

**THE IMPLEMENTATION OF K13 BY THE ENGLISH
TEACHER AT THE 10TH GRADE OF SMA NEGERI 1 BELO
BIMA IN ACADEMIC YEAR 2018/2019**

A THESIS



**Presented as A Partial Fulfillment of the Requirements
for the Bachelor Degree of Education
English Language Teaching**

By

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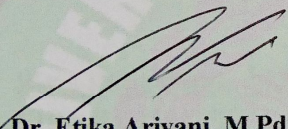
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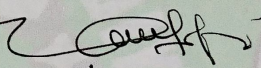
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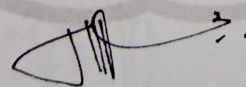
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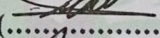
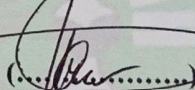
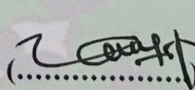
ACCEPTANCE
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MOTTO

Actually, after difficulty there is ease

(Qs: Al Insyirah: 94)

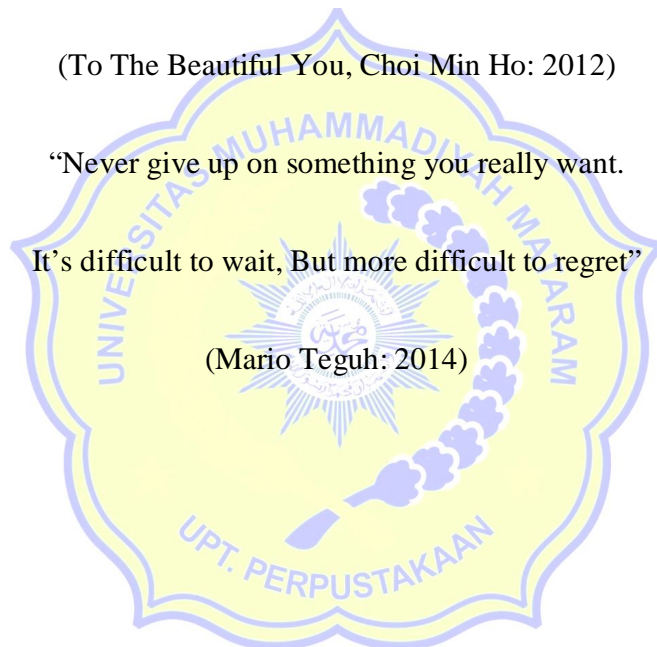
“A Miracle Is Another Name Of An Effort”

(To The Beautiful You, Choi Min Ho: 2012)

“Never give up on something you really want.

It’s difficult to wait, But more difficult to regret”

(Mario Teguh: 2014)



DEDICATION

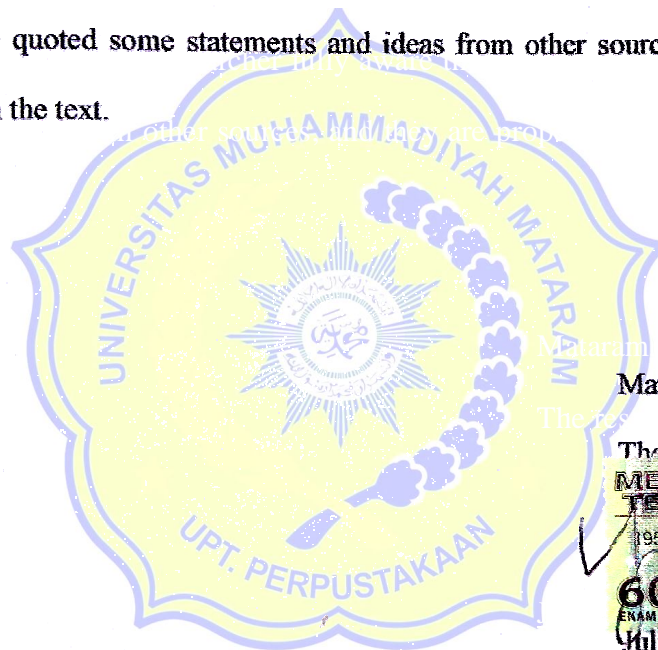
This paper is dedicated to all people who always pray and give support to the researcher in finishing this paper for my success. They are:

1. My beloved father (Mr. Ahamid) and my mother (Mrs. Halimah) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
2. My lovely sister (Mei Lani Suci Yati), Cousin and Big Family Thanks for you love, help, support, pray and advice, so I am better than before.
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5. My little friend (Rifky diniyah) thanks for support and helping me.
6. My beloved friends class A thanks for support me while finishing this thesis
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love you so much.
8. My beloved Almamater Universitas Muhammadiyah Mataram.

DECLARATION

I hereby certify that this thesis entitled “The Implementation Of K13 By The English Teacher At The 10th Grade Of SMA Negeri 1 Belo Bima In Academic Year 2018/2019 (a qualitative program teaching learning planning, process, evaluation study at the class X5 in SMAN 1 BELO in Academic Year 2018/ 2019)” is completely my own work. Researcher fully aware that researcher have quoted some statements and ideas from other sources, and they are properly acknowledged in the text.



Mataram, August 2019

The researcher



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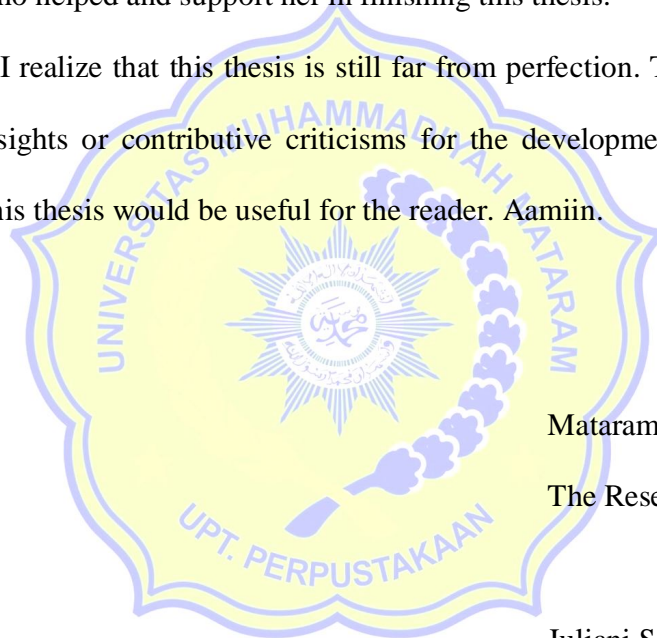
ACKNOWLEDGEMENT

By saying Alhamdulillahirobil Alamin, the researcher says thank to ALLAH SWT for his blessing and merciful so that the research can finish this thesis “The Implementation of K13 by the English Teacher at the 10th Grade of SMAN 1 Belo Bima in Academic Year 2018/2019”. Shalawat and salam to the great messenger Muhammad SAW, who has succeed to bring us out from the darkness to the lightness. The process of this thesis was not easy, there were many people gave positive contribution. The researches would like to express sincerest gratitude to:

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10. Everyone who helped and support her in finishing this thesis.

Finally, I realize that this thesis is still far from perfection. Therefore I really need the insights or contributive criticisms for the development of this thesis. Hopefully this thesis would be useful for the reader. Aamiin.



Mataram, August 2019

The Researcher

Juliani Santoso
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ABSTRACT

Santoso, Juliani. 2019, *The Implementation of K13 By The English Teacher at the 10th Grade of SMAN 1 Belo Bima in Academic Year 2018/2019*.

Undergraduate Thesis of Faculty Teacher Training and Education English Program Muhammadiyah University of Mataram. Advisors: 1) Dr. Etika Ariyani, S.Pd., M.Pd, 2) Muhammad Hudri, M.Pd

Even though the implementation of 2013 curriculum is still in a controversy, the objectives of 2013 curriculum are for Indonesian better education. The objective of this study is to know the implementation of 2013 curriculum by the English teacher on the dimensions of teaching learning planning, process, and learning evaluation. The researcher collected the data by using observation, interview, and documentation. The data was collected in June 2019 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 results of this study are as follows, the implementation of the k13 in teaching and learning activities in English at SMAN 1 Belo Bima has not entirely gone well. The teacher has not yet fully implemented the scientific approach and authentic assessment. This is due to the teacher's understanding of the curriculum which still lacking and their teaching time limitation. In the learning process by applying the K13, English teacher face several difficulties. There are still students who have low motivation to learn, and different teacher abilities for understanding the K13 and teacher English makes various efforts to overcome the difficulties it faces.

Keywords: 2013 Curriculum

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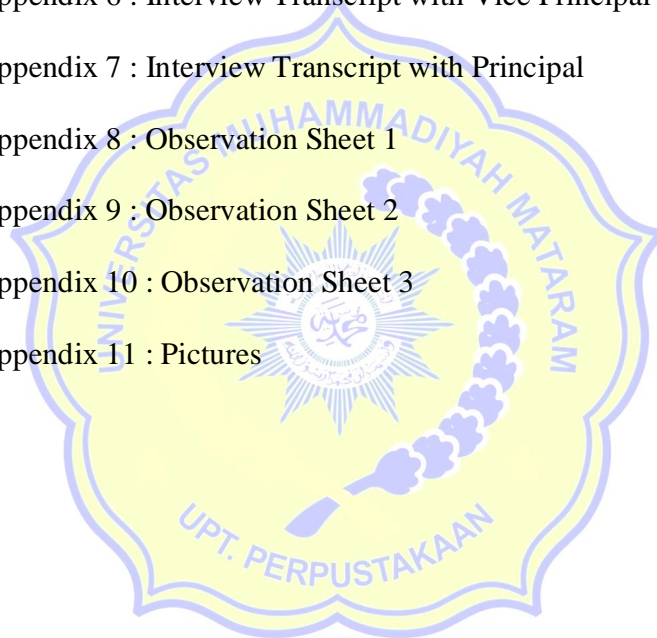
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CHAPTER I

INTRODUCTION

1.1 Background of the study

Education is essential for human's life. Education is a process of learning for students to have an understanding of something and make it a critical human in thinking. School provides values that will help and guide people in living their lives. We might not imagine the difference between past and present human life without education. Education in Indonesia has developed time by time. This is due to follow and to adapt to the change of era and technological advancement. At school, learning is directed through the teachings the goals of the changes can be achieved as desired.

School as a formal educational institution, systematic has planned various environments, namely the educational environment, which provides multiple opportunities for students to gain educational experience in order to encourage student's growth and development. The situation is organized into the curriculum, which has an essential role in determining the output quality is the curriculum.

A curriculum is an educational tool that is an answer to the needs and challenges of society. This is students' planned interaction with teaching content, materials, resources, and processes for evaluating the achievement of educational goals. That is why every teacher must understand and must follow the current curriculum before planning and developing. The curriculum is

frequently changed after an evaluation of the curriculum. The curriculum change is done to make the future of national education better.

The curriculum change is a natural process that happens and should happen as stated by “Oliva (2004) "Curriculum change is inevitable and desire.” The development of science and technology, the needs of society, the progress of time, and the new government policy led to the curriculum should be changed” The curriculum must be replaced entirely too.

The curriculum also changes when the emphasis is shifted. Changes in the curriculum also occur when a new vision of the learning process comes. So, the forms of curriculum appear, such as activity or experience curriculum, programmed instruction, teaching module, and so on. Change in society, science explosion, and others require the curriculum change. It is because the last curriculum is no longer relevant. Thus, the curriculum change becomes a common thing in many countries.

The curriculum in Indonesia has been changed and developed many times. Nowadays, The Ministry of Education and Culture has altered the previous curriculum—*Kurikulum Tingkat Satuan Pendidikan* (School-Based Curriculum (SBC) 2006) with the new one called K13 (henceforth, K13). The existence of K13 becomes great attention and leads to controversy for most people because some people regard K13 is not ready to implement.

However, the curriculum change, especially K13, is purposed to reach a better education system. The implementation of K13 will run well with the support of Educator/educator's staff. The values of K13 will be conveyed through them.

In the implementation of K13, there are three related dimensions, and they cannot be separated from one another. They are planning, teaching-learning process, and learning evaluation. The plan will establish the materials that will be thought, the media that will be chosen, and the methods that will be used in the teaching-learning process. In such a way, the evaluation procedures used to find out the product of teaching-learning process and student achievement. As one of the schools in BELO BIMA which implements K13, SMAN 1 BELO BIMA obviously supports the English teachers to implement the curriculum. The supports provided by the school from various aspects, namely pedagogic competence, academic competence, social competition, and leadership competencies. Moreover, in K13, English subject in senior high school is broken down into two different subject groups. The groups are a compulsory subject and the specialization subject.

Although the English teachers get supports from school in many aspects, the implementation of K13 in English teaching-learning is not entirely perfect. The English teachers of 10th Grade that already implement K13 earlier than the English teachers of 10th Grade needs to work harder to

implement it well and correctly. Implementing K13 is not easy for them to do such a researcher.

Based on the researcher observation at SMAN 1 BELO BIMA in academic year 2018/2019, the researcher found problem in the implementation of the K13, The objectives of K13 are for the better system of the application K13 the education in Indonesia. The teacher's role is essential to reach the success fullness of K13 implementation. The students get high quality if the teacher implementation it well created as the purpose of K13.

Consider all the problems mentioned above, and this thesis is intended to convey how is implementation K13 by the English teachers of 10th Grade at SMAN 1 BELO BIMA. Starting from how they plan and do the English teaching-learning process until how they evaluate K13.

1.2 Research Question

Based on the background of the research above, the researcher formulates to the problem and follows "How is the implementation of K13 by the English teacher especially, in the dimension of planning, process, and evaluation at the 10th Grade of SMAN 1 BELO BIMA Academic Year 2018 /2019?"

1.3 Objective of the Study

The objective of the research are as follow “To describe the implementation of K13 by the English teacher, especially in the dimension of planning, process, and evaluation at the 10th Grade of SMAN 1 BELO BIMA in Academic Year 2018/2019”

1.4 Scope of the Study

As a qualitative study, this research has a limitation. This research focuses on the implementation K13 in lesson plan by English teachers of 10th Grade at SMAN 1 BELO BIMA in the academic year of 2018/2019. The implementation of K13 in lesson plan by English teachers, which discussed in this research is broken down into three dimensions, are; planning, process, and evaluation (Mulyasa, E, 2013)

In this research, planning means the stage in which the teachers provide anything stated in the lesson plan such the materials and media. The Process here is about the approach or model, method, etc., that is implemented during the teaching-learning process, although it has stated in the lesson plan. Then, evaluation means the types or domain of assessment used by the teacher. Besides, this research also displays the barriers of those three dimensions of the implementation as the result of the study.

1.5 Significance of the Study

By conducting this research, the researcher analyzes the teacher in implementing K13. .

1. Theoretically

The results of this study are expected to simplify the theories of implementation of k13 development in Indonesia. The finding of this research may be used as one of the references for the next application of K13 in the lesson plan.

2. Practically

a. For the other researchers

This study can enrich the researchers' knowledge about the implementation k13 of the lesson plan, mainly that the teacher used planning, process, and evaluation.

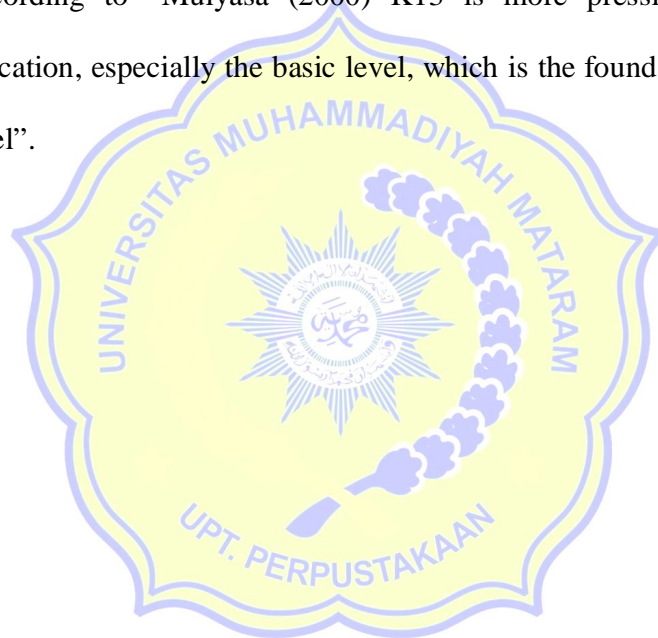
b. For the teacher

The results of this research would be expected to help teachers more essential in implementation K13 of lesson plan than in the previous curriculum and take more preparation to arrange it.

1.6 Definition of Key Term

In this research, there is several operational terms definition that should be considered in order to avoid ambiguity.

- a. “Inlow (1996) curriculum is a business specifically designed by the school in guiding students who get results from the lessons that have been determined”.
- b. According to “Mulyasa (2000) K13 is more pressing on character education, especially the basic level, which is the foundation for the next level”.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some related topics in order to build comprehension frame of thinking of this research. The associated topics to be discussed are:

2.1 The History of Curriculum in Indonesia

In the course of history since 1945, the national curriculum has undergone one changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, and 2006. The change is thinking of the changes in the political system, socio-cultural, economic, science, and technology in this the society and the country. Therefore, the education curriculum, as a set of plans, should be developed dynamically in accordance with the demands and change taking place in society. All national curriculum will be designed based on the same foundation, namely Pancasila (five principles) and the 1945 Constitution, the discussion about basic goals and learn education to make it happened. More specifically, “Herliyati (2008)” explains that after Indonesian independence in the implementation of educational curricula known several times that a simple curriculum (1947-1964), curriculum reform (1968 and 1975), the skills-based curriculum (1984 and 1994) and competency-based curriculum (2004 and 2006). Change of curriculum in Indonesia: a) Pre-Independence Education Curriculum b) Curriculum Lesson Plans (1947-1968) c) Achievement-

Oriented Curriculum (1975-1994) d) Competency-Based Curriculum (KBK) and SBC (KTSP) (2004 and 2006) e) Curriculum 2013.

2.2 Curriculum

2.2.1 The Definition of Curriculum

Etymologically, the curriculum is come from Latin, the "Curricula," meaning the distance of the race runners must travel. 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. 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, and those are the old view and the new view. The old view, or often called 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 (2009)", is as follows:

"Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under the direction of the school, whether in the classroom or not." The curriculum is a plan for learning consisting of two main dimensions, vision, and structure. Vision in the curriculum is the product of a series of assumptions about people and the world in general and takes the form of several conceptualizations

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 arises. 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 “Taba (1962)” said: “A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has beaten on the shaping of a curriculum”.

According to “Oliva Peter F (1982)”; “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.”

Meanwhile, the definition of curriculum according to “Government Regulation Number 19 the 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.”

In my opinion, the curriculum is a set of contents, teaching materials, objectives to be taken as guidelines for the implementation of learning activities to achieve educational goals.

2.2.2 The Functions of Curriculum

As some meanings or definitions by HamalikOemar (2009) of the curriculum explained before, basically it has a function as a guide or reference. The functions of the 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 served as a guide in guiding children to learn at home. As for the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

In the opinion of Alexander Inglis (Sanjaya 2010:14) in this book *Principles of Secondary Education*, there are six functions of curriculum, named:

a. The Adjustor Adaptive Function

Curriculum as an educational tool has a function to make the individual has 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.

b. The Integrating Function

Individuals are part of society so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people to become a complete and integrated personality.

c. 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.

d. The Propaedeutic Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. 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.

f. 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 their weaknesses. It will guide the students to be able to develop optimally.

2.2.3 The Curriculum Changes

A change is a process to make something or a condition hopefully better. Curriculum change happens with reasons and purposes, of course, to make it more relevant. Curriculum change can answer the demands toward the education that must be able to adjust the evolving dynamics in society. In the 20th century, changes in the curriculum were also caused by the change of ideas about the curriculum itself. The changes in ideas are caused by the development of psychology, anthropology, and sociology. The changes of ideas include (Nasution S. 2011):

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 were learning. 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.

2.3 The Previous Curriculum

2.3.1 The Definition of School-Based Curriculum 2006

School-Based Curriculum 2006 is an operational curriculum that developed and implemented by each unit of education. School-Based Curriculum is developed by each group or unit of education and school committees under the coordination and supervision of the education department. School-Based Curriculum is the curriculum to replace Curriculum 1994 and to revise Curriculum 2004 (Competency Based-Curriculum).

Hartoyo (2011) cites that basically the 2006 curriculum is developed from the standard of content by school based on their context and potentiality. Thus, each school has a different way of performing school-based curriculum. The school-based curriculum of one school should not be the same as other schools, even if it has the same study program because each school has a different characteristic. Although school-based curriculum varies between one and other schools, the government gives some regulation No. 19, 2005 concerning the national standard of education on May 16, 2005, such as standard of competence of graduate.

2.3.2 The Weaknesses of School-Based Curriculum 2006

Adapted from socialization materials of K13, there are some weaknesses found for the School-Based Curriculum 2006. So, the changes are necessary for the curriculum. The weaknesses are:

- a. The content and messages of the curriculum are still overcrowded. It is indicated by the number of subjects and a lot of materials that the scope and the difficulty are beyond the level of the children's age development.
- b. The curriculum has not yet developed the competence completely in accordance with the vision, mission, and goals of national education.
- c. The developed competence is more dominated by aspects of knowledge, and it has not yet to describe the learning personality (knowledge, skills, and attitudes) completely
- d. The competencies which are required in accordance with the development of society, such as character education, environmental awareness, approaches and teaching methods, the balance of soft skills and hard skills, as well as the entrepreneurial spirit, have not been accommodated in the curriculum.
- e. The curriculum is not sensitive and responsive yet to the social changes that occur at the local, national, or global.

- f. Standard of the learning process has not yet to describe the detailed learning sequence, so that opens a probability of various interpretations and it culminates in teacher-centered learning.
- g. The assessment does not use a standard of competency-based assessment yet, and it does not definitely provide remediation and enrichment services regularly yet

2.4 2013 Curriculum

2.4.1 The Definition of 2013 Curriculum (K13)

K13 is competency and character-based curriculum. K13 will be 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. K13 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of K13 is generating Indonesian people who are: productive, creative, innovative, effective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of K13 is expected to produce a productive, creative, and innovative human (Permendikbud No 59 Tahun 2014)

2.4.2 The Characteristics of the 2013 Curriculum

K13 is designed with the following characteristics by Permendikbud No 59 Tahun 2014:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b. Putting the school as part of the community that provides a learning experience, so the learners are able to apply what is learned in the school to the community and use the community as a learning resource.
- c. You are giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- d. They are developing the competencies expressed in terms of class core competencies, which is specified more in the basic competence of subjects.
- e. They are developing class core competence in organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
- f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

2.4.3 The Advantages of 2013 Curriculum

The expected objective of the implementation of K13 is not impossible to be achieved. It is because the curriculum is competency and character-based, which conceptually has several excellences by E. Mulyasa (2013):

First, K13 uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potential of each.

Second, K13 is competency and character-based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

Third, many fields of study related to the development of skills which are more appropriate to use the competency approach. In K13, syllabus development is no longer done by the teacher but has been prepared by a team of curriculum developers both at central and regional levels. Thus teachers develop only lesson plans based on the teacher guide books, student guide books, and resource books which have all been prepared. The English teachers guide book is an accompanying book for the student's guide book for ELT. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the

principles developed in the 2013 curriculum. Generally, the teacher guide book consists of general instructions, learning guidelines for each chapter, and evaluation guidelines.

The English book of K13 for students guide is prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in K13, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans. A lesson plan at least contains :

1. The identity of the school, subject or theme, class/ semester, and the allocation of time;
2. Core Competence, Basic Competence, and indicators of competencies achievement;
3. Learning materials;
4. Learning activities that include preliminary activities, main activities, and post activities;

5. Assessment, remedial learning, and enrichment; and
6. Media, tools, materials, and learning resources.

Lesson plans arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical to it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. The lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles:

- a. Fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- b. Can be implemented in one or more than one session;
- c. Pay attention to individual differences of learners;
- d. Student-centered;
- e. Context-based;
- f. Contemporary-oriented;
- g. Develop independent learning;
- h. Provide feedback and follow-up of learning;
- i. Have relevance and coherence between competencies and between content; and
- j. Utilize information and communication technology.

In addition to the innovation of syllabus development, innovation also occurs in the development of curriculum structure. The curriculum

structure formulated after going through a process of discussion and structuring the curriculum. For Senior High School, the curriculum structure in subjects divided into two groups named the compulsory subjects and the specialization subjects. The specialization subjects group aims (1) to provide opportunities for students to develop an interest in a group of subjects in accordance with the scientific interest in the college, and (2) to develop their interest in a discipline or a particular skill. English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Connected to being evaluated, such as the aspects and the way, there are some differences between the evaluation in the School-Based Curriculum 2006 and the evaluation in K13. The emphasis of evaluation in School-Based Curriculum 2006 is on cognitive aspect only, and tests become the dominant method of assessment. While in the Curriculum 2013, the evaluation emphasizes cognitive, affective, and psychomotor aspect proportionally, so that the assessment of tests on portfolios are complementary.

Evaluation of learning outcomes by educators should be implemented in the form of authentic and no authentic assessment. The form of authentic assessment includes the result of students' observation activities, field assignments, projects, products, journals, laboratory work,

and performance, as well as self-assessment. The form of non-authentic assessment includes tests, quizzes, and exams.

2.4.4 The Implementation of the 2013 Curriculum

Implementation is a process of applying ideas, concepts, policies, 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. This is in line with what Miller and Sellar said, that in some cases, implementation has been identified with the instruction.

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.

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 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.

The implementation of K13 on learning activity in schools by the teachers is implemented in three dimensions, those are teaching learning planning, teaching and learning process, and learning evaluation by Oemar Hamalik (2009).

1. Dimension of Teaching Learning Planning

In this dimension, teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal. Everything is covered in the lesson plan.

As explained previously, in K13, teachers are no longer in charge of developing the syllabus but make the lesson plan only. Here, the selection of appropriate media becomes very important in order to suit the techniques that used in teaching learning process. Media influence learning a lot because it will relate to the students involvement. Media can be used in direct instruction, active learning teaching strategies and student projects.

If we re-consider the objectives of K13 that students are not only smart but also must have a good attitude and ability, then the

role of the media also cannot be ruled out. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the media provide scenes or pictures with strong emotional content. Besides, students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

2. Dimension of Teaching Learning Process

Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment. The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the approach in K13, there is scientific approach. The scientific approach is a science process-based approach that is done through. The process of observing questioning, exploring/experimenting associating and communicating. According to Anthony, approach is

the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Within one approach, there can be many methods.

Related to the method chosen and used in the learning process, when planning a learning activity, a teacher must understand the characteristics of students first as well as focus on the competencies to be mastered by the students. Therefore, the teachers are required to have knowledge of methods in order to choose the appropriate method. A knowledge of method is part of the knowledge base of teaching. With it, teachers join a community of practice.

3. Dimension of Learning Evaluation

The teacher's activity in this dimension is to evaluate students learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Where is evaluation activity can also be performed when the learning activity is in process.

Evaluation is defined as the systematic attempt to gather information in order to make judgments or decisions. Evaluation has

different meanings for different teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process which determines the extent to which objectives have been achieved.

Based on the guidelines of learning evaluation by the teachers, K13 requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires a real authentic instruction and authentic learning. It is believed that authentic assessment is more able to provide information of student's ability holistically and validly.

Authentic assessment that used in the evaluation assess the student's readiness, process, and outcomes of learning as a whole. Authentic assessment is not the only approach used in evaluating student's no authentic assessment is also used. However, authentic assessment is the main approach in evaluating students based on K13.

The scope of the evaluation of student's learning outcomes by the teacher include attitude competencies (spiritual and social), knowledge, and skills. The scope is also known as the three domains in the objectives of education which formulated by Bloom et al (taxonomy), named cognitive, affective, and psychomotor domain. Therefore, the instrument of assessment that used also

should be considered in order to include all of these three competencies. The instrument of assessment which prepared by the teacher must be in accordance with the characteristics and complexity of the material in the content standards and competency standards. Thus the instrument will provide accurate information about the level of achievement of the student's competence.

The factors that influence, support and determine the successful K13 implementation come from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum. Marsh said that there are three factors, those are the support of the principal, teachers peer support, and internal support in the classroom. From these various factors, the teacher is the major and the main determining factor in the implementation of K13.

However ideal the curriculum is, without supported by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching learning activity without curriculum as a guideline would not be effective. Thus, the role of the teacher is a key position in the implementation of K13. Therefore, preparation and guidance for the teachers for the implementation of K13 is a necessity.

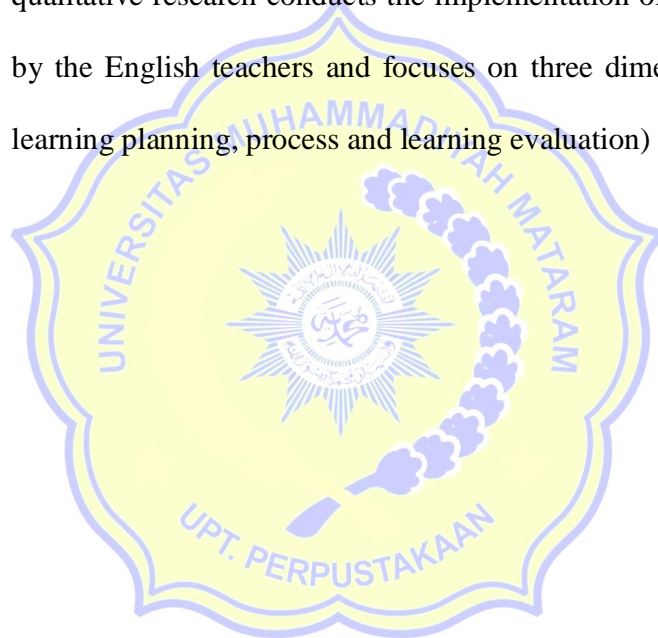
2.5 Previous Study

Some previous researches that almost have same topic or idea with this research are:

- a. Lie (2007), she conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English Teachers of SMA N 5 Denpasar". It was found that school based curriculum was difficult to be implemented. Some problem were still encountered by the English teachers. This previous researcher using experimental research while this research using qualitative research.
- b. Agustina, D. K. 2008, conducted a research entitled "The English Teachers" Problems in the Implementation of School Curriculum (KTSP). This research focused on the teacher's problem in their teaching learning process which did not imply the School Based Curriculum (KTSP). The writer gave a result from her research that there was still teachers less understanding about the School Curriculum. This previous research using by experimental research.
- c. Maria Goreti Istty Wijayati. She conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English Teachers of SMA N 2 Wonogiri". This research focused on teachers' method in English teaching process by implementing the School Based Curriculum. The result from this research is there was

still teachers" less understanding about the School Based Curriculum. This research using by experimental research.

The differences between the previous research and this research are both of the previous research using by experimental research conducted the implementation of KTSP and they focused on the teaching learning process only while this research using by qualitative research conducts the implementation of K13 curriculum by the English teachers and focuses on three dimensions (teaching learning planning, process and learning evaluation)



CHAPTER III

RESEARCH METHOD

This section about the type of research, the setting of place of the research, the source of the data, instrument of data collection, the technique of data collection, and the technique of data analysis.

3.1 Type of Research

In this type of research was qualitative research based on (Loius 2005: 181). The method used by the researcher applied descriptive qualitative. “Qualitative research is: (a) an attempt to capture the sense that lies within, and that structures what we say about what we do; (b) an exploration, elaboration and systematization of the significance of an identified phenomenon; (c) the illuminative representation of the meaning of a delimited issued or problem.”

3.2 Setting of Research

3.2.1 Place of Research

In a qualitative research type, the terms “population” and “sample” are unknown, but the term to be used is setting. SMAN 1 BELO BIMA is one of state senior high schools in BELO BIMA which has implemented K13 in the after three semester. This is the reason why the researcher selected SMAN 1 BELO BIMA as the place of the research.

3.2.2 Source Data

- a. The researcher was interview the English Teacher. Her name is Zaitun S.Pd. she has accepted the training of using K13
- b. The researcher was interview the principle and vice principle of curriculum at SMAN 1 Belo Bima.
- c. The researcher take document picture about the teaching learning planning, process and evaluation.

3.3 Research Instrument

According arikunto (2013: 134), research instrument of data are tools selected and was by the researcher in its activities in order to collect these activities into a systematic and easy by it. For collecting the data, the researcher is one kind of instrument to collect the data, the instrument is the observation.

Nawawi, (2005: 20), defined as observation equipment (such as: note the question, stationery, tape recorders, etc.). Meanwhile, According (Arikunto, 2013: 145), the collection of data by direct observation is a way of collecting data using the eye without the help of another standard tool for research purposes.

The classroom observation conducted as long as the teaching and planning, process, and evaluation within a month in which the researcher acted as “teacher as researcher”. The researcher’s involvement in the

setting's central aimed to reveal depth information (Meriam, 1998:100; Creswell, 1994: 150)

3.4 Techniques of Data Collection

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 the 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, doing data analysis, interpreting the data and making conclusions on the findings.

Here are the data collection techniques along with the research instruments used in this research:

1. Observation

In this research, the data are collected by doing an observation non participant in the classroom. According to Arikunto (2006), observation is a technique of data collection which is done by conducting thorough research, as well as systematically recording. In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and her students. The researcher only observed and monitors. Besides, the researcher makes a recording as well. Recording is useful to help the researcher in re-observing by herself before taking the conclusion. Research

instrument of data used in the observation is a picture and the observation guideline related to the teaching learning process and evaluation process in accordance with K13.

2. Interview

In order to dig information deeply about the data, the researcher also takes an interview. According to Esterberg (2011), interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. By doing an interview with the English teacher, the more explicit information the researcher gets. It is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with K13. As supporting data, the researcher also was does an interview with the principal and the vice principal of curriculum about the English teachers implementation of K13. Research instrument used in the interview is an interview guideline and a tape recorder to record the interviews.

3. Documentation

One of the ways to establish the implementation of K13 by teachers is documentation. Documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject. Documents can provide

information about the state, rules, discipline, and may provide clues about the style of leadership. The documents in question are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is in accordance with the syllabus and the principles of K13 or not.

3.5 Technique of Data Analysis

In this research, the process of analyzing the data started when the researcher collects the data. Analysis of the data when the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus. In fact, Creswell (2014) said that qualitative research should already think and analyze when the qualitative research begins.

