

**THE EVALUATION OF 2013 CURRICULUM IMPLEMENTATION ON
ENGLISH SUBJECT AT ISLAMIC JUNIOR HIGH SCHOOL OF NW
SEPAKAT IN ACADEMIC YEAR 2020/2021**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2020**

**THE EVALUATION OF 2013 CURRICULUM IMPLEMENTATION ON
ENGLISH SUBJECT AT ISLAMIC JUNIOR HIGH SCHOOL OF NW
SEPAKAT IN ACADEMIC YEAR 2020/2021**

Thesis

**Presented to State Islamic University of Mataram
to fulfill of the requirement for the attainment the degree of
Sarjana in English Language Education**



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MATARAM
2020/2021**

ADVISORS' APPROVAL

Thesis by: M. Murdayan Syah, NIM: 1501071041 entitled "The evaluation of 2013 curriculum implementation on english subject at islamic junior high school of nw Sepakat in academic year 2020" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

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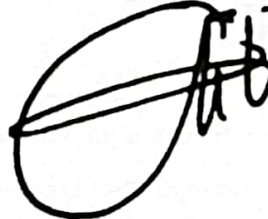
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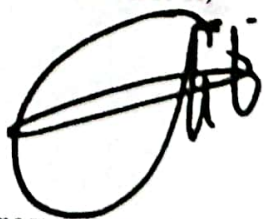
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THESIS RATIFICATION

Thesis by M. Murdayan Syah, Reg. Number: 1501071041 entitled "The evaluation of 2013 curriculum implementation on english subject on english subject at islamic junior high school of nw Sepakat in academic year 2020" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on January 21, 2021

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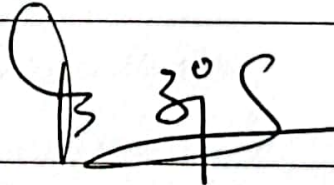
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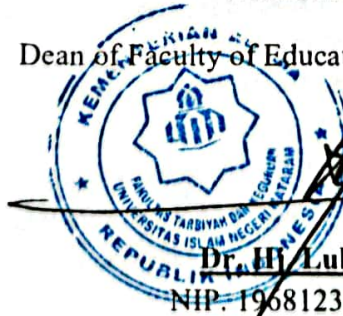
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12. All my friends from YPP AL-Ittihadiyah NW Sepakat, MTs NW Sepakat, MA NW Sepakat '15, and TBI A Limited Edition that the writer can not mention one by one.

Hopefully, those sides will get a better reward from Allah SWT from what they have done and hopefully, this scientific work will be useful.

Mataram,

Writer,



M. Murdayan Syah

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**THE EVALUATION OF 2013 CURRICULUM IMPLEMENTATION ON
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ABSTRACT

The objectives of this research were to know how the implementation of the 2013 curriculum in learning activity conducted by the English teacher, and to find out the teacher's difficulties in implementing it. In collecting data about the implementation of the 2013 curriculum in learning activity conducted by the English teacher, the researcher conducted observation. The data about the teacher's difficulties were achieved by conducting interview. The subject of this research were English teachers of first grade at Junior High School NW Sepakat. The data were achieved by observing about the implementation of the 2013 curriculum in learning activity conducted by the English teachers showed that there were a lot of activities conducted by the English teachers in learning activity. They were observing questioning, experimenting, and communicating. Those activities were conducted step by step. The data achieved by interviewing about the teachers' difficulties in implementing the 2013 curriculum showed that there were a lot of teachers' difficulties. The difficulties faced by the teacher A and the teacher B were affective appraisal, the lack of time in explaining materials, the lack of learning facilities, and the students handbook. Based on the data above, the researcher concluded that the implementation of the 2013 curriculum conducted by the English teachers of first grade at Junior High School NW Sepakat was in accordance with the government policy. Giving affective appraisal and the student handbook were the teachers' difficulties generally.

Key Word: Evaluation of implementation 2013 Curriculum

**EVALUASI PELAKSANAAN KURIKULUM 2013 PADA PELAJARAN
BAHASA INGGRIS DI SEKOLAH MTs NW SEPAKAT NW TAHUN
AKADEMIK 2020/2021**

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana implementasi kurikulum 2013 dalam kegiatan pembelajaran yang dilakukan oleh guru bahasa Inggris, dan untuk mengetahui kesulitan guru dalam mengimplementasikannya. Dalam mengumpulkan data tentang penerapan kurikulum 2013 dalam kegiatan pembelajaran yang dilakukan oleh guru bahasa Inggris, peneliti melakukan observasi. Data tentang kesulitan guru diperoleh dengan wawancara. Subjek penelitian ini adalah guru bahasa Inggris kelas I di SMP NW Sepakat. Data yang diperoleh dengan mengamati penerapan kurikulum 2013 dalam kegiatan pembelajaran yang dilakukan oleh guru bahasa Inggris menunjukkan bahwa banyak kegiatan yang dilakukan oleh guru bahasa Inggris dalam kegiatan pembelajaran. Mereka mengamati bertanya, bereksperimen, dan berkomunikasi. Kegiatan tersebut dilakukan secara bertahap. Data yang diperoleh dari wawancara tentang kesulitan guru dalam mengimplementasikan kurikulum 2013 menunjukkan banyak kesulitan yang dialami guru. Kesulitan yang dihadapi guru A dan guru B adalah penilaian afektif, kurangnya waktu dalam menjelaskan materi, kurangnya fasilitas pembelajaran, dan buku pegangan siswa. Berdasarkan data di atas, peneliti menyimpulkan bahwa penerapan kurikulum 2013 yang dilakukan oleh guru bahasa Inggris kelas I SMP NW Sepakat telah sesuai dengan kebijakan pemerintah. Pemberian penilaian afektif dan buku pegangan siswa merupakan kesulitan guru pada umumnya.

Kata Kunci: Evaluasi Implementasi Kurikulum 2013

MTs NW Sepakat تقييم تنفيذ منهج 2013 في تعلم اللغة الإنجليزية في
2020/2021 المنتسبة في العام الأكاديمي

نبذة مختصرة

كان الغرض من هذه الدراسة هو تحديد كيفية تطبيق منهج 2013 في أنشطة التعلم التي قام بها مدرسو اللغة الإنجليزية ، وتحديد الصعوبات التي يواجهها المعلم في تنفيذه. في جمع البيانات حول تنفيذ منهج 2013 في أنشطة التعلم التي يقوم بها مدرسو اللغة الإنجليزية ، قام الباحثون بملاحظات. تم الحصول على بيانات حول صعوبات المعلم عن طريق المقابلة. كانت موضوعات هذه الدراسة هي مدرسو MTs NW Sepakat اللغة الإنجليزية للصف الأول في الحصول عليها من خلال مراقبة تنفيذ منهج 2013 في أنشطة التعلم التي يقوم بها مدرسو اللغة الإنجليزية أن هناك العديد من الأنشطة التي يقوم بها مدرسو اللغة الإنجليزية في أنشطة التعلم. يلاحظون طرح الأسئلة والتجريب والتواصل. يتم تنفيذ هذه الأنشطة على مراحل. تُظهر البيانات التي تم الحصول عليها من المقابلات حول صعوبات المعلمين في تنفيذ منهج 2013 أن هناك العديد من الصعوبات التي يواجهها المعلمون. كانت الصعوبات التي يواجهها المعلم أ والمعلم ب هي التقييم العاطفي ، وقلة الوقت لشرح المواد ، ونقص مرافق التعلم ، وكتيبات الطلاب. بناءً على البيانات الواردة أعلاه ، خلص الباحثون إلى أن MTs NW Sepakat تنفيذ منهج 2013 الذي نفذه مدرسو اللغة الإنجليزية بالصف الأول في كان وفقاً لسياسة الحكومة. يعد تقديم التقييمات المؤثرة وكتيبات الطلاب Sepakat صعوبة بالنسبة للمدرسين بشكل عام.

الكلمات الرئيسية: 2013 تقييم تنفيذ المناهج

CHAPTER I

INTRODUCTION

A. Background of Research

Education is very important for humans' life. Education is an effort that is done consciously and deliberately to change human. Both individually, collectively, to nature human through teaching, and training efforts.¹ Education gives values that will help and guide humans in enduring their life. We may not imagine what the difference is between humans' life in past time (darkness era) and this time without education. Implementing a new curriculum is one of the efforts made by the government (Kemdikbud RI) to improve the quality of education. It is a necessity, because the curriculum needs to be adjusted periodically to: (1) the vision and mission of the institution 15 of education providers; and (2) the development of science and technology. Curriculum 2013 was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. This objective will be achieved if the Government and the entire community, especially teachers as a practice learning agent, implement Curriculum 2013 in the best manner.

Meanwhile, a lot of indicators reveal that the efforts to improve the quality of our education until now, including curriculum development, has

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

not been able to improve the quality of education significantly. One of the factors that caused them was the weakness of the implementation of the education quality improvement efforts. It is undeniable that every turn of the school curriculum is always a turmoil, due to the unpreparedness of the educational institution in implementing the new curriculum, unpreparedness human and other resources, lack of socialization, and the attitude of rejecting the curriculum. This fact is also related to the fact that the implementation of Curriculum 2013 which was carried out in piloting schools and started in the academic year of 2013/2014 did not show a good implementation.²

The indication was based on the fact that among many school subjects, only in three subjects the teachers and learning tools are ready. Those subjects are Mathematics, Indonesian, and History. As to the other subjects, the syllabus, teachers' books and students' books are not yet ready. The success in the implementation of a curriculum, including Curriculum 2013, greatly depends on the teachers' readiness and education institution (schools) in preparing and implementing their learning process and assessment. This is understandable because the quality of the education system is closely related to the quality of teachers. Teachers have a very strategic role in determining the quality of education, and even other educational resources often lack adequate means if they are not supported by the presence of qualified teachers. In other words, teachers are at the forefront of the efforts to improve the service quality and outcomes of education.

² Jaedun, A., Haryanto, V. L., & Rahardjo, N. E. (2014). *An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta.* 2014, p, 7.

The implementation of the 2013 curriculum was not only rejected by some teachers in Indonesia but also students. There are many students who disagree curriculum implementation. Some of them say that in the curriculum, material is more difficult to understand compared to the previous curriculum. Fahri yunus, in MTs NW Sepakat Student agreed that he did not understand the material learned properly because he did not get enough explanation from the teacher In the implementation of curriculum 2013 English subjects are local content in school. The students are expected to speak indonesian well before speaking in English. This one of the reasons why English subjects are difficult for students to understand. The 2013 curriculum is not considered a bad or negative curriculum by all the teachers. Siti Dzahrah, one of the teachers at MTs NW Agreed to say that good curriculum to foster students' creativity and practice their courage. Student attitudes also take precedence. So, the teacher should observe it Students. One of the observers of education, Darmaningtyas agreed with the 2013 curriculum and said it was nothing new. This curriculum is a combination with the previous curriculum, namely KTSP. It The 2013 curriculum only emphasizes certain parts such as assessment. It's not entirely different from the previous curriculum. Curriculum view 2013 is not only from teachers, education observers, and students but also from religious circles Leader. Some religious leaders consider the 2013 curriculum to be good because in it, soft skills and hard skills are balanced. So, the students are expected responsible for living his life.

The curriculum of 2013 is not only to educate students in terms of cognitive and psychomotor but also to educate students in terms of affective. if that goal has not been achieved and then needs to be a curriculum revision.³ The revision was made after an evaluation was made and found deficiencies so they need to be an improvement According to Tyler as a quote. The Ministry of Education said that the 2013 curriculum which was developed by step to improve the previous curriculum was expected to be able to achieve the National Education Goals. The steps that will be taken are structuring the mindset and governance of the curriculum, the deepening and mastery of the material, the process of strengthening, and improving the burden of teachers and students. Curriculum development starts with Graduates Competency standards based on student readiness, national education goals, and needs.

Furthermore, the curriculum consists of a curriculum discussion and curriculum structure. In the implementation of education in a country needed a rule or benchmark called the curriculum. Without a curriculum, education will not be able to run because there are no rules or guidelines and the objectives of the education provided. Oliva state that issued, namely the curriculum is a plan or program to provide learning that makes students obey the school rules. The Implementation of the curriculum needs the perception of the teacher about the curriculum. Good perception and from the teacher about the curriculum will have a good impact on the planning and

³ Moschetta, H.Maulidun, *Development, evaluation, and implementation of the secondary English curriculum evaluation*. (Disertasi doctor, Robert Morris University), 2010. P, 12

implementation of learning. On the contrary, if the teacher's perception is not good about that it will negatively impact on learning activity. The success of learning can be learned by the teacher's perception and attitude of the 2013 curriculum.

According to Rakhmad objects, relationships, and informal conversations. Teachers can provide an assessment of the 2013 curriculum based on impression. Information obtained about the curriculum can pour about the curriculum As implementers, the invited teachers have a good ability to improve the competencies of students who are good in terms of competencies, knowledge, and skills. A good perception of the curriculum will have a good impact on the implementation of learning activities, and vice versa which is contrary to the curriculum also becomes a challenge in the implementation of learning activities. In West Nusa Tenggara Province, the curriculum 2013 has implemented by some schools. One of the school that implementing the new curriculum is MTs NW Sepakat That is why I chose MTs NW Sepakat as the object of my study. The school is located at Jl. Keruak West Nusa Tenggara. Some of the teachers there will serve as teacher-trainers to other teachers in the region as the curriculum expands to all schools. As one can imagine, there is immense pressure to successfully apply the curriculum and improve student success.

In conclusion, the 2013 curriculum is the best curriculum for some of the users especially at MTs NW Sepakat, but in contrary it is the worst for some others.

so that i want to know the points of view of the teachers in using 2013 Curriculum in teaching and learning process at MTs NW Sepakat and the purposes of the teachers in using 2013 Curriculum in teaching and learning process. I am also interested in knowing the teaching and learning phenomenon that is related to the implementation of the 2013 curriculum, especially in teaching and learning process. Based on the explanation above, I draw "Teachers' Perception on the Implementation of 2013 Curriculum at MTs NW Sepakat in Academic Year 2020/2021".

B. The Statement of Problem

Based on the statement of problem above, the researcher aims at answering the Research problems:

1. What is the English teachers' perception of the implementation of the 2013 curriculum in teaching and learning?
2. What are the teachers' problems of the implementation of the 2013 curriculum in teaching and learning English?

C. The Objective and Significance of Research

1. The Objective of Research

Based on the objective of research above, these research objectives are:

- a. To find out the perceptions of the teachers in using 2013 Curriculum in teaching and learning at MTs NW Sepakat.
- b. To know the problems of the teachers in using 2013 Curriculum in teaching and learning process at MTs NW Sepakat.

2. The Significance of Research

The final result of this research is expected to give contribution theoretically, practically.

a. Theoretically

Theoretically, this research is expected to provide benefits for writers and enrich the results of research in the field of Education Management, especially for evaluation studies of curriculum implementation, and can be a reference for other writers.

b. Practically

Practical research that can be done can benefit MTs NW Sepakat and education stakeholders. This research is expected to provide input to all parties, especially teachers in education that are needed as evaluation materials and useful information for improvement and development in the implementation of 2013 curriculum policies, as well as to learn how to look for 2013 curriculum objectives in their implementation.

D. Scope and Setting of Research

1. Scope of Research

This research was conducted in Madrasah Tsanawiah and asked teachers and students because of the evaluation of the implementation of the 2013 curriculum, the researchers assumed that the 2013 curriculum was going well in line with expectations, but not because the teacher did not understand the rules about the 2013 curriculum, especially English

lessons which impacted on students lacking enthusiastic in learning and bored because the learning is too monotonous.

In this regard, the evaluation of the implementation of the 2013 curriculum was conducted to create a better understanding of implementing the teaching and learning process, and accuracy in its application. Both the teachers and students in teaching learning English. Thus, to see the extent to which the mastery of teachers in implementing the 2013 curriculum can be measured by the increasing interest and warmth of students' performance in learning especially English subject.

E. Review of Previous Research

The researcher realizes that this is not the first study as there had been many other previous studies developed by different researchers. Those preceding findings will the researcher uses as references to support this research to get more valid and reliable theories. The followings are three different previous studies taken by the researcher as supplementary theories for this research.

1. A study conducted by Rapidli entitled "Evaluation of the Implementation of the 2013 Curriculum (Case Study in Madrasah IbtidaiyahNegeri 2, Bogor Regency⁴

This research applied qualitative descriptive which aims to evaluate the implementation of the 2013 Curriculum in Madrasah Ibtidaiyah Negeri 2 Bogor Regency. The curriculum implementation

⁴Rapidly," *Evaluation of Curriculum 2013 Implementation at Islamic State Elementary School in Bogor District in the Academic Year of 2018*.p. 21

components evaluated has included, (1) student conditions, (2) teacher conditions. The evaluation model used is the Stake Countenance Models evaluation, model. Evaluation is carried out by gathering information in the form of curriculum implementation component data to then be compared with standards from the Ministry of Education and Culture. The subjects of this study were the Principal of Madrasah, educators, students, parents of students. The instrument used is the observation sheet. Overproduction also occurs in the form of irregular plural nouns.

Furthermore, the mistake made by students is a disagreement between the subject and verb whether the subject is in the plural or vice versa. The next grammatical error that is usually done by students arises from the use of unlimited pronouns like "lots of money" The similarity of this research and the previous one is at least in two aspects. First, in the type of method used, the second study used descriptive qualitative as an approach. Second, research variables or focus is related to grammatical error analysis conducted by students. However, besides having similarities, previous research and this study have two differences; how to implement the 2013 curriculum process. In analyzing the 2013 curriculum implementation process, previous research applied the new curriculum learning process.

2. A Research conducted by Nina Sofiana entitled "English language teaching in secondary school: an analysis of the implementation of Indonesia ELT 2013 curriculum" this research determine the extent of the

implementation of the English language teaching 2013 curriculum in Indonesia on the aspect planning stage, teaching and learning process, and teaching assessment. It is a cross-sectional survey that uses quantitative and qualitative. The data are gathered from observation, interview, and documentation. The result showed that the planning stage conducted by the teacher was following the principles of the 2013 curriculum by taking into account the core competencies, basic competencies, graduate competency standards, materials and learning activities, the selection of learning strategies, and assessment.

The similarity of this research the previous research the Data is collected from questions, observations, interviews, and documentation. And this is research focused on the process of implementing the 2013 curriculum in English language learning by observation at MTs NW Sepakat.

3. A Research conducted by Dian Nasrul Munif entitled "Implementation 2013 curriculum in English language lesson state 9th Madiun."⁵ The aims of this study Wet to describe the qualitative based on curriculum 2013. Data sources used to include documents, information, place, and events or activities such as teaching and learning Indonesian in SMPN 9 Madiun, and the results of questionnaires to determine the perceptions of teachers regarding curriculum in 2013. Techniques of data collection are done

⁵Dian NasrulMunif, "*Implementasi kurikulum 2013 mata pelajaran bahasa inggris*", Desember 2015, p, 284.

through observation, interviews, document analysis, and questionnaires. Test the validity of data is done by triangulation. The result showed that the perception of teachers about the curriculum in 2013 is less good. It has an impact on the Manufacturer of instructional planning and implementation of learning. In the learning plan, it impacts on learning Activities that run less than maximum.

4. Thus, Vinsensia Riska Novita take the relevan study with tittle “The Implementation of Teachers’ Guidebook of 2013 Curriculum in Teaching English at SMPN 1 Bantul”. Novita in this research states that even though the implementation of 2013 curriculum is still in a controversy, the objectives of 2013 curriculum are for Indonesian better education. The teacher’s role is very necessary in the success of 2013 curriculum implementation. If the teacher implement it well, the students with real good quality will be created as the objectives of 2013 curriculum. The objective of this study is to know the implementation of 2013 curriculum by the English teacher and its barriers on the dimensions of teaching learning planning, process, and learning evaluation. The writer collected the data by using observation, interview, and documentation. The data was collected in January 2015 with the English teacher of grade X. The interview involved the English teacher, the principal, and the vice principal of curriculum. the documents are syllabus, lesson plans, and pictures. The research shows that the implementation of 2013 curriculum by the English teacher on the three dimensions has the barriers. The

barriers of the teaching learning planning affects the other two dimensions. The barriers are finding the right method and the right instrument of authentic assessment. They both are important to support the success of Core and Basic Competence realization in the learning.

5. Rumahlatu, and friends in their study with titled "An Analysis of the Readiness and Implementation of 2013 Curriculum in The WestPart of Seram District, Maluku Province, Indonesia" release that the changes of curriculum by government always generate pros and cons endlessly. Similarly, the implementation of 2013 Curriculum, which has been established by the government, makes most of the school educators throughout Indonesia including West Seram district try hard to implement the curriculum. Given that there are a lot schools in the West part of Seram District which are located in remote areas, it is necessary to analyze the readiness of the implementation of the 2013 curriculum in the west part of Seram district, Maluku province, Indonesia to determine the readiness of the students, teachers, and even schools in the implementation of 2013 curriculum. This is a descriptive research which focused on the readiness and implementation of the 2013 curriculum in elementary schools (SD/MI), junior high schools (SMP/MTS), and senior high schools (SMA/MA) at the west part of Seram district of Maluku province. The data were collected using a questionnaire containing seven indicators. The results of this research show that the students and the teachers in West part of Seram district regency are ready to implement the

2013 curriculum. Even, there have been some schools that have implemented the curriculum. However, there are still some inhibiting factors in the implementation of 2013 Curriculum in West part of Seram district namely the lack of handbooks for teachers and students, the mental readiness of teachers and students which are not yet optimally prepared, and the dissemination that has not reached all schools.

The similarity of this research with the previous researches is the discussion about the 2013 curriculum. However, for this research focus on the evaluation of how the teachers can more understanding the curriculum in implementation at school. Two matching aspects can be found between previous research and this research. First, the research method used in which both studies use qualitative methods. Second, focus on implementing an evaluation of the 2013 curriculum implementation of English lessons. However, there are differences in the two studies in which previous studies not only discussed the effectiveness of curriculum implementation but also the mistakes of teachers because they did not understand the 2013 curriculum themselves, while this study will solely discuss the mistakes made by teachers in teaching by the curriculum 2013.

F. Theoretical Bases

To prove this study is scientific research, and to compare the data that will be obtained through an interview, the researcher provides theories that will be described as follows:

1. Curriculum

a. The Definition of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of the race to reach the finish line.⁶

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.⁷

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

b. The Functions of Curriculum

As some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of the

⁶ Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2008), p. 77.

⁷ Wiles Bondi, *Curriculum Development*, (New York: Macmillan Publishing, 1989), p. 3.

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, the 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, the curriculum serves as a guide to assist in the implementation of the educational process at school.

2. Curriculum 2013

a. Definition of Curriculum 2013

The curriculum is the planned interaction of pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives.⁸In other definition, a curriculum is the total learning experience provided by a school. It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized. Indonesia's curriculum changes every decade.

This is caused by many factors such as the changes in society's needs, the new insight into the teaching-learning process, political issues, development of industry, and technology. The main aim of this

⁸ Ekawati, YuliaNur. "The Implementation of Curriculum 2013: A Case Study of English Teachers' Experience at SMA Lab School in Indonesia." English Language Learning Development 2016, p. 84-90.

change is to improve the quality of the teaching-learning process and learning design at school. According to some experts, the curriculum changes from time to time, both in Indonesia and in other countries, because the needs of people who every year are always evolving, and the demands of the times are likely to change. Curriculum development is considered as a determinant of the future of the nation. Therefore, a good curriculum will be expected to be implemented in Indonesia that will produce the nation's future bright child with implications for the progress of the nation.

Besides, Platt defines curriculum as an educational program which states the educational purpose of the program (the ends), the content teaching procedures and learning impression which will be necessary to achieve this purpose (the means), and some means of assessing whether or not the educational ends have been achieved. The curriculum, then, contains those aspects of program purposes, some learning materials which are arranged logically, learning experiences planned to change students' behavior, student experiences which they do and feel during the lesson, teaching procedures, and assessment or evaluation.

b. Regarding the Implementation of the Curriculum 2013

The government changes the curriculum in 2013, this school then implemented the 2013 curriculum only in grade X. The grade XI and XII still implemented KTSP. The English teachers were found to be

still confused about this new curriculum since they had not obtained the socialization of the 2013 curriculum⁹. They knew the curriculum based on the government letter, but they did not know the reality of implementation in making lesson plans, teaching methods as well as arranging an evaluation. On the other hand, the problems arise from the input of students who were not active. The ability of students was still far from being perfect. They still needed the teachers' guidance. It can be seen when the students had a discussion, solved the problems, or read some texts, they still needed the teacher explanation. They were also considered passive in a class.

Regarding the effectiveness of the 2013 curriculum implementation, data from observation and documents show that results categorized into three categorizations:

- a) Preparing Lesson Plan, the teacher made a lesson plan before their teaching. They designed the lesson plan to make the teaching-learning process easier. However, the lesson plan that teachers made was not appropriate to the 2013 curriculum. They stated that the lesson plan of the 2013 curriculum was so complicated. Since the complicated lesson plan, the teachers just prepared the teaching objectives and material in general. They did not make it completely.

⁹Suyanto, Slamet. "The implementation of the scientific approach through 5Ms of the revised curriculum 2013 in Indonesia." *Cakrawala Pendidikan* . 2018, P, 22-29.

- b) Applying the Steps of Teaching Learning Activities,” both teachers did not apply the scientific approach and inquiry-based learning (steps i.e. observing, questioning, gaining information, associating and communicating) as it is required by the 2013 curriculum. They only used several parts of these steps such as questioning and collecting information. They used teaching methods like Cooperative Learning Method, Direct Method, and Grammar Translation Method.
- c) Making Evaluation, of the 2013 curriculum tends to evaluate spiritual, social knowledge, and skills aspects. In evaluating behavior aspects. Teacher A said that valuing in the classroom was not effective because students may have pretended to be good in front of the teacher. No students would behave badly because they know that they would be evaluated. However, students were free outside the classroom and the teacher could not watch them all the time.

3. Characteristics of the 2013 Curriculum

The characteristics of the 2013 curriculum are as follows:

- a. Develop a balance between developing spiritual and social attitudes, curiosity, and creativity, collaboration with intellectual and psychomotor abilities.

It is important that in the implementation of the 2013 curriculum specifically learning in the classroom does not only develop

intellectual competence or knowledge alone. However, some psychomotor aspects or skills are balanced with spiritual and social attitudes as optimizing the function of students as whole human beings.

- b. Schools are part of the community that provides planned learning experiences where students apply what is learned in school to the community and utilize the community as a source of learning.

The important point is that learning is not only actions and activities in the classroom alone, but knowledge learned in schools consisting of knowledge, skills, and attitudes can be done is applied in real together with the community. And vice versa what happens in the community can be used as a source of learning.

- c. Develop attitudes, knowledge, and skills and apply them to various thoughts in schools and communities.

In this case, it is important to develop important aspects simultaneously, attitudes, knowledge, and skills. These three aspects can be developed in situations and conditions that exist in schools and communities.

- d. Give sufficient time to develop a variety of attitudes, knowledge, and skills.

The teacher does not argue in developing the intelligence aspects, knowledge, and skills together and not computational. The conformity of time needs each development is underdetermined by the

teacher in uniformity with the time determined by the government in the standard process. The competencies determined in the form of core competencies are detailed further in the basic competencies of the subjects.

There is something new about the 2013 curriculum which is related to competence in learning. Core competence (KI) is an overview of competencies in the fields of assessment, knowledge, and skills that students must learn for each level of school, class, and subject. While basic competencies (KD) are specific abilities that regulate attitudes, knowledge, and skills related to content or subject lessons.

- e. Class core competencies become an element of organizing basic competencies, where all basic competencies and learning processes are developed to achieve the competencies specified in the core competencies.
- f. Basic competencies are developed based on accumulative principles, mutually reinforcing (enriched), and enriched (enriched) between subjects and levels of education (horizontal and vertical organizations).

The rules of Permendikbud Appendix No.22 of 2016 concerning the standard assessment process of learning planning that is designed in the form of a syllabus and Learning Implementation Plan (RPP) that wins the Content Standards. Learning planning discusses learning

planning and preparation of media and learning resources, learning design, and learning scenarios. Preparation of syllabus, and lesson plans are adjusted using the learning used.

1) Syllabus

The syllabus has been prepared by the Ministry of Education and Culture. Teach to read and analyzed the syllabus. Analysis can be done on the suitability between IC, BC, and indicators on each theme. The analysis was conducted per the suitability of the material with the theme, and also the accuracy of the selection of learning activities, media, learning resources, following the material and theme discussed. The syllabus is a learning planning reference developed for each subject study material developed based on Graduates Competency Standards and Content Standards. The syllabus is used as a reference in developing lesson plans as follows:

- (1) School identity includes the name of the education unit and class.
- (2) Core competence.
- (3) Basic competence
- (4) Theme
- (5) Subject matter
- (6) Learning and assessment
- (7) Resource of study

2) Learning Implementation Planning (RPP)

Learning implementation planning (RPP) is a plan of learning activities prepared based on basic competencies or sub-themes carried out in one or more meetings. The lesson plan is developed from the syllabus to encourage learning activities in achieving basic competency (KD). Teachers in each education unit are required to compile complete and complex lesson plans so that learning runs interactive, inspiring, fun, challenging, efficient, motivate students to be active, and provides sufficient space for the initiative, creativity, and independence by their talents, interests, and developing physical as well as psychological learners.

4. The Implementation of the 2013 Curriculum

Implementation is a process of applying ideas, concepts, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values, and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is put something into effect. Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning.

The definitions above show the term, implementation leads to the activity, the action, the attempt, or the mechanism of a system. The phrase mechanism implies that the implementation is not just an activity, but an

activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case, is the curriculum.¹⁰

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of the 2003 year about the national education system that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

5. The Models of Evaluation Curriculum

1. Models of evaluation curriculum

This model evaluation is used based on theory and method psychology tests and experiments. Generally, psychology and psychometric test have two forms, that is the intelligence test to tended the measure of the result.

G. Research Method

1. Approach and type of Research

The research approach used in this research is qualitative descriptive sources of data that are used include archives or documents,

¹⁰Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, Jakarta: Ciputat Press, 2003, p, 31.

informants or informants, place, and activity or activities that contain the process of learning English in MTs NW Sepakat. In general, researchers have used observations on the implementation of learning, interviews with informants, and questionnaires used to collect data about teachers' perceptions meaning of the 2013 curriculum. Sampling technique, which is to take a purposive sampling and snowball sampling.¹¹ Data validity is data triangulation (source), theory triangulation, method triangulation, and researcher use. The data analysis technique was used in structural analysis and interactive model analysis (interactive analysis model) developed.

2. The Presence of Researcher

As the research is a qualitative study in which the data gained by going directly to the spot, the researcher got involved in collecting the data by interviewing the informants. Furthermore, the presence of the researcher was known by the informants as there was prior information of the conducted research.

3. Setting of Research

The research was conducted at the Islamic junior high school of NW Sepakat. A brief explanation regarding the setting of research was as follows:

a. Geographical area MTs NW Sepakat

MTs NW Sepakat, department of YPP Al-Ittihadiyah NW Sepakat in which is located at jln. Keruak, Lombok Tengah, NTB, Indonesia.

¹¹Sugiono, *Research Method*, Bandung: Penerbit Alfabeta, 2017,P, 15.

The building has been well established since November 2003.

Telephone 081915944533, Email: mts al-ittihadiyah nw sepakat.

b. Organization of MTs NW Sepakat department officials

1) Headmaster

Headmaster holds the most crucial role in developing English education and has the biggest responsibility to the teachers educating the students in MTs NW Sepakat.

2) Vice Headmaster

Vice Headmaster replaces temporarily any kind of agenda, work, etc. in which the headmaster cannot do as there are some other more important activities to do.

3) Staff/ TU

Staff plays a role to manage, to type, to register, and many more related to both students and teachers need.

4) Teachers

Lecturers act as the most responsible ones in transferring knowledge to the students, controlling the learning process, and creating an outstanding output of students.

5) Students

Students are the objects of the learning process in which they get, ask, and implement the insights transferred by lecturers.

Table 1.
List of the Unchanged Teachers at MTs NW Sepakat

Dzohri, S.pd	MTs NW Sepakat
Nirmala sari, S.pd	MTs NW Sepakat
Siti Rohmi, S.pd	MTs NW Sepakat
Nazri Sayuki, S.pd	MTs NW Sepakat
Fitriani, S.pd	MTs NW Sepakat
Abdul Hamid, S.pd	MTs NW Sepakat
Suhaili Salim, S.pd	MTs NW Sepakat
Murtawan, S.pd	MTs NW Sepakat
Siti Zohroh, S.pd	MTs NW Sepakat
Fathul bari, S.pd	MTs NW Sepakat
Siti Hawariah, S/pd	MTs NW Sepakat

4. Source of Data

1) Primary Data

Primary data is obtained through surveys, observations, experiments, questionnaires, personal interviews, etc. To obtain primary data in this study, researchers involved several grade II students of MTs NW Agreed as informants. They found it very difficult to learn to use the 2013 curriculum due to several factors that influenced it such as: difficulty understanding the content, examples, and language in the text. Other students said that in the learning process, teachers rarely use information technology in the learning

process and are rarely trained to conduct observations and practice questions. The researcher also interviewed two teachers who represented teachers who agreed and disagreed. The teachers who do not agree to be represented by the headmaster argue that this curriculum does not help teachers in teaching because of lack of manuals such as LKS and the material is not in accordance with the ability and thinking capacity of students and others. the deputy headmaster representing the agreed argued that this curriculum is very helpful for students in learning because in this curriculum teach students independently and hone their mental thinking and physique. this resource is relevant to this research to uncover the problems faced by students related to the implementation of the 2013 curriculum. In addition, the primary data the researchers collected was a problem for students in learning English subjects using the 2013 curriculum and their awareness. because there is no media and books. Secondary Data

Secondary data are data that are utilized as a supporting data primary¹². In this case, the researcher used not only the books but also journal articles, and thesis made by the prior researchers. All of the secondary data, the researcher obtained correlated, and not effective in learning using curriculum 2013 that teachers deficiency the media and books.

¹² Mellisa P. Johnston, PhD, *Secondary Data Analysis: A Method of Which the Time Has Come*, Qualitative and Quantitative Models in Libraries, 12, December 2013, p. 2.

5. The procedure of Data Collection

a. Data Analysis

Data analysis is interview as the instrument to analyze data from the second class students of English junior high school of NW Sepakat was conducted according to some steps below:

1) Data Reduction

Data reduction is the first step to analyze data was through data reduction. It could be defined as a method of reducing data from all categories of resources. Furthermore, data reduction aimed to group all of the data regarding the un effectively in learning and teaching students and teachers made and their awareness in using curriculum into some parts or commonly known as grouping which means to specify the very common data into some specific one.

2) Data Display

It is the next step of data analysis after reducing data. The function of the data display was to show data gained from the interview about the implementation curriculum 2013 was errors students and teachers committed when learning and teaching were running. Additionally, data obtained could only be displayed after the data were reduced.

3) Conclusion

After reducing and displaying data, the researcher then made a provisional conclusion and it was changed if the data were found not supporting, valid, and consistent when the researcher returned to the field.

6. The technique of Data Analysis

The data collection technique is the most strategic step in the research because the main goal of the research is to obtain the data. This activity requires a research instrument to obtain the data. In qualitative research, the researcher is an instrument of research. Qualitative researcher as a human instrument serves to fix the focus of research, selecting informants as a source of data, doing data collection, assessing the quality of data. Here there are the data collection techniques along with the research instruments used in this research:

a. Observation

In this research, the data are collected by doing an observation in the classrooms. According to Arikunto, observation is a technique of data collection that is done by conducting thorough research, as well as systematically recording.¹³ In observation activities, the researcher does not involve in the teaching-learning process which is done by the English teacher and his students. The researcher only observes and monitors. Besides, the researcher makes a recording as well. The

¹³ Imam Gunawan, *Metodologi Penelitian Kualitatif*, yogyakarta 2017, p , 143.

recording is useful to help the researcher in re-observing by herself before taking the conclusion. The research instrument used in the observation is a video recorder and the observation guideline related to the teaching-learning process and evaluation process following the 2013 curriculum.

b. Interview

The interview is a means of gaining the data of qualitative research.¹⁴ The purpose of the interview was to elicit data related to students' learning English subject and not effective because teachers do not understand the curriculum that researchers found and most of them realized that they confuse about how to teaching and learning using curriculum 2013.

Furthermore, the type of interview applied here was a structured interview in which the researcher prepared some questions that were given to the students during the interview. This technique of collecting the data was assumed to be the most appropriate way to gain data from students.

c. Documentation

One of the ways to determine the implementation of Curriculum 2013 by teachers is documentation. Documentation is one of the qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject.

¹⁴ Michael Coughlan, "Interviewing in Qualitative Research", International Journal of Therapy and Rehabilitation, Vol. 16, 2016. P 309.

Documents can provide information about the state, rules, discipline, and may provide clues about the style of leadership. The documents in question are the lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is by the syllabus and the principles of the 2013 Curriculum or not.

In conducting the interview, the researcher determined a topic that would be asked to the teachers in correlation with the focus of research particularly about the effectiveness of the implementation curriculum 2013.

1) Arrange the list of Interview Questions

The arrangement of the interview questions was based on 5 W (What, Who, When, Where, and Which) + 1H (How) Question words. It was started by asking for their names and so on.

2) Do the Interview

The interview was done in a good way without asking private questions from the interviewees and without any insistence from the researcher or others. It means that the interview was held in a good time and situation to gain more maximal and objective data.

3) Write the Report of Interview

The researcher wrote the report a week after interviewing because the researcher needed to learn the data that had been recorded. After that, the researcher wrote the data down on the paper, and

then the data were copied in a form of a written task. Thus, all data gained from the interview became the findings of this research.

7. Trustworthiness

To examine the validity of data gained from the interview, triangulation was used for this study. Triangulation itself as Glinner, cited in Paulien C. Meijer, Nico Verloop, and Douwe Beijaard, is defined as "a method of highest priority in determining internal validity in qualitative research."¹⁵ there are many types of triangulations, such triangulation by data type, triangulation by method, triangulation by a researcher, triangulation by theory, and triangulation by data sources¹⁶. However, as the researcher obtained the main data from the students as the informants, the triangulation used was triangulation by data sources.

According to Miles and Huberman as cited in Paulien C. Meijer, Nico Verloop, and Douwe Beijaard⁶⁸ Triangulation by Data Source aimed at examining data from different people, or at different times or from a different place as well to see whether the data has correlation or even contradiction each other. Concerning this research, the purpose of using this triangulation was to compare the data gained from different sources consisting of 9 different informants in this case the second class students of MTs NW Sepakat. Thus, by reviewing all data obtained, it could be seen whether the data are valid or not.

¹⁵ Paulien C. Meijer, Nico Verloop, and Douwe Beijaard, "Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity" *Quality & Quantity*, Vol. 34, 2002, p, 145.

¹⁶ *Ibid*

H. Organization of the Discussion

Chapter I Introduction

This chapter consisted of a background of research, statement of problem, objective and significance of the research, scope of research, review of previous research, theoretical bases, research method, and systematical of the discussion. Particularly for the research method, there are some branches such as the approach and type of research, the presence of the researcher, setting of research, source of data, the procedure of data collection, the technique of data analysis, and trustworthiness.

Chapter II Data Display and Findings

This part of the thesis encompasses data display and findings of the researcher after conducting the research.

Chapter III Discussion

This chapter discusses in detail all explanations about the data display and findings. Furthermore, the explanation particularly talks about the implementation of curriculum 2013 in English subject.

Chapter IV Conclusion and Suggestion

This last chapter contains a conclusion and suggestion or recommendation. The conclusion briefly explains the whole research findings which correlated with the statement of the problem. The conclusion was gained based on the result of analyzing the data explained in the previous chapter.

CHAPTER II

DATA DISPLAY AND FINDINGS

A. The Teachers' Perception of the implementation of curriculum 2013

Studies on perception and belief in language teaching and learning have long been explored by many researchers and many have written about the role of perception in the teaching and learning of foreign languages as it impacts the behavior of teachers and learners. Perceptions and beliefs also influence the way teachers view policies and may act in accordance with the intended policies. As a newly implemented curriculum, the policies or regulations intended behind implementation often result in discrepancies due to the viewing and receiving process even described curriculum policy as a 'black box' of challenges, complexities, and potential relationships that were not aligned with his practice¹. For the newly implemented curriculum, K-13 is perceived by teachers in three broad perspectives, namely:

1. The view of practicality
2. Learning activities
3. Learning materials

From these three areas of the policy the major idea about the Teacher's Perception of K-13 with English subject practice in learning to teach.

After carefully studying the teachers' perception and interpretation

¹ Bates, R. J. *An Anarchy of Cultures: Teacher Education in New Times*. Asia-Pacific Journal of Teacher Education 2005, Vol. 33, p. . 231

regarding some concept of the conflicting case that highlighted the change in K-13, and as to this point still was not clear whether the responses made by the teachers based on what they know, or what they believe, or what they believe they know, then the researcher decided to conclude two major findings. The two major findings in this chapter refer to the teachers' perception and interpretation of K-13 in learning and teaching based on their knowledge and experiences in their schools as the target K-13 implementation.

The concept of the perception and interpretation in this research was the combination of what the teachers believe, what the teachers know, what the teachers believe that they know and what was happening in their mind when they received the stimulus, and what they described was regarded as their interpretation, and therefore, all the teachers' perception and interpretations were considered to be subjective. The conclusion is: first, the teachers seemed to positively perceive and accept the curriculum change only if their knowledge. Moreover, the teacher's workload in administrative matters of the teaching and learning preparation should be reduced to a lower level. To support the government should provide a detailed curriculum guideline that allows teachers to implement the curriculum in their daily teaching and learning English subject that significantly shows an impact on learners' behavioral change. Second, the teachers tend to show their lack of subject matter knowledge. Had shown a holistic understanding of general concepts but

remain partial in procedural knowledge and on some new complex procedures grounded in teaching.¹⁸

This is the questionnaire of teachers perception in teaching English using the 2013 curriculum:

1. Do you find it difficult to teach English?
 - a. Yes
 - b. No √

2. do you find it difficult to teach using the 2013 curriculum?
 - a. Yes √
 - b. no

3. Do English material accompanied by easy-to-understand conversations?
 - a. Yes √
 - b. no

4. whether students find it difficult to learn using the 2013 curriculum?
 - a. Yes
 - c. No √

5. whether the materials taught from the 2013 curriculum are in accordance with the students'?
 - a. yes
 - b. no √

¹⁸ Michael J. Richardson." *Six principles for an embodied-embedded approach to behavior*" Ecological psychology, 2010. P, 27.

Table 2
. Teachers' Perception for the 2013 curriculum

Questions	Yes	No	Total
DO The implementation of 2013 Curriculum can be helped the teachers in teaching?	40%	60%	100%

For this question, almost all of the teacher (60%) at MTs NW Sepakat said that disagree to the 2013 curriculum being implementing and 40% is agree, the total number of the teacher's at MTs NW Sepakat. It is clear that most the teachers' disagree that the 2013 curriculum is effective and build the students' characters.

Table 3
Teachers' Perception Towards The Readiness of The 2013 Curriculum.

Question	Yes	No	Total
The contents of the book describe demands of the competency domains of attitudes, knowledge, and skills written in the 2013 curriculum document	40%	60%	100%

For references and books, 60% of teachers stated that the reference and the 2013 book series were largely unrelated to the demands of knowledge and skill attitudes but teachers had to adjust to it, 40% said well and agreed.

B. Teachers' Problems In Implementation the 2013 curriculum

One major point to be discussed in this part was the main finding on the implementation of the K-13 in English teaching. In implementing the K-13, the teachers were found to be entangled in some old practices and traditional view of learning and seemed to implement the curriculum incomprehensively with several deviations in the three levels of implementation:

1. Teaching Plans

In the teaching plan, the teachers were only required to design their lesson plans based on principles set by the authoritative government. The syllabus and learning materials that were designed and developed by the teachers in the former school based on curriculum had been taken over by the government. This reassignment was aimed to minimize the teachers' administrative tasks and it was expected that the teachers could focus more on teaching English subjects in classrooms. However, in drawing up the lesson plan, teachers in MTs still have difficulty because K13 feels that there is too much to prepare. They found the learning plan at K13 very difficult and complicated.

2. Teaching Process

In the teaching process, the teachers also seemed to be dominant and controlling. In many parts, the teachers used Bahasa Indonesia at most, and very few efforts were made to use English in teaching. The

class situation commonly quiet and enrichment indicators were developed that aimed to help the fast learners achieve on the target competence. The type of desk used in the typical classrooms also contributed to the problems in the teaching and learning process. As it was a type of longer desk, it usually took time to rearrange for certain activities. Also, the lockers for students and secured bookcase to keep the student's portfolios were not available. The thing to underline here with regards to the K-13 implementation was the need for relevant learning and teaching facility to support the process.

3. Assessment process

In the assessment process, the teachers seemed to partially implement the authentic assessment as the class size was quite large. K-13 had recommended the use of various types of authentic assessments such as performance assessment, attitudinal assessment, and self-assessment. Changing the Teacher's perspective and mindset from the old or traditional view of English language teaching in classrooms to the new or modern pedagogic dimension would be a successful implementation of K-13.

Although a big portion of the teachers' administrative workloads had been covered by the government, the teacher was still reluctant to design lesson plans on their own as the single task of administrative work left to teachers.

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CHAPTER III

DISCUSSION

A. What is the English teacher's perception of the implementation of the 2013 curriculum in teaching and learning

Perception is the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Teachers' perceptions regarding a new curriculum are essential to be investigated since it has a big impact on the educational process. Understanding the significance of a new curriculum is the first thing that the teacher should do. It enables the teacher to respond to the change of a new curriculum professionally. However, the curriculum changed is not easy it automatically will give real impacts on the teachers who are expected to take up the challenge of the new curriculum. Sometimes, it is often not supported by socializing the projects to teachers maximally which enables them to have incomplete thought and understanding toward the essence of the curriculum. There are three indicators of teachers' perception of curriculum 2013 that is:

1. Teachers' Knowledge of Curriculum 2013

Some of the teachers in this research had not good understanding of the 2013 curriculum. Their knowledge and our curriculum 2013 was quite close to the basic principles of the 2013 curriculum. Both of them thought that had objective and make students not active and become a

bad character of the students as knowledge and skill. The students were not only smart but also have a good attitude. The description of teachers' knowledge can be seen as follow:

a. Teacher A

"I think that curriculum 2013 is better than KTSP because curriculum 2013 is more complete. The steps of teaching activities are clear. For me, teaching by using curriculum 2013 is fun because the children are more active in the classrooms".

b. "I think the 2013 curriculum is referred to character based on the curriculum. Well, I think that's good as long as the methods and activities really can be improved in class".

According to the researcher, strong emotion often warps perception. Someone's emotion also affects his/her perception. It can be that the B teacher had negative emotions since he felt unsatisfied with the implementation of the 2013 curriculum. However, he could manage his negative feeling by finding a solution to overcome the weakness. He changed the technique in teaching based on the class condition.

2. Teachers Behavior

a. Teaching approach

Some teachers did not always implement a scientific approach in the teaching and learning process because of limited time. Both of the teachers made an effort to apply a scientific approach. To

overcome this problem both teachers decided to continue the rest of the scientific approach steps in the next meeting.

Teacher A, "I wish I can always use a scientific approach. In the beginning, I apply a scientific approach but later to enhance students understanding I use the teacher center to discuss the material deeply."

Teacher B, Not yet, but I try to apply the 5 steps of the scientific approach. Though, sometimes there are some obstacles. The main problem is the time, the time is not enough."

3. Conditions of infrastructure

The condition of facilities and infrastructure includes the condition of the classroom with its completeness, the condition of the library space, and the condition of the teaching aids / learning media (laboratories). As a result of the condition of facilities and infrastructure, in line with the research conducted on the Implementation of 2013 Curriculum in piloting schools or schools that are pioneers in the implementation of the curriculum as well as independent implementers, it is necessary to conduct evaluations to maintain consistency in achieving the curriculum objectives themselves. This study aims to evaluate the implementation of the 2013 Curriculum in independent implementing schools which include (1) Readiness of implementation; (2) Learning learning and evaluation processes, (3) results of implementation; and (4) the level of successful

implementation. The evaluation method used in this study is the Count Stake model which divides curriculum components in the observation matrix and consideration matrix which includes antecedent, transaction, and stage outcomes. The results showed that the preliminary stage or implementation readiness included the readiness of teachers, books, infrastructure, and learning plans very well, the process stage which included very good learning and evaluation activities, and implementation results which included responses students and learning outcomes are also very good. Implementation of the 2013 Curriculum in independent implementing schools can run very well and get support in meeting national education standards.

B. The teacher's problems of the implementation of the 2013 curriculum in teaching and learning English?

Before I did my research I interviewed two teachers in school that is headmaster and vice hadmaster, many teachers still do not understand and how to implement the curriculum 2013. Some of the obstacles experienced by teachers in teaching such as: teachers are not involved in the creation of curriculum 2013, many teachers do not have mental readiness, and teachers misunderstand so much that it is lacking in providing explanations.

The research showed that English teachers' in four private categories at MTs NW Sepakat have some problems in implementing the 2013 curriculum. The problems are influenced by the teachers themselves,

students', and conditions of school. It is then categorized into three aspects.

1. Preparing Lesson Plan

There two of the teachers agreed that preparing lesson plan before teaching and learning process is important. They can prepare the objectives and materials of lesson effectively. The materials arranged are based on objectives of learning. Through lesson plan, they are also able to arrange the learning activities systematically based on scientific approach in the 2013 curriculum.

The first teacher prepared detail lesson plan in every teaching. The teacher arranged one lesson plan for two meetings. The objectives of learning are developed from the goal (basic competencies) stated in syllabus. After that, the teachers prepared materials based on objectives and lesson and took the materials from the government book and some other references from exercise book (LKS) and internet. The problems, in addition, came up as the books are less available. And then the teachers duplicated by copying the books and students should spend some money to pay it. Another problem came when the teachers decided the method of teaching to combine with scientific approach since the students are quite passive. The students are really shy to speak and regard that English is difficult subject.

Based on the result above, it can be concluded that the teachers' problem in preparing lesson plan is caused by the teacher's readiness.

The teachers stated that no time to prepare detailed lesson plan since it is very complicated. They got difficulty in identifying and arranging learning objective, indicators, material, method of teaching, learning activities and evaluation.

However, without detail lesson plan, those teacher used government book as a guidance in their teaching and sometimes they made draft or outline about their teaching planning in general.

The solution of this problem is that teachers need to refresh their teaching competences especially about making lesson plan in any kind of workshop held by teacher team (MGMP) or socialization through Forum Group Discussion (FGD). It is as preparing lesson plan helps teachers to organize the objectives, material, learning activities and evaluation effectively.

2. Implementing the steps of teaching and learning activities (scientific approach)

To evaluate the problem of teachers in implementing the steps of teaching and learning activities, the researchers asked the following questions that contained the teacher's understanding in scientific approaches, the application of scientific approaches, and student responses.. The result for interview can be seen in table 4.

Table.4
Result Interview of Applying Scientific Approach

Questions	Aspect	Teacher 1	Teacher 2
Do you arrange the learning activities based on scientific approach?	Applying the steps of teaching learning activities (Scientific Approach)	Yes	Yes
Do you apply all steps of scientific approach?		Not all steps	No
Are your students' interested on your teaching?		Yes	Yes
		Not all students	No

Based on the result above, it can be concluded that teachers understand the principles of scientific approach and the basic concept of 2013 curriculum (based on learning, project-based learning, discovery-learning, problem-based learning and task-based learning) but in terms of implementing this concept, they did not apply it since the students were quite passive in the classroom. They were shy, afraid, and not confidence. They also regarded that English is difficult. Another problem in applying this approach was teachers could not

apply students-centred learning since students still depend on their teacher a lot. This is, of course, becoming the challenges for teachers making students to be active. Therefore, teachers' and government need to take consideration for the schools which have low input of competences in order to implementing not only limited on scientific approach but also other approaches in other there are various method of teaching.

3. Preparing Media

In preparing media, the result showed that all teachers' used media of pictures in their teaching. They explained that pictures are kind of media which is easy to get and interesting, thus students' can understand the material. However, the media of LCD, video, and power point did not used since the limitation of facilities those school have. the result of teachers problem in preparing media are following:

Table. 5
Preparing Media

Question	Aspect	Teacher 1	Teacher 2
Do you prepare the media of teaching and learning?	Preparing media	Yes	No
Do you used a pictures		Yes	Yes
Do you use the media of power point, video,		Yes Sometimes	No

LCD, and internet?			
Do you use government books (LKS)		Yes	Yes

From the table above, the first and third teachers prepared media before their teaching. With the problem in facilities, they tried to use media such as pictures and video. They sometimes used LCD because it was not provided in every class. Other teachers also prepared media of picture in their teaching. This is therefore needed a solution by stakeholders (school and government) to provide additional budget in supporting school facilities especially in applying this curriculum. The limitation of government books also becomes the problem. To overcome this problem, students should copy the book.

4. Disadvantages of curriculum evaluation 2013

The 2013 curriculum received a lot of debate because it has shortcomings and advantages that result in the teaching and learning process not running in accordance with student expectations. therefore, many opinions about the 2013 curriculum are related to the substance of the main content that can support and facilitate students in learning. The explanation of its shortcomings and advantages is as follows: . These weaknesses are caused by various factors. Starting from the teacher's lack of competence, the learning material factor for students

to the factors of school institutions and government. Here are some of the weaknesses of this curriculum.

a. Teachers Not Involved in Curriculum Creation 2013

The first drawback is that teachers are less likely to be involved in the curriculum creation process. While teachers are parties that interact directly with the learners. So, it would be better for the curriculum to be compiled involving the role of teachers. Thus, the result will be maximum in accordance with the condition of the field.

b. Many Schools Are Still Implementing Conventional KBM

In addition, the weakness of the 2013 curriculum is that there are still many schools or educational institutions that implement conventional teaching and learning activities. While conventional KBM should not have been applied in this curriculum. Curriculum 2013 requires new and innovative learning methods and concepts as the times evolve.

c. The Number of Teachers Who Do Not Have Mental Readiness

Another drawback of this curriculum is the number of teachers who are still not mentally ready to face this new curriculum. One of the reasons is because of the lack of competence and capacity of teachers in providing teaching. Thus, the achievements of this curriculum became hampered. Therefore, special training and guidance is needed for all teachers.

d. Teachers Misunderstood so As to Give Less Explanation

In addition to some of the weaknesses mentioned above, there are still further weaknesses that require evaluation and improvement. That is, the number of teachers is not right in understanding the concept of this curriculum. Thus, teachers do not provide material explanations because they are too focused on the concept of active and independent learning offered by this curriculum.

e. In Arranging Rpp Teachers Less Creative

Further, the weakness of this curriculum is also characterized by the number of teachers who are less creative in the preparation of RPP. In fact, RPP here greatly affects the learning outcomes. The better the RPP is made, the more the learning outcomes will also be maximal. Again this is due to the ability and quality of teachers who are still lacking.

f. Too Much Student-Must-Master Material

The next drawback that the 2013 curriculum has is the too much material given to students. In fact, many consider that there are some learning materials that are too heavy for such an age. Thus, the student's learning burden becomes bigger and heavier. And this will have an impact on over tertinggalning low-skilled students.

g. Schools Are Less Independent in Addressing the Existing Curriculum

In addition, the 2013 curriculum also has its own weaknesses in terms of the independence of the institution. If the previous curriculum of the school is very independent and can determine its own curriculum, then in this 2013 curriculum all teaching materials and curriculum must follow the center. This causes schools to be less able to actively shape the characteristics of institutions.

Some of the shortcomings of the 2013 curriculum above show that there are many sides that need to be improved from this curriculum. So, from year to year it will be better and more effective. Institutions must be active in making creations and innovations so that their schools are more advanced and not left behind.

5. The advantages of this 2013 curriculum

The advantages of 2013 curriculum are as follows:

a. Emphasize Character Education More

The first advantage of the 2013 curriculum is the opportunity for educational institutions to be more maximal in shaping the character of learners. Interestingly, efforts to build character and also noble ethics are emphasized in all existing study programs.

Thus, allowing the character of the nation's children to be increasingly formed.

b. Enabling Students to Be More Active, Innovative and Creative

In addition to facilitating the character building process, the 2013 curriculum also has the advantage of encouraging students to be more active.

c. Be More Responsive to Existing Social Phenomena

Not only that, another advantage of the 2013 curriculum is that it can make students responsive in many ways. Learners will be taught to be more independent and responsive in various social phenomena.

d. Assessment Process Conducted From All Aspects

Another interesting advantage of the 2013 curriculum is the comprehensive assessment process. If in the previous curriculum the assessment is only done from the intellectual side of the students.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research and the discussion, the conclusions are as bellow:

1. The teachers' perception of the implementation 2013 curriculum in teaching learning is negative because, teachers' still misinterpreted and the existence of this curriculum will facilitate it in teaching and making (RPP) but instead teachers' find difficult because of the lack of understanding. The teachers' are not thoroughly understand because in this curriculum the teachers' as a facilitator however, the happen is teacher not conduct the students' and just offer the task without the colleague. Thus, it is clear that most the teachers' disagree that the 2013 curriculum is effective and build the students' character.
2. There problems that the teachers' face in implementing the 2013 curriculum. In drawing up the lesson plan, the teachers' in MTs, still have difficulty because K13 feels that there is too much to prepare. They found the learning plan at K13 very difficult and complicated. The implementation of 2013 curriculum in teaching activities face a problem in which the facilities of learning activities at school is still far from the relevant learning and teaching facility to support the process based on the curriculum standard. The implementation of

2013 curriculum especially in the assessment step of teaching and learning process has a problem. The problem which is the teacher still reluctant to design lesson plans on their own as the single task of administrative work left to teachers.

B. Suggestions

1. Teachers

Teachers have to improve the competence, methods, and perception in teaching because the teacher must creatively make students interested in the materials.

2. Students

Students must be more prepared for themselves to face the curriculum 2013 and students have to creatively in learning the materials become teaching and learning started.

3. Researchers

For the next researcher are suggested to find out the problem of teaching and learning using curriculum 2013.

4. Schools

For the next we hope that school more providing the facilities and infrastructure,

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APPENDIXES

Interview Questionnaires

1. What is your perception about the 2013 curriculum
2. What are your difficulties in implementing the 2013 curriculum
3. Do you find it difficult to teach English by using the 2013 curriculum? Why do you think like that?
4. Do you find it difficult to teach using the 2013 curriculum?
5. Is english material accompanied by 2013 curriculum easy-to-understand? Why do you think like that?
6. Is your perception due to the students find the difficulties to learn by using the 2013 curriculum text book? Why is it?
7. Whether the materials taught from the 2013 curriculum are in accordance with the learning facilities at school?
8. Do you find any problem in the teaching plans by using 2013 curriculum?
9. What are the problem you find in the teaching planning?
10. Do you find any problem in the teaching activities by using 2013 curriculum?
11. What are the problem you find in the teaching activities?
12. Do you find any problem in the teaching assesment by using 2013 curriculum?
13. What are the problem you find in the teaching assesment?

The Answer of The Research Subject (Teacher)

Muhamad Hepni Zohri, S. Pd

Siti Dzahrah, S. Pd

1. What is your perception about the 2013 curriculum?

My perception on this curriculum is positive, but it still difficult to implement.

2. What are your difficulties in implementing the 2013 curriculum?

The difficulties I find in using this curriculum when teaching are:

- a. I am still feel difficult to make the lesson plan
- b. I am still feel difficult in doing the teaching activities
- c. I am still feel difficult in assessing the students

3. Is English material accompanied by 2013 curriculum easy-to-understand?

Why do you think like that?

The material accompanied by the 2013 curriculum is difficult to understand by the students, because the material is not detail, so if I am not creative in delivering the material the students will not understand.

4. Is your perception due to the students find the difficulties to learn by using the 2013 curriculum text book? Why is it?

Yes, the students feel difficult to understand the book of 2013 curriculum, because the book do not elaborate the core substance of material.

5. Whether the materials taught from the 2013 curriculum are in accordance with the learning facilities at school?

No, because the facilities at school is till lack of standard needed by the curriculum.

6. Do you find any problem in the teaching plans by using 2013 curriculum?

Yes i do. I feel difficelt to make the teaching plans because of less understanding it.

7. Do you find any problem in the teaching activities by using 2013 curriculum?

Yes i do. I feel difficult, because the facilities at school is till lack of standard needed by the curriculum, as i said before.

8. Do you find any problem in the teaching assesement by using 2013 curriculum?

Yes i do. i feel confuse to design lesson plans by my self as the single task of administrative work left to me.



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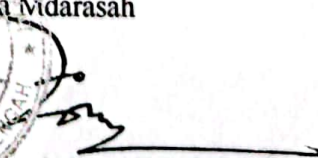
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Presented to State Islamic University of Mataram
to fulfill the requirement for the attainment the degree of
Sarjana in English Language Education



By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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Perihal : Permohonan Rekomendasi Penelitian

2. **Menimbang :**

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : **M. MURDAYAN SYAH**
Alamat : Sepakat RT. 000 RW. 000 Kel/Desa Ganti Kec. Praya Timur Kab. Lombok Tengah, No Identitas 5202061006970003, No Tlpn. 087815386426
Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul : **THE EVALUATION OF 2013 CURRICULUM IMPLEMENTATION ON ENGLISH SUBJECT AT ISLAMIC JUNIOR HIGH SCHOOL OF NW SEPAKAT IN ACADEMIC YEAR 2020/2021**
Lokasi : MTs. NW Sepakat
Jumlah Peserta : 1 (satu) Orang
Lamanya : September s/d Nopember 2020
Status Penelitian : Baru

3. **Hal-hal yang harus ditaati oleh Peneliti :**

- a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
- c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
- d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 18 September 2020
An. Pk. Kepala Badan Kesatuan Bangsa dan Politik Dalam Negeri Provinsi NTB



Tembusan disampaikan Kepada Yth:

1. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Provinsi NTB di Mataram
2. Bupati Lombok Tengah Cq. Ka. Kesbangpol Kab. Lombok Tengah di Tempat
3. Kepala Kantor Kementerian Agama Kab. Lombok Tengah di Tempat
4. Kepala Sekolah MTs. NW Sepakat Kab. Lombok Tengah di Tempat
5. Yang bersangkutan
6. Arsip