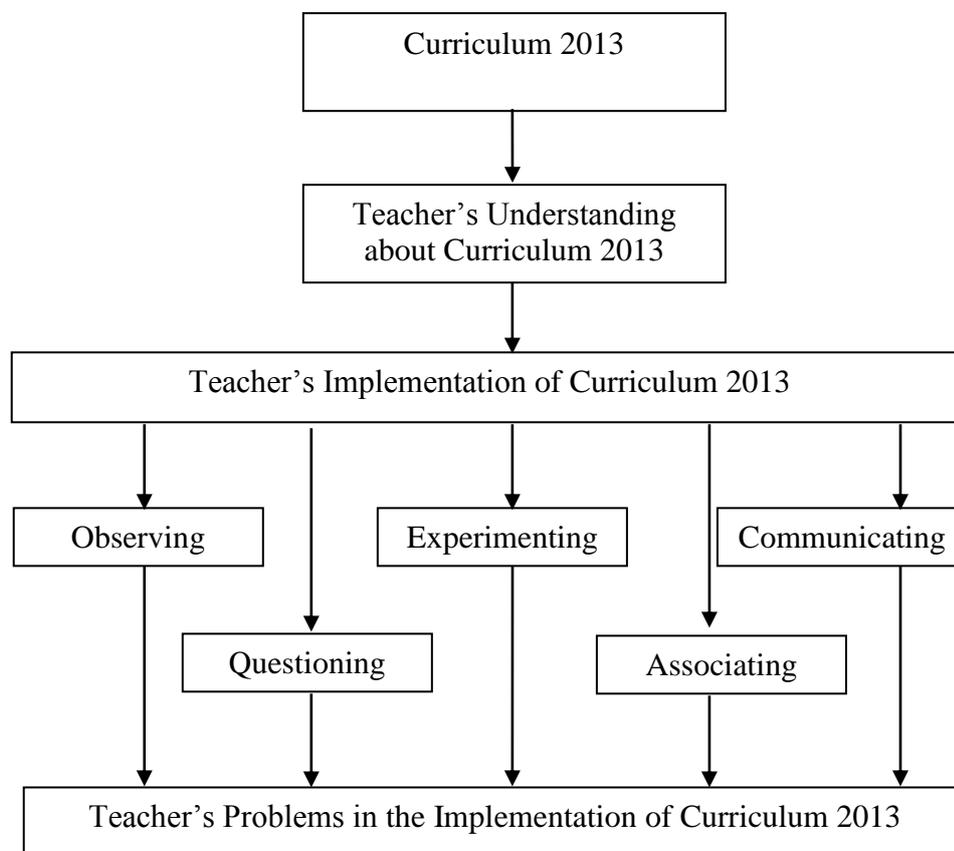
situations in language that is as correct, meaningful and appropriate as possible. It is the teacher's task to facilitate this grammatical skill with the maximum efficiency.

In teaching and learning English grammar, both teacher and students always faced difficulties in achieving the objectives of teaching and learning English grammar. The English teacher is often portrayed as an "unattractive grammar monger whose only pleasure in life is to point out the faults of others" (Baron, 1982, p. 226). For the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror. Many teachers have tried to make grammar teaching a non-threatening, imaginative and useful activity within the English curriculum.

2.3. Theoretical Framework

In the 2013 curriculum, the scientific approach is used as an approach for teaching and learning process. It is not easy in applying the curriculum 2013 using scientific approach in teaching and learning process. According to Hosnan (2014, p. 34) stated that in applying the curriculum 2013, the students need to be active in the learning process to present the information which is acquired not only from the teachers but also from various resources. According to Permendikbud No 103 year 2014, there are some steps of teaching and learning process in curriculum 2013. The steps start from observing, questioning, experimenting, associating, and communicating.

2.1 The diagram of Theoretical Framework



In this study, the researcher focused on the analysis of implementation of curriculum 2013 in teaching and learning English grammar. The researcher analyzed the document such as syllabus and lesson plan. The researcher observed the activities or process of teaching and learning English grammar. The researcher analyzed the document and observed the process of teaching and learning to see whether the implementation of curriculum 2013 is appropriate with the the mandate of 2013 curriculum in *permendikbud*. The data obtained was descriptive of the results of observation, documentation, interviews, questionnaire, and triangulation. The researcher analyzed the data by using Interactive Analysis Model of Miles and Huberman (1992: 19).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for this research. The conclusions are based on the previous chapter, regarding the findings and discussions. Furthermore, some suggestions are mentioned for the teachers and other researches who are interested in conducting the research that has the same field from this research.

5.1. Conclusions

Based on the data analysis in the previous chapter, the researcher found out that the teachers in SMP Negeri 16 Semarang had implemented curriculum 2013 since 2015. They have been implemented the curriculum 2013 in their lesson plan well, although they still need some revisions. The lesson plans of both of the teachers were written in the same form. The teachers had almost done all steps of teaching as suggested by curriculum 2013. However, there are some activity which are not appropriate with the activity which written in their lesson plan and it still need some improvement.

The implementation of curriculum 2013 in order to achieve the lesson objective of teaching and learning English Grammar could not be successful because of some factors. Based on analysis on the previous chapter, it found that (1) the teachers have some difficulties to make lesson plans based on the curriculum 2013 associated with differences of students (e.g. ability, learning

style, motivation, talent); (2) the lesson plan does not suit with the class and students condition; (3) the teacher infrequently give students other reference books or learning source; (4) the teachers felt hard to invite students doing the observing, questioning, and experimenting activity; (5) it is hard to make students focus on the material if the learning is less interesting; (6) if the students have finished doing their work, they bothered their friends and it made the class less conducive; (7) the schools are provided with the facilities, but the teachers sometimes difficult to operate and sometimes the facilities are broke.

The teachers' attitudes toward the implementation of curriculum 2013 are possitive and good. The teachers almost did all of the component that are intended by the curriculum. The teachers always try to encourage and give motivation to the students to study better. The students attitudes toward the implementation of curriculum 2013 are variative, some students have good motivation and the other students hhave low motivation to learn English especially grammar in the class. It depends on the class situation and the activities in the class. The students can be engage to learning activity when they are given interactive activity. That activity can make students active and creative.

5.2. Suggestions

Based on the conclusion above, I would like to offer some suggestions related to the implementation of curriculum 2013 in order to achieve the lesson objective of teaching and learning English Grammar. The aim of this study is not to criticize the school, the English teachers, the other or further researcher, and the

government. This study was conducted to share suggestions with the people involved in this study.

For the schools, maintain all the schools' facilities and also give the addition workshop or training about the implementation of curriculum 2013.

For the English teachers, they should prepare and compose the learning coherently. It suggested that the teachers should revise their shortages and improve their knowledge and skills especially related to developing a systematic and good lesson plan. The lesson objectives should be relevant with the real teaching and learning process, so that they could implement more optimal. Furthermore, the teachers should improve the skill and knowledge in developing the teaching activity and material.

For other researchers, it is better if you conducted the research more than two schools because more data will be obtained. Moreover, I just used observation, interview, and documentation in collecting the data and I did not do clarification regarding interview and observation result. In observation, there is still much lacks of knowledge and thoroughness to see clearly the steps of scientific approach in the experimenting and associating activity.

For other researchers, who might develop similar topic of the research, the researcher suggests discovering in detail problems which were not in this research. There are still many lacks of knowledge in implementation of curriculum 2013 which is need to be improved more. It is also expected that this research can be continued as a comparison study or a reference to accomplish the other research process.

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