

**THE PROBLEMS
IN THE IMPLEMENTATION OF THE 2013 CURRICULUM**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Magister Pendidikan Degree in English Education



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ABSTRACT

RAMADHANI USWATUN KHASANAH: *The Problems in the Implementation of the 2013 Curriculum.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2017.

This study aimed to investigate the implementation of the 2013 Curriculum in senior high schools. In addition, this study was meant to investigate the problems faced by the English teachers in implementing the 2013 Curriculum during the teaching and learning process, the factors contributing to the problems in implementing the 2013 Curriculum, and the impacts of the problems on the implementation of the 2013 Curriculum.

This study was classified as a case study research involving two senior high schools in Wonosobo, Central Java. These schools were chosen as they were ex-RSBI (pioneering international standard school) and they implemented semester credit system of the 2013 Curriculum. The data were collected by using in-depth interviews, document analyses and classroom observations. The data were then analyzed by applying Miles and Hubberman (2004) qualitative analysis that consisted of the data condensation, the data display, and conclusions drawing.

The research findings showed that: 1) the 2013 Curriculum was not effectively implemented in the English teaching and learning process within both schools because the English teachers faced some problems. 2) The problems in the implementation of the 2013 Curriculum within both schools were: the difficulty in implementing the students-centered learning in all classes, the complexity in teaching English with different kinds of English subject and grades, the limited time available for teaching English, the discrepancies between the English materials to be taught and the time allocation, the lack of facilities which support the implementation of the 2013 Curriculum, the unavailability of the English textbook based on the semester credit system, the complicated authentic assessment administration, and the difficulty in implementing the learning models supported by the 2013 Curriculum. 3) Factors contributing to the problems in implementing the 2013 Curriculum were: teaching multiple English proficiency levels of students, teaching large classes, test-oriented motivation of students, teachers' adaptation phase, overload teaching schedule, the difficulty in understanding and memorizing all students, time-consuming, the government policy, the school institution policy, and unfinished school renovation. 4) The impacts of problems on the 2013 Curriculum implementation were: initiating teachers' creative efforts, teaching English with the teacher-centered learning, making mistakes in delivering the English materials, limited time and study loads, less practicing English in the class, obstructing the ICT-based English learning, extra responsibility to collect teaching resources, applying the authentic assessment improperly, and performing less effective teaching and learning processes.

Keywords: *problems, implementation, the 2013 Curriculum, English teaching and learning*

ABSTRAK

RAMADHANI USWATUN KHASANAH: *Permasalahan dalam Implementasi Kurikulum 2013. Thesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2017.*

Penelitian ini bertujuan untuk menginvestigasi penerapan kurikulum 2013 di SMA. Selanjutnya, penelitian ini juga bermaksud untuk mengungkapkan permasalahan yang dihadapi guru bahasa Inggris dalam menerapkan kurikulum 2013 pada pembelajaran bahasa Inggris, faktor-faktor yang mempengaruhi permasalahan dalam penerapan kurikulum 2013, dan dampak yang terjadi akibat permasalahan dalam penerapan kurikulum 2013.

Penelitian ini dikategorikan sebagai penelitian studi kasus yang melibatkan dua SMA di Wonosobo, Jawa Tengah. Sekolah tersebut di pilih karena sekolah tersebut merupakan bekas rintisan sekolah berbasis internasional dan sekolah tersebut menerapkan sistem SKS pada kurikulum 2013. Data dari penelitian ini dikumpulkan melalui wawancara mendalam, analisis dokumentasi, dan observasi kelas. Data penelitian ini dianalisis menggunakan Miles dan Hubberman teori yang terdiri dari perangkuman koleksi data, penyajian data, dan penyimpulan data.

Hasil penelitian ini menunjukkan bahwa: 1) implementasi kurikulum 2013 pada pembelajaran bahasa Inggris belum di terapkan secara menyeluruh karena guru bahasa Inggris menghadapi beberapa permasalahan dalam penerapannya. 2) Permasalahan dalam implementasi kurikulum 2013 di kedua sekolah tersebut adalah; kesulitan dalam menerapkan pembelajaran yang berpusat pada siswa di semua kelas, kerumitan mengajar bahasa Inggris dengan berbagai jenis materi bahasa Inggris serta tingkat kelas yg berbeda, keterbatasan waktu yang tersedia untuk mengajar bahasa Inggris, ketidaksesuaian antara materi yang harus diajarkan dan alokasi waktu yang tersedia, kurangnya fasilitas pembelajaran, tidak tersedianya buku pelajaran bahasa Inggris berdasarkan sistem SKS, kerumitan administrasi penilaian autentik, kesulitan dalam menerapkan model pembelajaran berdasarkan pada kurikulum 2013. 3) Faktor-faktor yang mempengaruhi permasalahan dalam implementasi kurikulum 2013 adalah; mengajar berbagai tingkat kemampun bahasa Inggris siswa, mengajar kelas yang besar, motivasi siswa untuk menempuh ujian, guru dalam masa adaptasi, guru mempunyai beban mengajar yang banyak, kesulitan guru dalam memahami dan menghafal seluruh siswanya satu per satu, memakan waktu, kebijakan pemerintah, kebijakan institusi sekolah, dan proses renovasi bangunan sekolah. 4) Dampak dari permasalahan implementasi kurikulum 2013 adalah menginisiasi usaha kreatif guru, mengajar bahasa Inggris dengan pembelajaran berpusat pada guru, membuat kesalahan dalam menyampaikan materi, siswa terkejar-kejar oleh waktu dan materi, siswa kurang praktik bahasa Inggris di kelas, menghambat pembelajaran bahasa Inggris berbasis ICT, guru mengumpulkan materi ajar, menerapkan penilaian autentik dengan tidak baik, dan pembelajaran bahasa Inggris menjadi tidak maksimal.

Kata Kunci: *permasalahan, implementasi, kurikulum 2013, pembelajaran bahasa Inggris.*

DECLARATION OF ORIGINALITY

With my signature I confirm that:

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I declare herewith, that this thesis is my own original work and this thesis has not been previously submitted for a degree nor has it been submitted as a part of requirement for a degree in another collage university. I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

Yogyakarta, 18th January 2018

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RATIFICATION PAGE

**THE PROBLEMS
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TABLE OF CONTENT

COVER	i
ABSTRACT	ii
ABSTRAK	iii
DECLARATION OF ORIGINALITY	iv
RATIFICATION PAGE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF PICTURES	xiii
LIST OF APPENDIXES	xiv

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Identification of the Problem	8
C. Limitation of the Problem	9
D. Focus of the Study	10
E. Objective of the Study	11
F. Significances of the Study	11

CHAPTER II LITERATURE REVIEW

A. Literature Review	13
1. Definition of Curriculum	13
2. Curriculum Implementation	15
3. The 2013 Curriculum	18
4. The Challenges of Instruction based on the 2013 Curriculum	23
5. The 2013 Curriculum of Senior High School	28
6. The Semester Credit System in Senior High School	35
7. English Teaching and Learning	41
8. Teaching English to Senior High School Students	43
9. Teaching and Learning Problems	44
B. Relevant Study	49
C. Conceptual Framework	52
D. Research Questions	55

CHAPTER III RESEARCH METHOD

A. Type of the Research.....	56
B. Setting of the Research	56
C. Participants of the Research.....	57
D. The Research Procedure	58
E. The Data Collection Technique and Research instruments	62
F. Data Analysis Technique	66
G. The Credibility of the Research	67

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings	70
1. The Report of the Data Collection Result.....	70
2. The Description of the Result Findings	79
a. The implementation of the 2013 curriculum in the English teaching and learning	79
b. The problems in the implementation of the 2013 curriculum.....	85
c. The factors affecting the problems in the implementation of the 2013 curriculum	99
d. The impacts of the problems in the implementation of the 2013 curriculum	107
B. Discussion.....	112
1. The implementation of the 2013 curriculum in the English teaching and learning.....	112
2. The problems in the implementation of the 2013 curriculum.....	120
3. The factors affecting the problems in the implementation of the 2013 curriculum	131
4. The impacts of the problems in the implementation of the 2013 curriculum	138
C. Limitation of the Study	144

CHAPTER V CONCLUSSION, IMPLICATIONS AND RECOMMENDATIONS

A. Conclusions.....	146
B. Implications.....	148
C. Recommendations.....	149

REFERENCES	151
APPENDIXES	155

LIST OF TABLES

Table 1	Subject division in the 2013 curriculum of senior high School.....	33
Table 2	Curriculum structure of senior high School.....	34
Table 3	Academic elective subjects in senior high School.....	35
Table 4	The stages of SKS implementation in senior high School.....	36
Table 5	The conversion score and the predicate of learning result.....	41
Table 6	The description of the research participants.....	58
Table 7	The list of in-depth interview related to the problems in the implementation of the 2013 curriculum in English teaching and learning at SMA A Wonosobo and SMA B Wonosobo.....	64
Table 8	The list of the instrumented observation on the problems in the implementation of the 2013 curriculum in English teaching and learning at SMA A Wonosobo and SMA B Wonosobo.....	65
Table 9	The list of documentary checking on the problems in the implementation of the 2013 curriculum in English teaching and learning at SMA A Wonosobo and SMA B Wonosobo.....	66
Table 10	The interview timetable	71
Table 11	The classroom observation timetable.....	72
Table 12	The Number of teachers in SMA A Wonosobo.....	75
Table 13	The Educational level of the teachers in SMA A Wonosobo	76
Table 14	The Number of students in SMA A Wonosobo.....	77
Table 15	The Number of students in SMA B Wonosobo	77
Table 16	Description of the English teachers' training experiences of the 2013 curriculum.....	78
Table 17	The Organization of the 2013 curriculum in the schools.....	80
Table 18	The Roadmap of English subject	124
Table 19	The breakdown of the time allocation and the basic competences	126
Table 20	A summary of the problems in the implementation of the 2013 curriculum within two senior high schools	131
Table 21	The factors affecting the problems in the implementation of the 2013 curriculum.....	138
Table 22	The impacts of the problems in the implementation of the 2013 curriculum.....	144

LIST OF FIGURES

Figure 1 The organization of the 2013 curriculum	19
Figure 2The impact of inquiry and discovery learning.....	21
Figure 3 The challenges of the 2013 Curriculum Implementation	23
Figure 4 The model of SKS Implementation	37
Figure 5 Conceptual framework	54
Figure 6 The arrangement of the serial English subject.....	114

LIST OF PICTURES

Picture 1 The application for conducting school repost based on the 2013 curriculum	118
Picture 2 The assessment form which was conducted by the English teacher.....	119

LIST OF APPENDIXES

Appendix 1 Letter of Permission	155
Appendix 2 Transcripts of Interviews.....	162
Appendix 3 Vignettes of Observations	248
Appendix 4 Syllabus	257
Appendix 5 Lesson Plan	286
Appendix 6 Pictures	302

CHAPTER I INTRODUCTION

This chapter is divided into six subchapters. Those subchapters are the background of the study, identification of the problems, limitation of the problem, focus and research problems, objectives of the study, and significance of the study.

A. Background of the Study

Education is the key of civilization. It is needed to build the environment which is desired by the country in the future. The real education portrait in this era is the result of efforts to improve education in the past and the education portrait in the future is the result of education's effort in this era. Moreover, the meaning of education is stated in the law No. 20 Year 2003 on the national education system that it means a conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, self-control, personality, intelligence, noble character and skills that learners need for themselves, for the community, for the nation, and for the state. Therefore, the government tries to create the best educational field in this era by developing curriculum as the planning effort that contributes to develop an educational field, invariably in EFL context.

A curriculum has a dynamic character in education. The curriculum change is needed based on the education necessities in each country. The change

of social dynamics and global needs have caused the curriculum change in Indonesia. Suparlan (2012: 87-92) explains that the Indonesian government has developed and implemented eleven different curriculums since 1947. The Indonesian curriculum changes are 1947 curriculum, 1950 curriculum, 1958 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum or Competence-based Curriculum, 2006 curriculum or School-based curriculum, and 2013 Curriculum.

The curriculum is changed to be implemented in all educational units in Indonesia. The implementation of the 2013 Curriculum in senior high schools is expected to create learners who have the competencies qualification related to the affective, cognitive, and psychomotor aspect. The regulation of the ministry of education and culture No. 20 Year 2016 explains that the learners of senior high school should have the cognitive competence related to knowledge, technology, art, culture, and humanities in the regional and international context. They also are expected to have skills related to being creative, productive, critical, independent, collaborative, and communicative learners. Therefore, EFL learning process has the important contribution to create the students' competencies as expected by the curriculum implementation.

The reason why the government changes the curriculum in Indonesia is caused by five factors. Those factors are stated in the supplement of education and culture regulation number 59 the year 2014, namely; internal factors, external factors, affirmation of curriculum management, affirmation of mind, and affirmation of the material. Based on the internal factors, at the moment, mostly,

Indonesia has a large population in the productive age (around 15-64 years old) than non-productive age (0-14 years old and >65 years old). Therefore, the government hopes that the productive age populations of Indonesia who will attain the top in year 2020-2035 have good competencies and skills through the education.

The external factor is related to the globalization era, the technology and information advancement, creative industries and cultural advancement, and the educational development at the International level. The participation of Indonesia in International study of the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) shows the quality of the education in Indonesia. The result of those surveys indicates that the achievement of Indonesian students was low.

According to Mulyasa (2015: 60), the result of PISA in 2009 shows that Indonesia was on the 57th rank from 65 countries. That result concludes that Indonesian students' achievement is in the low level. The other result was shown in the TIMSS 2007. Based on the TIMSS 2007, 78% of Indonesian students are categorized as having Lower Order Thinking Skills (LOTS) because Indonesia was ranked 42nd among 45 countries. This condition happened because the test materials had not been taught in Indonesia. Moreover, some test items are not included in the curriculum of Indonesia.

The regulation of the ministry of education and culture number 59 year 2014 also mentions that the 2013 curriculum is developed based on the diverse Indonesian culture. The curriculum is geared to build the today's life and to build

the foundation for a better nation in the future life. Preparing learners for future life has always been a concern from the curriculum; it implies that the curriculum is the educational design to prepare the life of the younger generation of the nation. In addition, the 2013 curriculum develops rational and bright thinking skills in academics; it also supports the cultural excellence studied to generate pride. The 2013 curriculum develops the individual lives of learners in the religious, artistic, creative, communicative, values and other dimensions of intelligence that fit learners, society, nation and humanity's necessary.

Due to those factors, Indonesian government needs to develop the curriculum based on the current condition in education, and to improve the educational achievement by changing the Indonesian curriculum. Therefore, Indonesia needs to evaluate its curriculum implementation continuously. This curriculum evaluation should be conducted in all schools of Indonesia, so the government can revise the new curriculum to achieve the better future of education in Indonesia. The curriculum can be evaluated on its implementation because the implementation is very important and the problems come in the curriculum implementation stage. Onyeachu (2008:1) in Ogar et. al (2015: 147) stated that: “No matter how well a curriculum of any subject is planned, designed and documented, implementation is important.”

The newest curriculum, the 2013 Curriculum, has been implemented in a number of schools since July 2013. It is implemented as part of the Indonesian schooling system. However, since it still needs more evaluation in the implementation, this curriculum is implemented gradually. In 2020, this

curriculum will have been implemented in all schools in Indonesia. The curriculum brings several consequences in the implementation of the teaching and learning process. This curriculum suggests the educational units to implement the semester credit system. Using this system, teachers should develop their students' higher order thinking skills and students' character in the learning processes. The assessment activity is also developed by the questions of the higher order thinking skills. Teachers also should utilize the learning technology based on the concept of Techno Pedagogical Content Knowledge (TPACK). Then, the evaluation and the research related to the newest curriculum implementation are still needed during the process of the implementation.

The result of the research conducted by Sukirno (2014) explains that the difficulties of the implementation of the 2013 Curriculum in English teaching are the lesson time that is not enough to implement the scientific approach and authentic assessment, some students who still have low learning motivation, and the differences in teachers' understanding of the 2013 Curriculum. Then, the research of the difficulties faced by English teachers which was conducted by Ardiyansyah (2014) shows that the English teachers face difficulties to implement the 2013 Curriculum. It is because the students' ability is low, the students' self-responsibility is low, and then the learning facilities and the Internet connections do not support the curriculum implementation.

The 2013 Curriculum actually has been implemented from several years, but its implementation is still problematic. The 2013 Curriculum becomes something new to be applied in schools. Moreover, the 2013 Curriculum employs

the semester credit system to be implemented in junior schools, senior high schools, and vocational schools. Using this system, the students are given freedom to choose how many credits and subjects in one semester. The semester credit system is like the concept in a university. Therefore, the topic of the 2013 Curriculum implementation with the semester credit system and its problems become interesting topics to be investigated in this research.

Many senior high schools have implemented the 2013 Curriculum, but all senior high schools do not implement the 2013 Curriculum with the model of the semester credit system yet. It is because many schools are still in the adaptation phase to implement the 2013 Curriculum. Implementing the semester credit system in senior high schools sounds unfamiliar. Then, this present research was conducted in the senior high schools that have implemented the 2013 Curriculum. The researcher chose central Java, especially in Wonosobo regency to be an investigation place because there are only two senior high schools there that implement the 2013 Curriculum with the semester credit system. Then, this present research was conducted in two senior high schools that have implemented the 2013 Curriculum with the semester credit system model in Wonosobo, Central Java. As the research objects, those schools were identified as SMA A and SMA B Wonosobo. The reasons why the researcher chose those schools are that SMA B Wonosobo is the first school that implemented the 2013 Curriculum and SMA A Wonosobo is the first school that implemented the 2013 Curriculum with the semester credit system. The other reasons include the facts that both schools are ex-RSBI (A Pioneering International Standard-based School) and

they are regarded as good schools and the favorite schools in Wonosobo. Moreover, those schools get the external audit ISO. Those schools also become the school samples in the 2013 Curriculum implementation which have a main focus to lead the students to be able to compete in a global competition. Then, the English teachers are the ones who have big contributions in guiding the students to be skillful learners.

After several years of the 2013 Curriculum implementation, the problems of implementation are faced by those schools. The problems in the implementation of the 2013 Curriculum in the teaching and learning process on all subjects are faced by teachers, students, and the school institutions, but sometimes, many stakeholders do not pay attention to the problems in the implementation of the 2013 Curriculum. Based on the interview to an English teacher, E (initial) in the preliminary study that was conducted on 16th January 2017 mentioned that the crucial problems that are faced by teachers are in doing of the assessment administration, less time allocation, the differences of students' ability, and also the time consuming to implement the learning models of the 2013 Curriculum implementation.

Considering the importance of curriculum implementation towards teaching and learning especially for the English subject, the implementation of the 2013 Curriculum should be evaluated in English teaching-learning process in all educational levels. The evaluation can be taken from identifying the problems in the implementation of the 2013 Curriculum. Therefore, this research investigated the discrepancy between the demand of the 2013 Curriculum in

English teaching and the real condition in English teaching and learning at Senior High Schools. By conducting this research, the problems happened in the 2013 Curriculum implementation in senior high schools can be identified.

B. Identification of the Problems

As the background of the study which has been presented above, the implementation of the newest curriculum still needs to be evaluated. The implementation of the 2013 Curriculum in SMA A Wonosobo and SMA B Wonosobo carries out the semester credit system model. Moreover, the research related to the 2013 Curriculum implementation using this system has not been investigated yet. Therefore, it becomes an interesting topic to be investigated, that is how the 2013 Curriculum using the semester credit system is implemented in the English teaching and learning process because there are difficulties faced by English teachers and students at SMA A Wonosobo and SMA B Wonosobo. Then, the difficulties or problems faced by English teachers, students, and institutions of SMA A Wonosobo and SMA B Wonosobo become the next topic to be described. The teachers faced difficulties to do the administration based on the 2013 Curriculum. The limited amount of time to teach the English subject becomes one of the problems faced by teachers, whereas the learning model in the 2013 Curriculum needs more time. The students with different ability should adjust to the new learning models and the new kinds of assessment but not all students are able to adjust.

Furthermore, the teachers' effort in implementing the 2013 Curriculum also needs to be investigated, such as how does the teachers' effort in the implementation of the 2013 Curriculum and how does the teachers solve the problems in its implementation. Those problems need to be investigated because it is not easy for the teachers to implement the new concept in teaching after they only get the training program to implement the curriculum in several times before. Moreover, based on the statement of an English teacher, some English teachers only get an in-house training program for the 2013 Curriculum implementation.

To evaluate the curriculum implementation, it is important to know the factors causing those problems. Why the problems happen in the 2013 Curriculum implementation at SMA A and SMA B Wonosobo becomes the important aspect to investigate because the root of the problems can be identified. Those problems might come from the teacher competence, the environment, the facilities, and the activity in the classroom. Moreover, those problems that happen certainly give the impacts into the teaching and learning process. The impacts can be negative or positive because the students' ability is different.

C. Limitation of the Problems

From several problems that the researcher found, the researcher focused on four problems because of the limited resources in finishing this research. The research investigated how the 2013 Curriculum at SMA A Wonosobo and SMA B Wonosobo was implemented. Considering the problems faced by English

teachers at SMA A Wonosobo and SMA B Wonosobo in the implementation of the 2013 Curriculum, the research also focused on what problems were faced by English teachers in the implementation of the 2013 Curriculum.

Furthermore, the research identifies the factors which influence the problems in the implementation of the 2013 Curriculum at SMA A Wonosobo and SMA B Wonosobo. This aspect is needed to be discussed because the new concept of curriculum commonly faces some problems in the implementation. To understand and evaluate the problems that happened in the curriculum implementation, factors causing the problems should also be understood deeply. Then, considering the problems that occur, these always give some impacts in the English teaching and learning process, so the present research also gained insight into what the impacts of the problems faced by the teachers in the implementation of the 2013 Curriculum are.

D. Focus of the Study

Based on the background of the study and the limitation of the problems, the researcher finds a big problem which is formulated in this statement: the investigation on the implementation of the 2013 Curriculum in the English teaching and learning at SMA A Wonosobo and SMA B Wonosobo. To facilitate this study, the researcher formulates the problem into some questions:

1. How is the 2013 Curriculum implemented at SMA A Wonosobo and SMA B Wonosobo?

2. What the problems are faced by the English teachers in the English teaching learning process based in implementing the 2013 Curriculum of both schools?

E. Objective of the Study

Based on the statement of the problem, the objectives of this study can be arranged into some points, there are:

1. To describe the implementation of the 2013 Curriculum at SMA A Wonosobo and SMA B Wonosobo.
2. To investigate the problems faced by the English teachers in the English teaching learning process based on the 2013 Curriculum implementation at SMA A Wonosobo and SMA B Wonosobo.

F. Significance of the Study

This study gives beneficial contributions, which are:

1. Scientific Significance

Scientifically, this study is important for giving more information about the problematical education. From the findings of this study, these give the beneficial information to evaluate the policy of curriculum implementation in Indonesia. The results of this study also can be used to verify the government policy and current theories related to the implementation and the problems of the 2013 curriculum in the real educational units.

2. Practical Significance

a. Government

This study can be useful to give some information to the government as the policy maker to develop the curriculum to be implemented in any subjects especially in English subject. It also gives the contributions to react to the problems of the implementation of the 2013 Curriculum.

b. School

This study can be useful to the schools where this study was conducted and also to other schools that have the same problems. The schools can overcome the problems in the 2013 Curriculum implementation. They can identify how the 2013 Curriculum is implemented in their school.

c. Teachers

For teachers, this study can be used as the references to reflect and to make problem mapping in the 2013 Curriculum implementation in the classroom practice. Therefore, teachers can reflect on their tasks as English teachers.

d. Similar study

This study gives information to the other researchers who have the same interesting topic for the study; that is related to the curriculum implementation. The other researchers can use this study as a source in conducting the research further on the same interesting topic.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is divided into four subchapters, namely; literature review, relevant study, conceptual framework, and research questions. Literature review consists of some theories that support this present study, namely; definition of curriculum, curriculum implementation, the 2013 Curriculum, the challenges of teaching and learning based on the 2013 Curriculum, the semester credit system in senior high school, the English teaching and learning, the teaching English to senior high school students, and teaching and learning problems.

A. Literature Review

1. Definition of Curriculum

There are several Curriculum definitions in the literature. Sorenson et al (2011: 157) explain the root meaning of the term of the curriculum. According to them, the term of the curriculum is from the Latin word, *currere*, that is meant as “a current or to run as a current”. Then, nowadays, the term of this Latin word is interpreted as “to run the course of study or a series of study”. To emphasize the term of curriculum, Ross (2000: 9) explains that curriculum is a broad conceptualization that emphasizes on anything that schools do affects students’ learning through deliberate planning and organization.

In another opinion about curriculum definition, it is stated by Marsh and Willis (2007: 11) that curriculum is all about the students learning experiences. It provides students to attain general skills and knowledge at a variety of learning

sites. Then, Marsh (2009: 6) states that “curriculum is all planned learning for which the school is responsible”. Glathorn in Seel (2008: 131) defines the curriculum, he states that:

“the curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementation of those plans in the classroom; those experiences take place in a learning environment that also influences what is learned.”

Parkay et al (2010: 3) also state in their book that the curriculum is the totality of educative experiences that should be had by students in an educational program. It contains the purpose of an educational program to achieve broad goals and specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society. Then, Sorenson et al (2011: 157) also define the curriculum as:

“An educational process by which the function of schooling is set in motion, according to local standards as well as state and national principles, dictates, and/or mandates.”

The law on the national education system No. 20 Year 2003 also states the definition of curriculum, that it is a set of plans and regulations related to objectives, content, learning materials, and manners to use; this set is used as the manual implementation to achieve the objectives. Based on those definitions of curriculum, it can be concluded that curriculum is a set of planning learning experiences for learners in an educational program or course that includes of procedures, methods, manner, and materials by which has a certain goal to achieve and to impact learners’ skills and knowledge.

2. Curriculum implementation

Curriculum, as the outline of the learning planning, is one of the aspects that should be understood by teachers to be implemented. It should be implemented in the classroom to have some impacts on all learners. A term of implementation can be defined as the practice of a curriculum or syllabus (Fullan in Marsh 2009: 92). Marsh (2009: 92-93) also states that implementation refers to an actual use or practice. Teachers should find out how to use the curriculum effectively. The explanation of the curriculum implementation is also asserted by Onyeachu (2008) in Ahmadi and Lukman (2015: 31) in the following statement.

“Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments”.

Therefore, it can be concluded that implementation is a possible action to practice a plan. Curriculum implementation is the process of enacting the planned curriculum or it also can be understood as the translation of a written curriculum into classroom practices (Fullan in Marsh 2009: 92). Marsh and Willis (2007: 216) explain that there are two views that influence curriculum implementation. First, teachers have absolute power over what will or will not be implemented in their classroom. Second, an external authority exercises complete control over what teachers do in their classrooms, directing teachers to select and to use particular topics or units in specified ways.

Marsh and Willis (2007: 216) explain more details why the power of teachers can influence curriculum implementation. The reasons are first, teachers

have an authority to introduce the new course without any delimitation from the system, students' parents, and the community. Second, teachers know the full range of knowledge, skills, and resources that make up a particular topic or unit. Third, teachers can be able to spend the long periods of time needed to prepare instructional materials. Fourth, teachers have full command of knowledge about interests, skills, and developmental needs of students.

Considering the curriculum implementation, Jackson (1991) in Wahyudin (2014: 96) stated that there are three approaches in the curriculum implementation, namely, fidelity perspective, mutual adaptation, and enactment curriculum.

a. Fidelity perspective

This perspective gives the reason that the curriculum is a real program which taught by the teachers.

b. Mutual adaptation

This approach has certain characteristic in the implementation. Based on this approach, in the implementation of the curriculum, the school does the adaptation based on the real condition, necessities, and contextual development.

c. Enactment curriculum

This approach states that the curriculum is the development process. The teachers are the creators in the curriculum implementation.

Describing or measuring the new curriculum implementation can be identified from some problems. According to Marsh (2009: 97-99), there are some

difficult parts in the new curriculum implementation to measuring, namely; measuring student activities and achievement, measuring use of curriculum materials, and measuring teacher activities.

a. Measuring students activities and achievement

New curriculum is always conducted to provide better learning opportunities for students in some aspects, such as understanding, skills, and value. Therefore, it is impossible to measure students' achievement to know that the new curriculum is better than the previous one.

b. Measuring use of curriculum materials

Curriculum materials are the important point in any study. Curriculum materials can figure the teacher and students activities. Herlen (1994) in Marsh (2009: 99) gives more explanation about the essential curriculum materials. According to her, steps in evaluating curriculum materials are deciding on the criteria to be used, gathering some information on how the curriculum materials is used in the classroom, analyzing the information, and reporting the judgments.

c. Measuring teacher activities

Measuring teacher activities are also the important one in curriculum implementation. It can know the teachers' behavior and innovation. To measure teacher's activities, it can be taken by observation checklists, questionnaires, interview, and self-report technique.

3. The 2013 Curriculum

Curriculum considered as the most important guidelines and the component of teaching and learning processes needed by teachers to achieve the purposes of their teaching activities. The 2013 Curriculum is the renewal of the previous curriculum, the School-based Curriculum. Teaching and learning process in 2013 Curriculum is directed to gain all the potential that students have therefore their competence will be increased. To attain that aim, the government develops the 2013 Curriculum to gain productive, creative, innovative, and characteristic Indonesian students through reinforcement of students' attitude, knowledge, and skills (Mulyasa, 2017: 65).

Based on the regulation of the ministry education and culture number 59 in the appendix A year 2014, the purposes of the 2013 Curriculum are to prepare Indonesian people having the life ability as the Indonesian personnel. It means that Indonesian people should be faith, productive, creative, innovative, effective, and capable to contribute in social life, nationality, and civilization of the world.

The 2013 Curriculum is mapped into core competence and basic competence. The regulation of the ministry of education and culture number 24 in the year of 2016 states the core competence is a competence that should be achieved at the end of the academic year. The core curriculum is some steps to reach the graduate competence standards. The core curriculum is also divided into four groups; there are KI-1, KI-2, KI-3, and KI-4. Those competences represent spiritual attitude, social attitude, cognitive aspect and skills respectively. Moreover, basic competence is a competence that supports the core competence.

It is formulated based on the learners' characteristics, learners' ability, and characteristics of each subject.

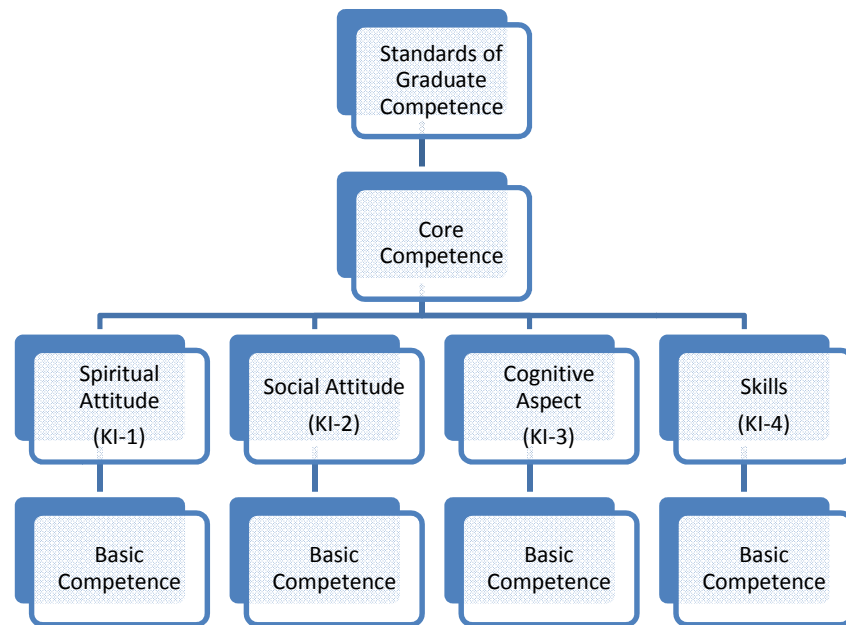


Figure 1. The Organization of the 2013 Curriculum

To achieve the objectives of the 2013 Curriculum, teachers should develop an effective and meaningful learning, teach professionally, organize teaching and learning, choose teaching approach appropriately, determine teaching and learning procedure and competence establishment effectively, and also determine the success criteria to students (Mulyasa, 2017: 39). There are some aspects that should be applied in the 2013 Curriculum implementation, namely; scientific approach, learning models, and authentic assessment.

a. Scientific Approach

According to Sani (2015: 53), the concept of scientific approach is explained by the ministry of education and culture that the scientific approach includes some components in the teaching and learning process, namely; observing, questioning, associating, experimenting and communicating. The application of scientific approach relates to the creativity of the teacher although there is a handbook for teacher. To achieve the scientific approach, the teaching and learning process can use the learning models such as discovery/inquiry learning, problem based learning, and project based learning.

b. Learning Models

Based on the ministerial regulation on the study of the primary and secondary education under the ministry of education and culture number 103 in year 2014, the 2013 Curriculum represents three kinds of learning models that should be applied in teaching and learning. Those learning models are inquiry and discovery learning, problem based learning, and project based learning. In teaching all subjects including English, the teacher should apply those learning models.

1) Inquiry and discovery learning

Inquiry-based learning has explained by Alberta (2014) in Sani (2015: 88), that it is a dynamic process of students in learning, formulate questions, investigate widely, and build understanding, meaning, and knowledge. Inquiry and discovery learning gives students some impacts, namely; developing skills based on the real life as needed, learning of taking in a hand of the problem,

taking in a hand of challenges, and developing in problem-solving (Sani, 2015: 89).

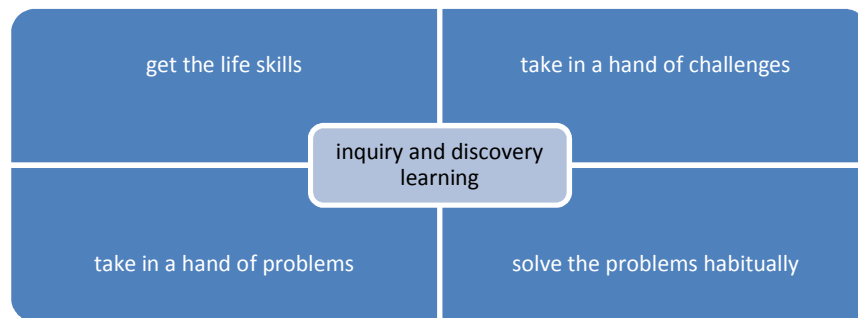


Figure 2. The impact of inquiry and discovery learning.

2) Problem-based learning

Problem-based learning can create students to learn the real world problem-solving. Using this learning model, the students should be active learners to do research and to solve the problems. The teachers' role in this learning model is as the facilitator. Therefore, this learning model can create the higher order thinking of students and increase the students' ability to think critically (Sani, 2015: 127).

3) Project-based learning

Project-based learning is to get knowledge and skills from making projects based on the materials. Sani (2015: 171) states that project-based learning refers to an approach used in classroom activity to student designing, planning, and carrying out the projects based on the authentic problems and issue in the society. He also describes the characteristics of project-based learning. The characteristics of this learning model divided into seven points, namely; inquiry process, focus on the important concept, students centered learning, realistic project, constructive investigation, produce some product, and authentic problem or issue.

c. Authentic Assessment

Assessment is an ongoing process that includes of a much wider domain (Brown, 2004: 4). According to Sani (2015: 201), the authentic assessment refers to the assessment that is done comprehensively to assess the attitude aspect, cognitive, input skills, process, and output skills. There are three aspects that should be assessed in the 2013 Curriculum, namely; the affective assessment, cognitive assessment, and psychomotor assessment.

Considering the implementation of the 2013 Curriculum, Mulyasa (2017: 11-12) states that the 2013 Curriculum will be successful to implement if the indicators are achieved. Those indicators are followed.

- 1) The learners' qualities are productive, creative, and independent.
- 2) There is good learning quality.
- 3) There are efficiencies and effectiveness of facilities and infrastructures organization.
- 4) There is good participation from the stakeholders.
- 5) There are good school's responsibilities.
- 6) The learners' qualities have good attitudes, skillful, and good intelligence.
- 7) There are the good learning qualities, such as active, creative, effective, and joyful learning.
- 8) There is a good learning environment, such as the peaceful, pleasant, and order environment.
- 9) There are evaluation process and continuous quality improvement.

4. The Challenges of Instruction based on the 2013 Curriculum

The instruction in the classroom gives an important role to implement the curriculum and to create the quality of students. In the 2013 Curriculum context, there are some activity changes in the instructional process. These changes influence the activities in the classroom that these are not as easy as turning the palm around to change; therefore the 2013 Curriculum implementation will face some challenges or problems in the act of instructional process. Based on the statement of Abidin (2016: 24), the challenges of the 2013 Curriculum implementation relate to teachers, time, facilities and infrastructures, learning materials, assessment, and learning strategies.



Figure 3. The Challenges of the 2013 Curriculum Implementation
(Source: Abidin, 2016:24)

a. Teachers

Based on the explanation of Abidin (2016: 27-29), teachers as the key of the curriculum implementation in the classroom have the challenges in some aspects. Those challenges are; 1) teachers should teach materials based on the active learning to develop the higher order thinking skills of students, 2) teachers should implement the learning models based on the scientific process of learning, 3) teachers should be the capable teachers, 4) teachers should master the technology, 5) teachers should be able to increase the students' competence, 6) teachers in the future should determine for a certainty of the school as the place of work, 7) in the globalization era, teachers should be able to teach students in the multi-culture condition.

b. Time

The implementation of the 2013 Curriculum is related to the time allocation for teaching and learning process. Abidin (2016: 31) states that this challenge happen because the 2013 Curriculum implementation demands that teachers should apply the active learning and authentic assessment that need more time to implement these.

c. Facilities and infrastructures

The 2013 Curriculum implementation demands to implement the active, creative, and innovative learning process. Therefore, Abidin (2016: 33) states that this learning process needs to be supported by the facilities and infrastructures aspect satisfyingly. The supporting facilities should not be the

expensive things because the important thing is the benefit of the facilities to support the teaching and learning process.

d. Learning materials

According to Abidin (2016: 34), the learning material based on the 2013 Curriculum has simplification of the material content. Therefore, this case will influence supplying of new textbooks.

e. Learning assessment

The assessment of students' learning process in the context of the 2013 Curriculum implementation is the authentic assessment. Based on Abidin (2016: 35) statement, the assessment in the context of the 2013 Curriculum implementation is conducted by comprehensive assessment from learning process to the learning result. This authentic assessment can be conducted through several ways such as the cognitive test, perform assessment, attitude assessment, self-assessment, portfolio assessment, and others. Therefore, the teachers should understand the concept of the authentic assessment and implement it in the classroom.

f. Learning strategies

According to Abidin (2016: 36-37), regarding the implementation of the learning in the 21st century, the 2013 Curriculum demands that the instruction in the class is done by the scientific process, multi-literacy based learning, and cooperative based learning. Therefore, teachers should develop the suitable learning models in the teaching and learning process.

Based on the other resources, Arends (2009: 7-18) states that there are also six challenges for twenty-first century teachers. Those challenges are flat world and the iGeneration, diversity and differentiation, school choice, new conceptions of knowledge, learning, and abilities, accountability for student learning, and also standards and accountability.

a. Flat world and the iGeneration

Technology influences the flat world because everybody can communicate with each other in anytime and anywhere. Moreover, the twenty-first century teachers right now teach the students of iGeneration or internet generation. Technology is a life for them. Therefore, this condition becomes a challenge for the twenty-first century teachers.

b. Diversity and differentiation

The other challenge is the way of teaching to students who have different background. In the global life and multi-cultural society, teachers will face the condition that there is multi-cultural society in the school.

c. School choice

School choice is an alternative to create the special-focus school. This condition also influences the use of curriculum in the school. Therefore, this condition becomes one of the challenges for teachers.

d. New conceptions of knowledge, learning, and abilities

In the twenty-first century, the concept of learning and teaching is changed by a new paradigm. Learning is viewed not as students passively receiving information from the teacher but rather as students actively engaging in relevant

experiences and having opportunities for dialogue so that meaning can evolve and be constructed.

e. Accountability for student learning

The next challenge for twenty-first century is that teachers should have a license to teach. Therefore, teachers have accountability in teaching.

f. Standards and accountability

Each school has certain standards for the learners. For example, the school has certain standardized test to assess student learning. Therefore, the teachers should adjust to the standards.

Madya (2013: 271) also explains the challenges in the implementation of the 2013 Curriculum. There are two challenges, namely; first, the challenges in practicing teaching and learning process using new curriculum; second, the challenges in implementing the character building in English teaching.

From those theories, the researcher chooses the appropriate theory that is relevant to the topic of this research. Therefore, it can be assumed that the challenges of the implementation of the 2013 relate to some categorizes, namely:

- a. Teachers (Abidin: 2016; Arends: 2009)
- b. Time (Abidin: 2016)
- c. Facilities and infrastructures (Abidin: 2016; Arends: 2009)
- d. Learning materials (Abidin: 2016)
- e. Assessment (Abidin: 2016; Arends: 2009)
- f. Learning strategy (Abidin: 2016; Madya: 2013)

5. The 2013 Curriculum of Senior High School

a. Graduate Competence Standard of Senior High School in the 2013 Curriculum

To achieve the goals of national education, it is necessary to have a qualification profile of graduate competencies as outlined in the competency standards of graduates. According to the regulation of the ministry of education and culture No 20 Year 2016, the graduate competency standards are the criteria of graduate qualifications that include attitudes, knowledge, and skills. Therefore, every graduate of elementary and secondary education units have competencies in three dimensions of attitude, knowledge, and skills.

1) Dimension of attitude

Senior high school graduates have behaviors that reflect the attitudes of faithful and fearful to the God, character, honest, caring, responsible, true lifelong learners, and physically and mentally healthy in accordance with the development of children in the family environment, schools, communities and the natural environment around, nation, state, regional, and international.

2) Dimension of knowledge

Senior high school graduates have factual, conceptual, procedural, and metacognitive knowledge at the technical, specific, detailed, and complex levels regarding science, technology, art, culture, and humanities. They also are able to link that knowledge in the context of self, family, school,

community and the surrounding natural environment, nation, state, and regional and international area.

3) Dimension of skills

Senior high school graduates have the thinking and acting skills, such as creative, productive, critical, independent, collaborative, and communicative through a scientific approach as the development of what is learned in educational units and other sources independently.

b. Standard Process of Learning of Senior High School in the 2013 Curriculum

According to the regulation of the ministry of education and culture No 22 Year 2016, to achieve the desired standard of graduation competency, the learning process is fully directed to the development of the cognitive, affective, and psychomotor domain holistically. The standard process of implementation of learning in senior high school is the implementation of a lesson plan, including preliminary activities, core activities, and closing activities.

1) Preliminary activities

In this activity, the teachers should do some activities, namely;

- a) preparing students mentally and physically to follow the learning process.
- b) motivating students to learn contextually according to the benefits and application of teaching materials in everyday life, by

providing examples and comparisons of local, national and international, and tailored to the characteristics and learner level of learners;

- c) asking questions that relate to the prior knowledge to the material to be learned;
- d) explaining the learning objectives or basic competencies to be achieved; and
- e) conveying material coverage and explanation of activity description according to syllabus.

2) Core activities

The core activity uses learning models, learning methods, instructional media, and learning resources. It is corresponded by the characteristics of learners and subjects. The selection of thematic and / or scientific and / or inquiry and / or thematic approaches and discovery and / or project based learning is corresponded by the characteristics of competence and level of education. In accordance with the Graduate Competency Standards, learning objectives cover the development of the attitudes, knowledge, and skills aspects elaborated for each educational unit. Therefore, the core activities cover the attitudes, knowledge, and skills aspects.

a) Attitude

All learning activities are oriented to the stages of the competence that encourage learners to do the activity. This affection

process activity includes receiving, doing, appreciating, and practicing.

b) Knowledge

Knowledge is owned through activities of knowing, understanding, applying, analyzing, evaluating, and creating. To strengthen the scientific, thematic, integrated and thematic approaches it is strongly recommended to apply discovery / inquiry learning. To encourage learners to produce creative and contextual work, both individually and in groups, it is advisable to produce project-based learning.

c) Skills

Skills are gained through observing, asking, trying, reasoning, presenting, and creating. All material content (topics and sub-topics) in each subject should encourage learners to make the process of observation to creation. In order to realize these skills it is necessary to undertake learning that implements discovery / inquiry learning mode and learning that produces project based learning.

3) Closing activities

In the closing activities, teachers and learners do reflections individually or in groups to evaluate:

- a) the whole set of learning activities and the learning outcomes to get the direct and indirect benefits;
- b) provide feedback on the learning process and outcomes;

- c) conduct follow-up activities in the form of assignment, individual or group tasks;
- d) inform the lesson plan for the next meeting.

The regulation of the ministry of education and culture also states that the time allocation of the learning process as mention above is 45 minutes per learning hour. The ministry also decides that the number of learners in the classroom is around 3-36 learners. Therefore, it can be a guide to the educational unit in organizing the class.

c. The Subjects' Group of Senior High School in the 2013 Curriculum

A curriculum that has been applied in senior high school or *Madrasah Aliyah* since academic year 2013/2014 is the 2013 Curriculum of a senior high school. The regulation of the ministry of education and culture No. 59 Year 2014 states that the subjects in the curriculum are categorized into three clusters. Those are cluster A, cluster B, and cluster C. The cluster A consists of the subjects that intent on developing the attitude, knowledge, and skills competence as the students' foundation in social life and nationality. Cluster B consists of the subjects that intent on developing the attitude, knowledge, and skills competence related social environment, culture, and art. Then, cluster C consists of the subjects that intent on developing the attitude, knowledge, and skills competence related academic discipline choices. These are presented in the Table 1.

Table 1
Subjects Division in the 2013 Curriculum of Senior High School

No	Clusters	Subjects
1	Cluster A	Religious and Moral Education
		Civic education
		Indonesian
		Mathematic
		Indonesian History
		English
2	Cluster B	Art and culture
		Physical, Sport, and Health Education
		Craft and Entrepreneurship
3.	Cluster C	Elective Mathematics and Science
		a. Mathematics
		b. Biology
		c. Physics
		d. Chemistry
		Elective Social Science
		a. Geography
		b. History
		c. Sociology
		d. Economics
		Elective Language and Culture
		a. Indonesian language and literature
		b. English language and literature
		c. Other foreign language and literature
		d. Anthropology

The syllabus of the 2013 Curriculum of the senior high school is categorized into three clusters based on the subjects' clusters. The syllabus of subjects' cluster A is developed by the government. Then, the syllabus of subjects in cluster B is also developed by the government, nevertheless, the local government can develop the syllabus based on the local condition. Furthermore, the syllabus of elective subjects in cluster C is also developed by the government. The curriculum structure of senior high school is also stated in the appendix A of

regulation of the ministry of education and culture No. 59 Year 2014. It is explained in the Table 2.

Table 2
Curriculum Structure of Senior High School

SUBJECTS		TIME ALLOCATION PER WEEK		
		X	XI	XII
CLUSTER A (GENERAL)				
1.	Religious and Moral Education	3	3	3
2.	Civic Education	2	2	2
3.	Indonesian Language	4	4	4
4.	Mathematics	4	4	4
5.	Indonesian History	2	2	2
6.	English	2	2	2
CLUSTER B (GENERAL)				
7.	Art and Culture	2	2	2
8.	Physical, Sport, and Health Education	3	3	3
9.	Craft and Entrepreneurship	2	2	2
A number of learning hours from cluster A and B per week		24	24	24
CLUSTER C (ELECTIVE)				
Academic elective subjects		9 or 12	12 or 16	12 or 16
Elective and/or Cross-Selective Subjects		6 or 9	4 or 8	4 or 8
A number of learning hours of cluster A, B, and C per week		42	44	44

The academic elective subjects in cluster C is available to facilitate students developing their competencies based on their interest and talent. The elective selection is determined by the result of junior high school report, the score of the national examination, placement test, students' interest and talent from the psychological test, and counselor recommendation. The description of academic elective subjects will be explained in the Table 3.

Table 3
Academic Elective Subjects in Senior High School

SUBJECTS		CLASS		
		X	XI	XII
I. Elective of Mathematics and Science				
1	Mathematics	3	4	4
2	Biology	3	4	4
3	Physics	3	4	4
4	Chemistry	3	4	4
II. Elective of Social				
1	Geography	3	4	4
2	History	3	4	4
3	Sociology	3	4	4
4	Economics	3	4	4
III. Elective of Language and Culture				
1	Indonesian Language and Literature	3	4	4
2	English Language and Literature	3	4	4
3	The other foreign language and literature (Arabic, Mandarin, Japanese, Korean, German, French)	3	4	4
4	Anthropology	3	4	4
Elective Subjects				
Selection of cross-elective and/or deepen of elective subjects		6 or 9	4 or 8	4 or 8

6. The Semester Credit System in Senior High School

The semester credit system (SCS) has been explained in the regulation of minister of education and culture No 158 Year 2014. It is kind of the educational implementation that students can decide their load of study and their subjects in each semester based on their interest, talent, and ability. Based on the development of the 2013 Curriculum policy, the directory of senior high schools development (2015: 4) states that holding the semester credit semester in senior high school is one of the innovative and creative efforts in increasing the education quality through variation services to accommodate students'

complexity on their interest, necessity, potential, talent, and velocity study. The semester credit system is also the alternative of a learning system that can be held in senior high schools which have an A accreditation.

The implementation of SCS model can be applied into step by step using phasing in/out strategy. Then, the implementation starts from class X in the first year; in the second year class X and XII implement this model, and in the third year, all grades can implement it. The steps can be organized as in the following table.

Table 4
The Stages of SCS Implementation in Senior High Schools

Period	Implementation		
	Class X	Class XI	Class XII
The First Year	SCS	Cluster system	Cluster system
The Second Year	SCS	SCS	Cluster system
The Third Year	SCS	SCS	SCS

Based on the regulation of minister of education and culture No 59 Year 2014, the curriculum structure and learning burden of SCS consist of general subjects (Category A) and interest subjects (Category B). The students can get the learning loads a number of 260 courses hours unequally. Therefore, the directory of senior high schools development (2015: 12) states that there are two instructional patterns, namely; the continue pattern and the discontinue pattern. It is described in figure 4.

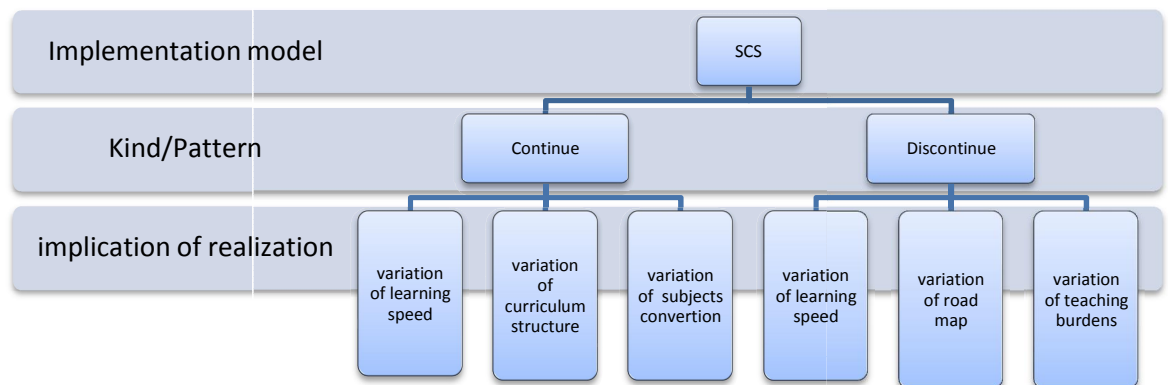


Figure 4. The model of SCS Implementation
(Source: Directory of senior high schools development, 2015: 10)

a. Continue pattern

Applying the continue instructional pattern, all subjects are always available in each semester. Then, students can choose some additional subjects or learning hours based on their ability. The additional learning hours influence the content of the subject or the instructional unit.

Using this pattern, the school institution arranges the instructional variation based on students' velocity of learning. The curriculum structure can arrange into six semesters, five semesters, and/or four semesters.

b. Discontinue pattern

This pattern is also called by on/off pattern. In this pattern, the subjects are arranged for serial types. These serial types can be arranged into four series maximally. Therefore, the school institution should arrange instructional roadmap for six, five, and four semesters.

The core competence and basic competence of class X, XI, and XII should be reconstructed into core competence and basic competence of serial

subjects. Then, the arrangement of core and basic competence in serial subjects is done by putting the basic competence in the right order based on the series and learning hours.

The implementation of the 2013 Curriculum with the semester credit system using the pattern of continue and discontinue becomes variation choices. The school institutions can choose one of these variations in the implementation of SKS model.

Using SKS model, students can choose learning hours by themselves. Students should fill out the format of course selection sheet (KRS) or learning contract. The selection of learning burdens is based on the students' learning velocity, the diversity of elective study, and the diversity of cross-elective study. There are some criteria that should be looked at filling out KRS.

- a. The achievement of junior high school influences the learning burdens in semester 1;
- b. The Grade Point Average (GPA) in the previous semester influences the learning burdens in the next semester. It arranges based on the following regulation:
 - 1) $GPA < 2.67$ can take the learning burdens 46 learning hours maximally;
 - 2) $GPA \ 2.67\text{--}3.33$ can take the learning burdens 54 learning hours maximally;
 - 3) $GPA \ 3.34\text{--}3.66$ can take the learning burdens 62 learning hours maximally;

- 4) GPA>3.66 can take the learning burdens 70 learning hours maximally.

Normally, the time allocation of one learning hour in senior high school is 45 minutes, but for the students who have GPA>3.50, the time allocation of one learning hour can be in 30 minutes.

Semester credit system also makes an available short course program. According to Directory of senior high school development, the short course is a corrective learning program for students who do not pass yet at the end of the semester. Therefore, students have an opportunity to improve the result of their study to achieve the minimum standard. This program has some provisions that should be undertaken as follows:

- a. The schedule of the short course is determined by the school.
- b. The short course can be done in two-time choices, namely; in the afternoon after the instructional activity or in the time between previous semester and next semester.
- c. The instructional materials of the short course refer to the basic competence completeness of the subject.
- d. The program is done in eight meeting that is ended by assessment.
- e. The teacher in short course is the appropriate teacher of the subject.

The directory of Senior high school development (2015: 24) also explains the assessment of result study of students. Generally, the assessment in semester credit system refers to the authentic assessment of the 2013 Curriculum, namely; attitude, cognitive, and skills competency assessment.

The assessment of attitude competence can be done by observation, self-assessment, peer assessment, and journal. Then, the assessment of cognitive competence can be done by written and oral test, task, and the observation of discussion or presentation. Then, skills competence assessment is done by practical observation, project assessment, product assessment, writing assessment, and portfolio assessment. To pass the assessment, students should complete some requirements, namely;

- a. Carrying out 260 learning hours minimally encompassing 144 learning hours from the general cluster (A and B) and 116 learning hours from the elective cluster (C). The students also should get GPA 2,66 minimally.
- b. Getting the good score on the attitude assessment.
- c. Passing the school assessment.

The report of learning result in semester credit system refers to the regulation of the ministry of education and cultures no 104 Year 2014. The grade point is gotten from all the assessments result of basic competence from the cognitive competence and skills competence. The result can be formed in the numbers form and letters form. Then, for the attitude assessment, it uses the modus score in average 1.00 – 4.00. It is described by lack, adequate, good, and very good. This report of learning result is described in the Table 5.

Table 5
The Conversion Score and the Predicate of Learning Result

Attitude		Cognitive		Skills	
Modus	Predicate	Average Score	Letter	Optimum Performance	Letter
4.00	Very good	3.85 – 4.00	A	3.85 – 4.00	A
		3.51 – 3.84	A-	3.51 – 3.84	A-
3.00	Good	3.18 – 3.50	B+	3.18 – 3.50	B+
		2.85 – 3.17	B	2.85 – 3.17	B
		2.51 – 2.84	B-	2.51 – 2.84	B-
2.00	Adequate	2.18 – 2.50	C+	2.18 – 2.50	C+
		1.85 – 2.17	C	1.85 – 2.17	C
		1.51 – 1.84	C-	1.51 – 1.84	C-
1.00	Lack	1.18 – 1.50	D+	1.18 – 1.50	D+
		1.00 – 1.17	D	1.00 – 1.17	D

7. English Teaching and Learning

In Indonesia, teaching English is categorized as teaching foreign language. According to Brown (2001: 116), foreign language contexts are those in which students do not have ready-made context for communication beyond their classroom. Indonesian students should join to English clubs, courses, or occasional tourist to get the opportunities to learn and practice English.

Teaching language as foreign language or second language can be based on some principle. Brown (2001: 55-68) explains that there are some principles to help language teaching practice. This principle is divided by three board parts; these are cognitive principles, affective principles, and linguistic principles. Cognitive principles discuss mental and intellectual function. While affective principles talk about emotional involvement that includes of self feeling, relationships in a community of learners, and the emotional ties between language

and culture. Temporary linguistic principles categorize the language learning and teaching centers on language itself and on the complex linguistic systems.

a. Cognitive Principles

Cognitive principles consist of five subtopics. There are automatically, meaning learning, the anticipation reward, intrinsic motivation and strategic investment. The term of automatic in this principle is as subconscious in teaching and learning. The students learn language without thinking about that language. This first principle in language teaching and learning includes of some important points. There are subconscious absorptions of language through meaningful use, efficient and rapid movement away on the purposes to which language is put, efficient and rapid movement away to a relatively unlimited automatic mode of processing language forms and resistance to the temptation to analyze language forms.

In teaching language, one of the important points to do is to make the meaningful learning. Meaningful learning will lead the long-term retention rather than rote learning. The teacher should avoid the pitfalls of rote learning such as explaining too much grammar, abstract principle and theories, drilling and memorization, and others. Cognitive principle also includes the anticipation of reward, intrinsic motivation, and strategic investment.

b. Affective Principles

This principle gives more attention in the emotional involvement. It is about self-feeling, the relationship in a community of learners, and the emotional in language and culture connection.

c. Linguistic Principles

The last principle focuses on language and linguistics. This principle concerns on language itself and on the way of learners deal in complex linguistic systems.

To guide teaching language, Nation and Macalister (2010: 38-39) also state that there are some principles to follow these principles. These principles are not only to help in teaching language, but also to help in the design courses or in the design curriculum. The principles are divided into three groups. There are content and sequencing, format and presentation, and monitoring and assessment. The first group, content, and sequencing concerns what do in the language course and which language items appear in the course. The students can get something useful from the class with some interesting activities.

The second group, format, and presentation concern what actually happens in the classroom and during the learning. It focuses on the kinds of activities and materials used in the classroom. While the third group principle, monitoring, and assessment focus on evaluation and feedback.

8. Teaching English to Senior High School Students

Teaching senior high schools students according to Brown (2001: 91) is as teaching teens, the age of children is between twelve and eighteen. Those children are at the age of puberty. They are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. There is special set to teach them who are in between childhood and adulthood. Therefore it needs the

brief considering the sort of variables that can be applied in teaching senior high schools students. The simple form is to remind teachers in teaching senior high schools students.

- a. Some sophisticated intellectual processing is increasingly possible for the students. Hence the complex problem can be solved with logical thinking.
- b. The students need the diversion that present in a teenager's life.
- c. Sensory input varieties are still needed by students.
- d. One of the most important aspects of the senior high schools teacher is to keep self-esteem high by some activities, namely; avoiding embarrassment of students at all costs, affirming each students' talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by teens.
- e. The student can learn immediate communicative context to achieve a grammar point and vocabulary item, but care must be taken not to bore them with over analysis.

9. Teaching and learning problems

Both Dardjowidjojo (2000) and Nur (2004) in Sahiruddin (2013) agree on five common problems such as big class sizes, teachers with low level of English proficiency, the low salary of government English teachers which encourage or even force many to moonlight, the lack of sufficient preparation to teach the new curriculum and the culture barriers for teachers to

leave the role of master and to accept or to adopt the new role of facilitator.

Pande (2013: 416-418) states that some problems are faced by both the teacher and the students in the English teaching and learning process. Those problems are psychological problems, learning method, translation method, mother tongue interference, the difference in English, lack of practice, lack of interest, lack of motivation, malpractice in the exam, mistakes in English, and crowded classes.

- a. Psychological problem is the students' perception that English is the most difficult of all subjects. Hence, this condition makes the result of English subject in the poor performance and of the year.
- b. The learning method is the important aspect to teach English. The teacher should concentrate to achieve the fundamental skills of the language ability of students (listening, speaking, reading and writing) with the current learning method.
- c. The problem of concretizing the abstract idea is the problem that is faced by the teacher. The teacher faces difficulty in creating a live picture and students find the difficulty to understand the abstract idea of the novel, poem, passage, and word.
- d. Translation method becomes a problem in learning English. Translation actually helps the student to understand the meaning and the content of the text but it collides with language learning.

- e. Mother tongue interference becomes most of the problems in learning productive skills. Every language has different stress, intonation, and pronunciation. Therefore, sometimes both students and teacher forget about it.
- f. The difference in English means that the way to pronounce English is different from other languages of the world. Even, every region of the world where English is spoken has a different accent.
- g. Lack of practice becomes one of the causes of learning problems. To mastering English, students should practice all the four skills but they are seldom to practice it.
- h. Lack of interest is also the problem in teaching and learning English. Many students just concentrate on passing marks. The students do not care about learning language as a tool of communication.
- i. Lack of motivation is also the problem in teaching and learning English. Motivation is the crucial force in learning language.
- j. Malpractice in the exam is one of the factors in failing of learning language. When students will get the exam, they ask what books in which examinations. Hence, they just memorize the materials.
- k. Mistakes in English sometimes become a habit for students. They usually make unknowing mistakes. Those mistakes should be able to avoid.
- l. Crowded classes become one of the reasons why individual attention is impossible to the students. There is no proportional relation between students and teacher.

According to Brown (2001: 196), there is no teaching-learning context is perfect because there is always imperfect institution, imperfect people, and imperfect circumstance. This condition influences teachers facing problems in teaching and learning. Teachers sometimes face problems in teaching English in some adverse circumstances, such as teaching large classes, teaching multiple proficiency levels in the same class, teaching under institutional conditions that do not meet the ideal philosophy of education, disciplinal classroom, and problems of cheating.

a. Teaching large classes

Many teachers still teach in large classes. According to Brown (2001: 196-197), this condition prevents some problems as follows:

- 1) Proficiency and ability vary widely across students.
- 2) Individual teacher-student attention is minimized.
- 3) Student opportunities to speak are lessened.
- 4) Teacher's feedback on students' written work is limited.

b. Teaching multiple proficiency levels in the same class

Many teachers teach the high-level students and low-level students in the same class. The teachers should endeavor to challenge the high-level students to improve their competencies and to keep the middle proficiency level students.

c. Teaching under institutional conditions that do not meet the ideal philosophy of education

The condition of each institution is different one another. As Brown (2001: 198-199) stated, sometimes, many teachers teach in the institutional condition that focuses on an individual charge or principle. It can be some problems if the

teachers do not compromise to the institution. Those problems that can appear as follows:

- 1) Classes that are far too large to allow for the kind of results that the administration expects.
- 2) Physical conditions in the classroom that are onerous.
- 3) Administratively imposed constraints on what you have to teach in your course (the curriculum, possibly in great detail).
- 4) Administratively imposed constraints on how you should teach (a specific methodology that you disagree with is required).
- 5) Courses that satisfy an institutional foreign language requirement, in which students simply want a passing grade.
- 6) Courses that are test-focused rather than language-focused.

d. Classroom discipline

Teachers often face problems related to classroom discipline. According to Brown (2001: 199), even all students are hard working, highly motivated, active, dedicated, and intelligent learners, teachers still have discipline problems. Therefore, indiscipline of students can hamper the instructional objectives.

e. Problems of cheating

Another problem that is faced by teachers is how to prevent and to handle the cheating problems of students. To learn the English language, the teachers should educate students, to be honest. Brown (2001: 200) gives a reason why students cheat; it is usually because of pressure to be a winner or to excel in their class. It becomes a problem because when students do cheating on their test; teachers cannot measure their real proficiency.

Those are some problems that are faced in teaching and learning language, especially in teaching and learning English as a second language. Teaching

English as a second language actually is a fun activity if the teacher does it in the right sporting way. The students also will learn English better.

B. Relevant Study

The present study has several relevant studies that are related to this research. It is necessary to review relevant studies in order to get more insight. The first relevant study is conducted by Sukirno (2014). He investigated the implementation of the 2013 Curriculum, the difficulties faced by the teachers, and the efforts made by the teachers. Then, the result of the study showed that the implementation of the 2013 Curriculum in that school does not completely run well and in an appropriate order, such as the teachers have not fully implemented the scientific approach and authentic assessment. The difficulties faced by the English teachers are the time allocation in implementing scientific approach and authentic assessment is relatively not enough. Then, the efforts made by the English teachers to overcome difficulties include the use of interactive teaching and participating in various training and workshop related to the 2013 Curriculum in the school. The research conducted by Sukirno (2014) has the same correlation with this present study; it investigates the 2013 Curriculum implementation. Then, the researcher can learn from the previous study. The differences between the research conducted by Sukirno (2014) and the present study are the subject of the research and the depth of discussion. The previous study was conducted in one junior high school, but the present study was conducted in two senior high schools. Then, the previous study discussed the implementation of the 2013 Curriculum, teachers' difficulties in its implementation, and their effort to

overcome the difficulties. The content of the discussion is different with the present study because it concerns to investigate the implementation of the 2013 Curriculum, the problems in the implementation, the factors influenced the problems and the impact influencing the problems.

The second is a study conducted by Shofiya (2014) on the teachers' responses toward 2013 Curriculum. She has conducted research about how teachers whose role is central in curriculum give response toward the implementation of new curriculum. Using a survey of 60 respondents of senior high school teachers, 12 teachers have implemented the new curriculum. The result of this research is most of the teachers respond positively toward the 2013 Curriculum implementation and the most difficult activity according to the respondent is doing authentic assessment activity. Based on this research, the researcher knows that after a year of the 2013 Curriculum implementation, the teachers faced the difficulty to implement authentic assessment activity. The researcher conducted this study after several years of the 2013 Curriculum implementation to investigate deeply related the problems of the implementation of the 2013 Curriculum because, after several years implementation, the problems could be more complex or simpler than before.

The third study is conducted by Ardiansyah (2015) on the implementation of the 2013 Curriculum at state junior high school 8 Yogyakarta. This study mentioned that the 2013 Curriculum had implemented in the school, but it needed improvement in English teaching and learning process. Then, the low inputs became the problems faced by the English teachers in implementing the 2013

Curriculum. Based on that result, the English teachers' efforts were done to solve the problems in implementing the 2013 Curriculum such as motivating students to learn English, preparing the authentic materials, giving rewards and punishment, giving guiding questions, assessing the students' learning progress, and monitoring the students' work. The research conducted by him has the similarity to the present study because it talks about the 2013 Curriculum implementation, but there are differences in the discussion of the study. The present study discussed more deeply because not only it investigates how the implementation of the 2013 Curriculum worked but also it investigates what the problems, factors, and the impact of the 2013 Curriculum are.

The fourth study is conducted by Firmansyah (2015). He conducted the research related to the English teachers' perception about the 2013 curriculum and its implementation. The result of the research shows that the English teachers still have difficulties in developing lesson plans, formulating the indicators, implementing authentic assessment and teaching English within two hours in a week. However, they have done several things to somehow cope with these problems, discussing with other English teachers, reading related sources, teaching cross-interest program, and joining in the 2013 Curriculum training, are some of the ways mentioned by them. This research also discusses on the 2013 Curriculum, but it focuses more on the teachers' perception to implement its curriculum. This research is different from the present research that focuses on the problems in the 2013 Curriculum implementation.

The fifth study is conducted by Sundayana (2015). The study investigated teachers' readiness and competence to implement the 2013 Curriculum, particularly viewed from teachers' comprehension about the English syllabus and its articulation into lesson plans based on the principles of syllabus development as suggested in the curriculum. The study also described teachers' ability and their self-efficacy in implementing the curriculum in teaching and learning processes. Using quantitative and qualitative analyses, the result of this study showed that teachers' readiness to implement the curriculum had low correlation to their competence and teachers had adequate readiness to implement the curriculum and adequate competence to develop lesson planning. From the study, it can be assumed that in 2015, the English teachers had adequate readiness and competence to implement the 2013 Curriculum. It was different from the present study that investigated the obstacles of English teachers in implementing the 2013 Curriculum after several years implementation.

C. Conceptual Framework

This section presents the underlying concepts that are used in this research study. The following are the explanations of the conceptual framework. This study discusses the 2013 Curriculum implementation in senior high schools. The 2013 curriculum is designed by the government to create the learners who have the competencies qualification related to the affective, cognitive, and psychomotor aspects. Regarding the implementation of the 2013 Curriculum, it is implemented gradually until 2020 in the forthcoming. Nevertheless, the best

curriculum is planned and designed; the most important is the implementation itself. Therefore, the purpose of this study is to investigate the problems of the 2013 Curriculum implementation in English teaching and learning in two Senior High Schools in Wonosobo with the factors that obstruct the curriculum implementation, and the impacts of the implementation of the 2013 Curriculum problems. To know the problems in the implementation of the 2013 Curriculum, it is very important to know how the implementation of the 2013 Curriculum in the schools.

This newest curriculum is implemented in educational schools in phases. English teachers and each institution should be ready to implement this curriculum. The government hopes that this curriculum is very useful to improve the Indonesia education quality and to increase the graduate competency standard of students. There are some obstacles to practice this curriculum, while to achieve the government expects, the obstacles of each school are is different from other areas.

Therefore, using observation in teaching and learning process in the classroom practice, interview to English teachers and also document analysis in the school can get deep information about the problems faced by English teachers in the 2013 Curriculum implementation and the factors and also the impacts of the problems.

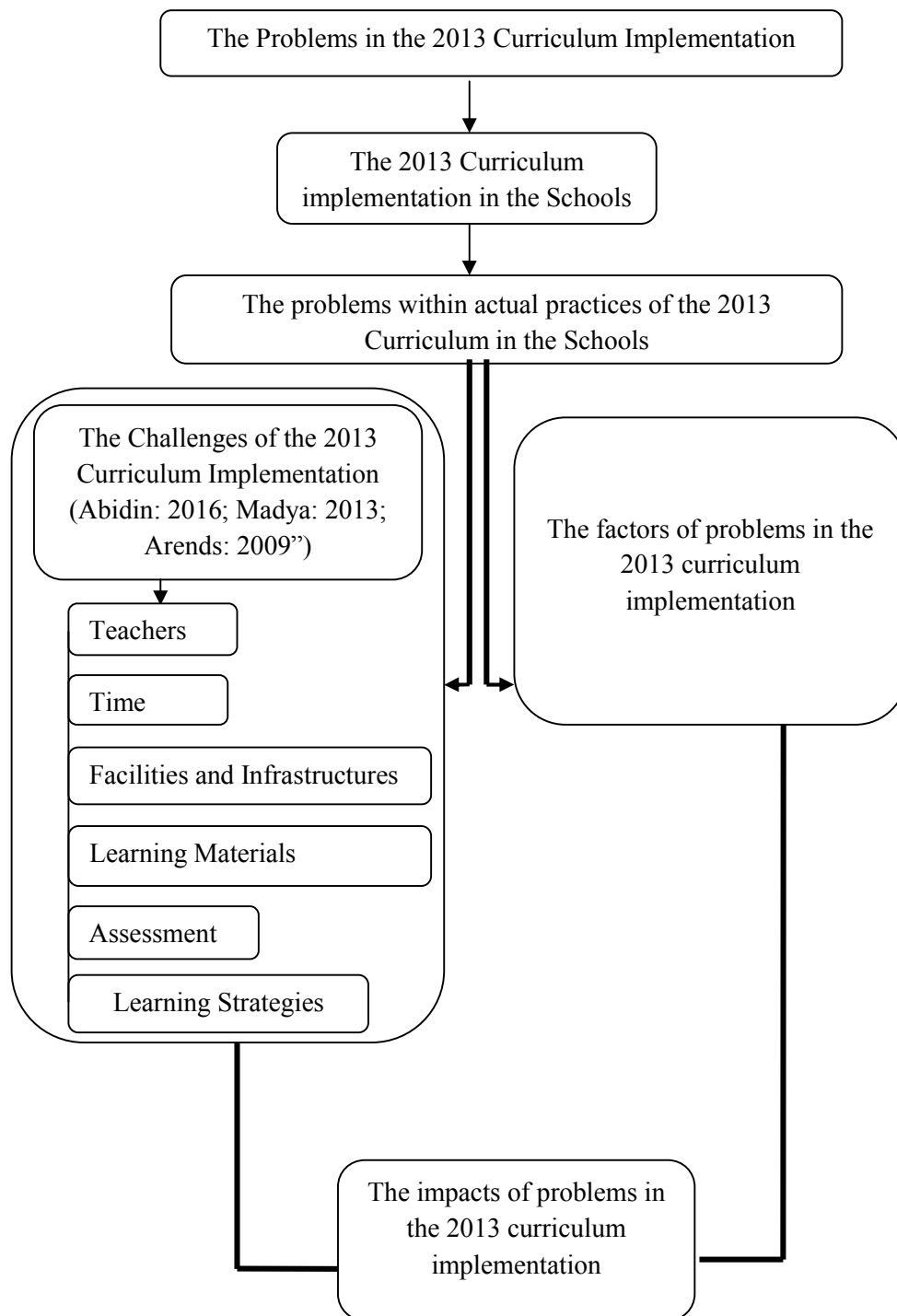


Figure 5. Conceptual Framework

D. Research Questions

The researcher formulates the research questions as follows:

3. How is the 2013 Curriculum implemented in the English teaching and learning at SMA A and B Wonosobo?
4. What the problems are faced by the English teachers in the English teaching and learning process in implementing the 2013 Curriculum of both schools?
5. Why do the problems in the implementation of the 2013 Curriculum happen in the English teaching and learning process at SMA A and B Wonosobo?
6. What are the impacts of the problems in the implementation of the 2013 Curriculum in the English teaching and learning process at SMA A and B Wonosobo?

CHAPTER III

RESEARCH METHODS

This chapter presents the method of investigation which includes the type of the research, setting of the research, unit analysis, the research procedure, data collection technique and research instruments, data analysis technique, and the validity and reliability of the research.

A. Type of the Research

This qualitative research study is classified as a case study. This research study was classified as a case study because it investigated a contemporary case which related to the problems in the 2013 curriculum implementation on English teaching and learning within its real context in the schools. This research study was categorized as an embedded single case study because it organizes around a single case and involves two units of analysis (Yin, 2014: 50). The single case in this research is the 2013 curriculum implementation. This case gained in two units of analysis, namely; SMA A and SMA B Wonosobo.

B. Setting of the Research

This study was conducted in two Senior High Schools in Wonosobo, Central Java. They are termed as SMA A Wonosobo and SMA B Wonosobo in the academic year of 2016/2017. The researcher chose those schools because both schools are the prime cluster of Senior High Schools in Wonosobo regency to implement the 2013 curriculum. Those schools are also ex-RSBI (A Pioneering

International Standard-based School) in Wonosobo regency. The schools have the same characteristic in implementing the 2013 curriculum; it is implementing the semester credit system in the teaching and learning process. The students can determine the credits in one semester independently. This system becomes the new system that is implemented in Senior High School. Therefore, those schools were interested in investigating deeply about the problems in the implementation of the 2013 curriculum in English teaching and learning.

C. Participants of the Research

The participants of this research were English teachers in SMA A Wonosobo and SMA B Wonosobo. The sample of this research was purposive sampling. Therefore, the researcher selected the participants who have information related to the research. In this research, the English teachers of both schools who have the experiences in implementing the 2013 curriculum in the English teaching and learning using the semester credit system and/or cluster system become the criteria that are used by the researcher in selecting the participants.

The participants of this research were three English teachers of SMA A Wonosobo and five English teachers of SMA B Wonosobo. The description of those subjects was explained in the Table 6.

Table6
Description of the Research Participants

No	Name (Initial)	Level of Education	Sex	Age	The Work	Personal Status	Institution
1	DP	Bachelor's degree	Male	56	28 years	Civil Servant	SMA A
2	NRB	Bachelor's degree	Female	55	20 years	Civil Servant	SMA A
3	SR	Master's degree	Female	42	16 years 7 month	Civil Servant	SMA A
4	SN	Bachelor's degree	Female	34	18 years 7 months	Foundation Permanent teacher	SMA B
5	E	Bachelor's degree	Female	41	15 years 4 months	Foundation Permanent teacher	SMA B
6	HA	Bachelor's degree	Female	37	13 years 7 months	Foundation Permanent teacher	SMA B
7	DE	Bachelor's degree	Male	36	14 years 4 months	Foundation Permanent teacher	SMA B
8	SGN	Bachelor's degree	Female	28	05 years	Foundation non-Permanent teacher	SMA B

D. The Research Procedure

There are some steps in qualitative research, especially in the case study. Steps in conducting a case study in Lodico (2010: 160-165) are explained as follows:

1. Identifying a research topic

This research focused on the issue of the problems in the implementation of the 2013 curriculum which also revealed the implementation of the 2013 curriculum in the real context, the causal factors of the problems in the 2013

curriculum implementation, and the problems' impacts of the 2013 curriculum implementation.

2. Conducting a literature review on studies of similar cases, information pertinent to the case and examples of other case studies.

The researcher conducted the literature reviews as these was stated in chapter II that consisted of definition of curriculum, curriculum implementation, the 2013 curriculum, the challenges of teaching and learning based on the 2013 curriculum, the semester credit system in Senior High School, the English teaching and learning, the teaching English to Senior High School students, and teaching and learning problems. This research also provided the reviews of the previous studies related to this research topic.

3. Defining the role of the researcher

In this case study research, the researcher did not have the previous relationship with the participants but the researcher had close contact with the participants during the research. The researcher was also involved in the participants' day-to-day activities in the school to get the data selection.

4. Managing entry into the field and maintain good field relations

After the researcher had identified two schools in Wonosobo as the field of the research, the researcher made the contact with the schools to secure permission for the research. These are the stages that are done by the researcher in managing entry into the schools.

- a. The researcher asked the research permission letter from the academic office of the graduate school program of Yogyakarta State University. The letter

published on 22 December 2016 with number 11743/UN34.17/LT/2016. This letter was addressed to get the recommendation letter from Special District of Yogyakarta government.

- b. The researcher asked the research recommendation from *Kesbangpol* DIY. The letter was published on 27 December 2016 with number 074/3198/Kesbangpol/2016. This letter was addressed to get the recommendation letter from Central Java government because the object of the research was in Wonosobo regency, Central Java.
- c. The researcher asked the research recommendation from the agency of regional investment of Central Java. The letter which was published on 28 December 2016 with the number of letter 070/3234/04.5/2016 was addressed to get the research recommendation from *Kesbangpol* Wonosobo.
- d. The researcher asked the research recommendation from the agency of *Kesbangpol* Wonosobo regency to get the research recommendation from the department of culture and education in Wonosobo regency. The letter published on 29 December 2016 with number 070/245/XII/2016.
- e. Then, the letter from *Kesbangpol* Wonosobo agency was brought by the researcher to the department of culture and education of Wonosobo to get the research permission letter. The letter was published on 30 December 2016 with number 421.2/3060/2016.
- f. The research permission letter was delivered by the researcher into two senior high schools as the object of the research.

- g. The researcher conducted the research from January 2017 until February 2017.

5. Writing qualitative sub questions

Based on the identification of the issue, the researcher formulated four sub-questions of the research as follows.

- a. How is the 2013 Curriculum implemented at SMA A Wonosobo and SMA B Wonosobo?
- b. What the problems are faced by the English teachers in the English teaching and learning process in implementing the 2013 Curriculum of both schools?
- c. Why do the problems in the implementation of the 2013 Curriculum happen in the English teaching and learning process at SMA A and B Wonosobo?
- d. What are the impacts of the problems in the implementation of the 2013 Curriculum in the English teaching and learning process at SMA A and B Wonosobo?

6. Selecting participants

This research used purposive sampling. Therefore, the researcher selected three English teachers from SMA A Wonosobo and five English teachers from SMA B Wonosobo as the participants of this research.

7. Collecting the multiple types of data

The data of this research were collected by three techniques. In this research, observations, interviews, and documents analysis are the technique to collect the multiple data.

8. Analyzing and interpreting the data

The researcher analyzed the data through reading the observation notes, interview transcripts, and document analysis, and then the researcher analyzed the data through three activities which were supported by Miles and Hubberman (2014: 9) that consisted of data condensation, data display, and conclusion.

9. Disseminate results

This report of the research is presented at the thesis examination and displayed in the Yogyakarta State University library.

E. The Data Collection Technique and Research instruments

1. The Data Collection Technique

In this research, the techniques in collecting data about the problems in the implementation of the 2013 curriculum were interviews, classroom observations, and document analyses. The first technique was interviews; the kind of interviews that was used in this research is in-depth interviews. The interviews in this research were addressed to three English teachers of SMA A Wonosobo and five English teachers of SMA B Wonosobo as prominent data. The interviews were done by using open-ended questions.

The second technique was classroom observations. The kind of observation that was used in this research was non-participant observation. Non-participant observation was done where the researcher or observer was being a part of the activity directly but the observer had a role as a beholder (Sugiyono: 2014). The

reason why the researcher used non-participant observation was to get the original data because the activity that was observed was the natural activity. Then, the observation was done in the English teaching and learning process in the classroom.

The third technique was document analyses. The document analyses gathered the instructional kits, students and teachers' activities in the classroom, learning facilities and also student learning assessment. Those data were gathered in the second semester in the academic year of 2016/2017.

2. Research Instrument

Cresswell (2009: 175) explains that the main instrument of qualitative research is the researcher him/herself, then; the researcher is as the designer, data collector, data analyst, data interpreter, and the reporter of data finding. Therefore, the researcher, the main instrument, employed in-depth interview, documentary check and observation field note. The researcher also used a digital camera, a video recording, and a voice recording to collect the data. The information was collected detailed in the case of the 2013 curriculum implementation problems in English teaching and learning.

Considering the indicators of the success of the 2013 curriculum implementation which is stated by Mulyasa (2015, 11-12) and the challenges of the 2013 curriculum implementation which are stated by Abidin (2016: 24), this presents the lists of the in-depth interviews that is explained in the following table. The indicators of the success of the 2013 curriculum implementation are stated by Mulyasa (2015: 11-12) namely; good learners' quality, good teaching

and learning quality, good utilization of facilities and infrastructure, good learning environment, good evaluation and improvement process, and good school's participation and responsibilities. Moreover, the challenges of the 2013 curriculum implementation which are stated by Abidin (2016: 24) consist of teachers, time, facilities and infrastructures, learning materials, assessment, and learning strategy. These are presented in Table 7.

Table 7
The list of the in-depth interview related to the problems in the implementation of the 2013 curriculum in English teaching and learning at SMA A Wonosobo and SMA B Wonosobo.

Components	Aspects to be interviewed
1. Teachers	a. Number of English teachers b. The education background of English teachers c. 2013 curriculum training experience
2. The school institution	a. The school policy in implementing 2013 curriculum
3. Students	a. Number of students in the class b. Students' achievement c. Students' motivation
4. English teaching and learning activities	a. Learning model implementation b. Learning method c. English practice in the classroom d. Authentic assessment e. Time allocation
5. Facilities and infrastructures	a. Physical facility and infrastructure b. Learning media c. Learning environment
6. Learning Materials	a. Textbooks b. Syllabus c. Lesson plan

Moreover, direct observation was done to know and to note regarding on the problems in the implementation of the 2013 curriculum in the English teaching and learning process at SMA A Wonosobo and SMA B Wonosobo. The

researcher participated passively in the classroom, observed the courses and recorded or captured the classroom activity using smart phone camera. This is the instrumental evidence to get the information.

Table 8
The list of the instrumental evidence on the problems in the
implementation of the 2013 curriculum in English teaching and learning at SMA
A Wonosobo and SMA B Wonosobo.

Component	Aspects in Observation
1. Teachers condition	a. The way of teaching (the use of English, the way to deliver the materials)
2. Students condition	a. Number of students b. Learning achievement c. Students interaction
3. Teaching and learning situation	a. Teacher-students interaction b. Teaching and learning activity (learning model implementation) c. Authentic assessment implementation d. Time allocation
4. Facilities and infrastructures	a. Available Classroom condition b. Available facilities to improve teaching and learning process
5. Learning Materials	a. Materials suitability b. Learning media

The researcher used in-depth interview and observation; in addition, the researcher also employed documentation checking. Document checking was a list of the documents that were needed in the research. Here is the list of the documentation checking in the table 9.

Table 9
The list of document analyses on the problems in the implementation of
the 2013 curriculum in English teaching and learning at SMA N 1 Wonosobo and
SMA Muhammadiyah Wonosobo.

Components	Information
1. Teachers	a. Personal data of teachers b. Educational background of teachers c. Teachers' experience of 2013 curriculum training
2. Teaching and learning aspect	a. Syllabus b. Core competence c. Basic competence d. Lesson plan e. Textbooks f. Media of teaching and learning
3. Facilities and infrastructures	a. School' facilities and infrastructures b. Learning facilities in the classroom

F. Data Analysis Technique

This study was included in the qualitative research. Analyzing the qualitative data was done interactively and continuously to complete as mentioned by Sugiyono (2011: 336-337), the data analysis in qualitative research was conducted before the researcher went to the field, while in the field, and after the data collection was done. Accordingly, in this research, the researcher did the pre-study on 16 January 2017; then the researcher collected the data using interview, classroom observation, and document analyses. To analyze the collected data, the researcher analyzed them qualitatively in three concurrent flows of activity as Miles and Huberman (2014: 9) stated. Those activities to analyze the data were data condensation, data display and conclusion drawing/ verification.

The first step was data condensation. This activity is “the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials” (Miles and Huberman, 2014: 9). After transcribing recorded interviews, checking field notes, and enlarging documentations, the researcher identified and selected the data based on types of issues being addressed.

The second step was data display. It is the activity to present the data. According to Miles and Huberman (2014: 9), the data can be displayed in the form of matrices, graphs, charts, and networks. In this research, the researcher presented the data in short and deep explanation and displayed in the table to facilitate the understanding of the data result.

The third step was drawing and verifying the conclusion. It is the step after data display is done; the researcher drew the conclusion. The conclusion answered the formulation of the problem. This conclusion developed after doing the research.

G. The Credibility of the Research

The evaluation of qualitative research is different from quantitative research. To get the valid and reliable data in quantitative research, the researcher should evaluate the instruments of the research, while in to get the valid and reliable data in qualitative research, the researcher should evaluate the data itself. Sugiyono (2013: 121) states that to examine the credibility of the data in

qualitative research, the researcher can do some ways, namely an extension of observation, an increase in perseverance, triangulation, discussion to others, an analysis of the negative case, and member check. Therefore, to examine the validity and reliability of this research, the researcher used triangulation. According to Moleong (2011: 330), triangulation is the data investigation technique to check the data. There are three kinds of triangulation in qualitative research, namely; resources triangulation, technique triangulation, and time triangulation (Sugiyono, 2013: 125). The explanation of those kinds of triangulation as follows:

1. Resource triangulation is the technique to checking the credibility of the data which done by investigating data through several resources.
2. Technique triangulation is the technique that uses to investigate the data through different techniques to the same resource.
3. Time triangulation is the technique to check the data which is done by interview, observation, or other techniques in the different time and situation.

Therefore, the triangulation that the researcher used in this study was triangulation technique. Triangulation technique is a qualitative collected data technique through the convergence of multiple techniques to get data sources or multiple data collection procedures (Yin, 2014: 241). It assesses data credibility by checking the same data using the different technique. The validity and credibility of the data in this research were investigated by different techniques to get the same resources. The data were gathered by data result of the interviews, observations, and document analyses. To avoid biases in this research, the

researcher reconfirmed to the participants related to the result of this research.

This research is credible because the participants agree about the result findings.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the results of the research toward the implementation of the 2013 Curriculum, the problems in the implementation of the 2013 Curriculum, the causal factors of the problems on the implementation of the 2013 Curriculum, and the impacts of the problems in the implementation of the 2013 Curriculum. This chapter also presents the limitation of the study.

A. Research Findings

The findings of this research that are presented in this chapter were gathered from the data collected through in-depth interviews, classroom observations, and document analyses. The data were analyzed qualitatively to provide a detailed description of the case. In this section, the data were explained through two parts of explanations, namely; reporting and describing the data collection.

1. The Report of the Data Collection Result

The report of the data collection explains the data from three techniques of data collection including in-depth interviews, classroom observations, and document analyses. Therefore, the results of the data collection are reported as follows.

a. The Report of the Interviews

The interviews in this research were done 23 times, involving eight English teachers from SMA A and SMA B Wonosobo. The time conducted for the interviews was presented in this following table.

Table 10
The Interview Timetable

No	Name (Initial)	Interview 1	Interview 2	Interview 3
1	DP	31 st January 2017	3 rd February 2017	20 th February 2017
2	NRB	31 st January 2017	3 rd February 2017	20 th February 2017
3	SR	21 st February 2017	22 nd February 2017	24 th February 2017
4	SN	16 th February 2017	16 th February 2017	17 th February 2017
5	E	23 rd January 2017	14 th February 2017	15 th February 2017
6	HA	1 st February 2017	16 th February 2017	18 th February 2017
7	DE	1 st February 2017	2 nd February 2017	-
8	SGN	1 st February 2017	2 nd February 2017	17 th February 2017

The researcher only did twice interviews to the participant initialed by DE because the participant was busy in the school and in the university. The results of the interview from those informants will be explained in the description of the data collection result.

b. The Report of the Classroom Observation

This research was conducted by classroom observation as one of the techniques in collecting data. The classroom observation was done ten times in both of SMA A and SMA B Wonosobo. The timetable of the classroom observation was described in the Table 11.

Table 11
The Classroom Observation Timetable

No.	Date	Class
1.	1 February 2017	X Bahasa 2
2.	2 February 2017	X Bahasa 1
3.	6 February 2017	X MIPA 6
4.	7 February 2017	XI MIPA 5
5.	8 February 2017	X MIPA 5
6.	14 February 2017	X MIPA 3
7.	14 February 2017	X IPS 5
8.	16 February 2017	X IPS 2
9.	17 February 2017	XI IPS 1
10.	18 February 2017	XI MIPA 4

The observation that has been done ten times will be described each aspect.

The results of the observation are described as follows:

1) Facilities and Infrastructures

The facilities and the infrastructures in SMA A Wonosobo are different from that in SMA B Wonosobo. In SMA B Wonosobo, the facilities in the classroom supported the teaching and learning. The facilities are a blackboard, a whiteboard, a bookshelf, an LCD, a projector, a calendar, a clock, a sound system, CCTV, chairs, tables, and lamps, whereas, in SMA A Wonosobo, the facilities in the classroom did not really supported the English teaching and learning. The classrooms in SMA A Wonosobo are not supported with an LCD, a projector, and a sound system. Both of those schools have an access to the Internet.

2) Teaching and Learning Materials

Based on the result of observation, the teaching and learning materials that are generally used by English teachers in both of the schools were

textbooks published by the ministry of education and culture and other textbooks published by other publishers. The teachers also used LKS as additional resource book. The teachers sometimes used learning media such as pictures, video, audio recording, LCD, power point presentation, and laptop. However, the teachers did not use all these learning media in each meeting of teaching and learning process.

3) Teaching Learning Process

Based on the observation, the teaching learning process in each class has different process. The teaching learning process conducted in both of the schools did not regularly use the learning model promoted by the government in the 2013 Curriculum. Sometimes, they used the other learning models such as problems-based learning and projects based learning. Considering the learning media, some teachers used any media based on the material, some others sometimes did not use any learning media. Mostly, the teachers used the learning media such as power point presentation, video, audio, pictures, and paper. Then, some English teachers also used the teaching method that was suitable with the materials, but based on the observation, some of them taught the English materials using teacher-centered learning.

4) Teacher's Condition

The English teachers in SMA A and B used two languages in the class, namely; English and Indonesia and sometimes they used three languages, namely; English, Indonesia, and Javanese. Most of the English

teachers came to the class rather lately around 5-10 minutes because they should walk from the teachers' office to the class that is located far from the office.

5) Students Condition

The students in SMA A and B Wonosobo have different characteristics. In SMA A Wonosobo, the input of students was homogeneous; they had good achievement, while in SMA B Wonosobo the input of students is very heterogeneous. Therefore, in SMA B Wonosobo, the students in each class have different condition. They have different motivation and ability in learning English.

6) Assessment Activity

Based on the observation, the teachers did not always assess the students' competence in each meeting. Based on the observation, the assessment activity that has been used by the teachers was cognitive, affective, and psychomotor. SMA B Wonosobo developed the assessment application to assess the students' achievement. The assessment application consisted of the semester credit system and the semester cluster system.

c. The Report of the Document Analyses

The document analyses investigated four aspects, namely, the information related to teachers and students, the data of English teachers 2013 Curriculum training experiences, and the data of instructional kits.

1) The information related to the English Teachers

This part explains the number of teachers in the schools and the teachers' educational levels. In SMA A Wonosobo, there are 51 teachers with two kinds of teachers; these are civil servants and non-civil servants.

Table 12
The Number of Teachers in SMA A and B Wonosobo

No	Teachers	Number of teachers in SMA A		Number of teachers in SMA B	
		Male	Female	Male	Female
1	Mathematics	2	4	1	5
2	Biology	3	1	1	1
3	Chemistry	-	3	1	1
4	Physics	2	1	1	2
5	English	1	2	1	4
6	Indonesian	1	4	2	3
7	Javanese	1	1	2	1
8	Islamic education	3	-	1	-
9	Christian education	1	1	-	-
10	Sociology	1	1	1	2
11	History	2	1	2	1
12	Economics	-	2	2	1
13	Geography	2	-	2	1
14	Physical education, sports and health	3	-	3	-
15	Art and culture	2	-	2	2
16	Civics education	2	-	-	2
17	Guidance and counseling	-	3	2	2
18	Art and entrepreneurship	-	1	-	-
19	Arabic	-	-	2	1
20	Japanese	-	-	1	-
21	TIK	-	-	1	-
Total		26	25	28	31

Then, in SMA B Wonosobo, totally there are 59 teachers that consist of three kinds of teachers, namely civil servants, foundation permanent teachers, and foundation non-permanent teacher. The civil

servants are the government official teachers that are hired to teach in the school. Then, foundation permanent teachers are the Muhammadiyah foundation official teachers that are hired to teach in the school. Then, the foundation non-permanent teachers are neither the government nor Muhammadiyah foundation official teachers, they are the teachers that teach for a specific period of time and wait to be the foundation permanent teachers.

Regarding the teachers' levels of education in SMA A Wonosobo, there are two levels of education; namely bachelor degree and master degree. The teachers in SMA B Wonosobo consist of three levels of education, namely bachelor degree, master degree, and high school graduate. The number of teachers is explained on following table.

Table 13
The Education Level of the Teachers in SMA A and B Wonosobo

No	Level of Education	Number of Teachers in SMA A	Number of Teachers in SMA B
1	Bachelor Degree	39	46
2	Master Degree	18	6
3	Senior High School	-	3

Therefore, it can be seen from the data that most of the teachers' education level in both schools is bachelor degree.

2) The information related to the Students

The following tables explain the number of students in SMA A Wonosobo and SMA B Wonosobo. There are 874 students in SMA A Wonosobo and 1034 students in SMA B Wonosobo.

Table 14
The Number of Students in SMA A Wonosobo

No	Class	Number of students		Amount	Number of Classes
		IPA	IPS		
1	Class X	205	92	297	9
2	Class XI	210	86	296	9
3	Class XII	190	91	281	8
Total				874	26

Table 15
The Number of Students in SMA B Wonosobo

No	Class	Number of students		Amount
		Male	Female	
1	Class X	171	258	429
2	Class XI	116	172	288
3	Class XII	140	177	317
Total				1034

3) The 2013 Curriculum Training Experiences of the English Teachers

The teachers are able to implement the new Curriculum after they join the training program; therefore, they understood how to implement the new Curriculum. Based on the documentation study, the researcher got the information related to the 2013 Curriculum training experience and the teachers' background of study. The English teachers in both schools did not only join the 2013 Curriculum in one time but also they joined its Curriculum in several times. That information is explained on the table 16.

Table 16
Description of English Teachers' Training Experience of the 2013 Curriculum

No	Name (Initial)	Level of Education	The 2013 Curriculum Training Experience
1	DP	Bachelor's degree	In House Training
2	NRB	Bachelor's degree	1. The 2013 Curriculum Implementation 2. In House Training
3	SR	Master's degree	1. In House Training
4	SN	Bachelor's degree	In House Training
5	E	Bachelor's degree	1. <i>Pelatihan Instruktur Nasional Implementasi 2013</i> 2. In House Training
6	HA	Bachelor's degree	In House Training
7	DE	Bachelor's degree	1. <i>MGMP Kabupaten</i> 2. <i>Diklat Pendamping</i> 3. In House Training
8	SGN	Bachelor's degree	1. <i>Pelatihan Implementasi Kurikulum 2013</i> 2. In House Training

All of the English teachers come from the English educational degree and they also participated the 2013 Curriculum training. Some of the English teachers took the 2013 Curriculum training that was held by the government and the other has joined the training that was held by the school institution.

4) Instructional kits aspect

Based on the documentation study, the teachers in both schools documented instructional kits. There were two kinds of instructional kits, namely; the principal instructional kits and the secondary instructional kits.

The principal instructional kits that teachers documented are the academic calendar, the syllabus of English subject, the 2016/2017 annual program, the semester program, the lesson plan, the attendance list, and the students' score list. Those principle instructional tools are completed by the secondary instructional tools, namely; the principle textbook, the other resource books, the learning media, and the collection of test questions or the questions bank.

2. The Description of the Research Findings

The data collection results presented above was described and analyzed qualitatively to response the research questions. Therefore, this part described and informed: (1) the implementation of the 2013 Curriculum in English teaching and learning process specifically, (2) the problems faced by English teachers in implementing the 2013 Curriculum, (3) the factors which influenced the problems in the 2013 Curriculum implementation, and (4) the impacts from the problems in the 2013 Curriculum implementation.

a. The Implementation of the 2013 Curriculum in English Teaching and Learning Process

Based on the preliminary study, SMA A and SMA B Wonosobo have implemented the 2013 Curriculum since in the Academic Year of 2013/2014. Both of those schools have also applied the semester credit system in the 2013 Curriculum. SMA B Wonosobo has applied it since the academic year of

2016/2017 and SMA A Wonosobo since the Academic Year of 2015/2016. Therefore, SMA A and SMA B Wonosobo applied the 2013 Curriculum in the cluster system and the semester credit system because they were still on going process to apply the semester credit system for all grades. A visual organization of the 2013 Curriculum implementation is presented in the following table.

Table17
The Organization of the 2013 Curriculum Implementation in the Schools

The School	Implementation		
	Grade X	Grade XI	Grade XII
SMA A Wonosobo	SCS	SCS	Cluster system
SMA B Wonosobo	SCS	Cluster system	Cluster system

Both schools managed the learning materials using the semester credit system by the discontinuous pattern; it was also called by on-off pattern. It means that the English subject was arranged in serial types from one into four series. The core and basic competences of English subjects from class X, XI, and XII were constructed into the core and basic competences from the series one, series two, series three, and series four. There were three kinds of English subjects in SMA B Wonosobo, namely; compulsory English (*Bahasa Inggris Wajib*), elective English (*Bahasa Inggris Peminatan*), and across-elective English (*Bahasa Inggris Lintas Minat*), while in SMA A Wonosobo, it only had two kinds of English subject, namely the compulsory English and the across-elective English subject because the school does not have the language class.

Regarding to the implementation of the 2013 Curriculum in the English teaching and learning process, all the English teachers had already joined the training program of the 2013 Curriculum implementation. In the interview

section, some of the English teachers stated that they had joined the 2013 Curriculum training program from the government but some of them only had joined the training that was held by the school, the in-house training. The example of the English teacher statement was explained in the following comment.

R : Excused me mam, did you ever join the 2013 Curriculum training program?)

I : Yes I did, I joined workshop on the regency level but I did not joined yet the training from province government. (I/SR/1/21-2-17)

The statement was also supported by the results of the document analysis that they had some training program of the 2013 Curriculum, some of them joined the in house training that was held by the school and the other joined the training that was held by the government. The 2013 Curriculum training experiences of the English teachers can be seen in the table 18.

In the 2013 Curriculum implementation, the aspects of conducting and using instructional kits were also investigated. The instructional kits which were investigated in this study consisted of the principal instructional kits and the secondary instructional kits. The principal instructional kits include the academic calendar, the syllabus of the English subject, the 2016/2017 annual program, the semester program, the lesson plan, the attendance list, the teacher's agenda book, and the students' score list; whereas, the secondary instructional kits include of the principle textbook, the other resource books, the learning media, the questions bank, and the analysis of test.

Based on the document analysis, mostly, the English teachers documented the instructional kits completely. Many of them documented their instructional kits only in the form of soft files in their laptops and some of them documented their instructional kits in the form of printed files. From a number of instructional kits which should be conducted, some of the English teachers did not conduct the 2016/2017 annual program and the semester program.

Considering the important of lesson plan in teaching, all English teachers documented the lesson plan. They developed the lesson plan by adopting and adapting from the previous lesson plan. In the teaching and learning process, the teachers always try to implement their lesson plan in the class, in spite of the implementation adjust the situation in the class.

R : ma'am, was the activity in the class based on the lesson plan?

I : in the beginning of the class, it was usually appropriated by the lesson plan but in the middle of the lesson, it was not appropriated to the lesson plan, it was different from the lesson plan because the students' conditions were very heterogeneous. (I/12/SN/16-02-17)

That opinion was also supported by the observation results that sometimes the activities in the classroom were not completely done. It happened as in the observation 3 the students were not ready to present their work so the English teacher should change the material.

Furthermore, regarding the learning model implementation, the English teachers stated that in the teaching and learning processes, they did not always use the learning model promoted by the government in the 2013 Curriculum such as discovery learning, project-based learning, problems-based learning and inquiry learning in each meeting. Sometimes, they used problems-based learning

and projects-based learning in the class, but sometimes they did not use any of those learning models.

Related to the learning media implementation, the English teachers used several media in teaching and learning process. The media that were used by the English teachers were pictures, video, audio recording, LCD, power point presentation, and laptop. This explanation was supported by the following comments from the English teachers.

R : when you teach English, what learning media did you use, Sir?)

I1 : Usually, I used power point presentation and audio sound. (I/DE/1-02-17)

I2 : the learning media, for me, now, I did not ever use the power point presentation again, sometimes I use the quizzes or games, quarto paper then the students make something to use as the media in the English learning. (I/6/SGN/1-02-17)

Based on the observation that has been conducted, the researcher also found that the teacher used pictures, paper, power point presentation, and LCD in their teaching and learning process. Furthermore, the teachers also taught the materials with different methods adjusted with the kinds of materials.

The last aspect in this section was the implementation of the authentic assessment. Based on the interview, the English teachers stated that they did not give assessment for each basic competence, and then they sometimes did not make the questions of the test by themselves but rather they adapted from students worksheet book. It is supported by the English teacher's statement below.

R : was it difficult to implement ma'am? Because the teacher should teach the materials and should get the students score for each basic competence?

I : wah, it was *mbak*, for me, the difficulty to do was I have to teach the cross-elective English, the elective English, and compulsory English subject, so sometimes, honestly, I did not make the assessment by myself, I only used the students' activity sheet. (I/1/E/23-01-17)

The explanation was supported by the classroom observation that some English teachers only asked the students to answer the task from English student worksheet. In another observation, the researcher also found that the English teachers assessed the students' performance and oral test.

SMA B Wonosobo had developed the assessment applications based on the 2013 Curriculum for all teachers. Those assessment applications consisted of the assessment application based on the semester credit system and the cluster system of the 2013 Curriculum, the middle test assessment application, and the final test assessment application. Those applications were developed to make teachers easier to assess their students, but the English teachers did not use these in every assessment activity. They made notes on a piece of paper, and then in the end of the semester they uploaded the score on the computer. It was stated in this following comment of the English teacher.

R : Why the school did not give the book mam?

I : It happened because the assessment activity actually should be uploaded on the application system, but we did not always bring the laptop to the class, so it was easier to write on some paper than directly upload to the application system. After that, we uploaded the data using application. Some of us also conduct the attendance list by themselves. (I/8/SGN/2-2-17)

Actually, the English teachers should directly upload the students' attendance and the learning scores of the students on the application system, but the English

teachers seldom bring laptop to the class. Therefore, they make some notes on some paper before they uploaded it.

b. The Problems Faced by the English Teachers in Implementing the 2013 Curriculum.

The English teachers in SMA A and SMA B Wonosobo faced some problems in the implementation of the 2013 Curriculum in the English teaching and learning process. The problems faced by the English teachers in those schools were varied. The following explanations are the problems found in SMA A and B Wonosobo.

1) Limited time available for teaching English

The first problem faced by all of the teachers in SMA A Wonosobo was related to the time allocation. The time allocation for the English teaching and learning process was very limited. They stated that the time allocation was not enough to complete all the planned teaching and learning activities on the syllabus. One of the teachers said that “the time was not enough to complete all the activities” (I/2/DP/31-01-17). In addition, another teacher stated that “the time was very limited” (I/22/SR/22-02-17). It means that the teachers needed more time in the class to complete the learning activity.

The teacher still needed more time in the outside of the English class to practice English. It happened because the time in the class was limited to practice the English language.

“Yeah, do you think it is possible to practice all the activities in only 2 hours?. Of course it is impossible. What can students get in 2 hours in the class?”. (I/2/DP/34/31-01-17)

According to the teacher, the students only have limited time to practice the English materials in the class. Sometimes, they should have the additional learning hours outside the class. The English teachers in SMA B Wonosobo also faced the difficult matter related to the time allocation in the English teaching and learning process.

“I could not apply the instructional activity maximally because the time allocation was limited.” (I/6/SGN/24/1/02/17)

The teachers could not implement the learning activity maximally because the time allocation was limited. Actually, the time allocation for the English subject with a set Curriculum system and the semester credit system was different; it was explained by the teacher as the following teacher’s statement.

“In the cluster system, the compulsory English was 2 hours, the elective English was 4 hours, while the cross-elective was 4 hours. Then, in the semester credit system, the compulsory English 1 was 2 hours, the compulsory English 2 was 4 hours, the elective English was 4 hours, the cross-elective English was 4 hours, the cross-elective 1 was 3 hours, and the cross-elective 2 was 3 hours.” (I/5/DE/28/1-02-17)

The teacher explained that in the cluster Curriculum system, the compulsory English was only two learning hours whereas the elective English and the cross elective English was four learning hours. Moreover, the semester credit system arranged the compulsory English 1 in two learning hours and the compulsory English two was four hours, whereas the elective

English 1 and 2 was four learning hours and cross-elective English 1 and 2 was three learning hours. It can be seen that the time allocation of the compulsory English was more limited than that of the elective English and the cross-elective English. The teachers argued that it became a problem because the students needed to learn the compulsory English deeper than the elective English for national examination.

2) The Discrepancies between the English Materials to be Taught and the Time Allocation

The time allocation for the English teaching and learning was not balanced with the learning materials. It also was not balanced with the learning model that should be implemented in the class.

“If we want to use the learning model such as discovery learning to implement the materials, the time is not enough, for example, the uses the discovery learning needs to engage students to find the concept by themselves.”(I/17/DP/20-02-17)

The teacher emphasized that to implement the learning model exemplified by the 2013 Curriculum was very difficult because the time was limited. Even in one meeting, sometimes, the students should learn 1 basic competence. The teacher found the difficulties to realize the evaluation in that meeting.

“No, it is not quite enough. Yes, in my opinion, it is not balanced. Yeah, maybe in SMA 1 it is still possible to be afforded, but in the other schools, I do not know. Even SMA 1 still faces obstacles, we still compete by times. Sometimes, 1 KD should be taught in one meeting. Is it possible to attain one KD in one meeting? That is impossible with those learning media. Moreover, it should discover the evaluation, it is impossible.” (I/17/DP/20-02-17)

Another teacher had the same opinion related to the time problems. The teacher said that the time was not quite enough to teach the materials with various learning models.

“For me, the obstacle is related to time. The time was limited. The time was not enough to implement the learning models. It is not sufficient *mbak* with those materials.”(I/1/NRB/21-2-17)

From the interview transcript above, the teacher found it difficult to transfer the materials using the learning models suggested by the government with the predetermined time allocation which was taught limited. The other opinion from other teachers in SMA B also supported the time allocation problem in the teaching and learning process. The limited time to teach the English subject did not balance to the learning materials.

“Actually, yesterday I have explained all problems, but well, for the limited time allocation matter, it was emphasized on the discrepancies between the time allocation and the materials that should be taught by teachers, so the time is not enough.” (I/15/SN/18-02-17)

The other English teacher added the information that the materials were not balanced to the time allocation in the class.

“So, the materials and the time allocation did not match to each other. The materials were not just a little discussion but the time allocation was only two hours in a week. Although English is familiar from the cradle, it became the obstacles for students in the school.” (I/14/SN/17-02-17)

The teacher needed more time to transfer the learning materials with the certain learning model supported by the 2013 Curriculum. Based on the

informants above, the English materials had a lot of discussion to learn. Therefore, the students needed to learn those materials with much time. Moreover, the teacher used the learning model such as problem-based learning, project-based learning, or discovery learning in some materials because this instructional process needed much time to be implemented. Based on the classroom observation, the teachers who have implemented the teaching process using some learning models such as problem-based learning or project-based learning in the classroom need more than two meetings to complete the teaching and learning material. One of the conditions is portrayed in vignette 9.

Vignette 9

Today, the teacher taught cross elective English in grade XI that only consisted of 23 students in the class; 7 male students and 16 female students. The teacher started by open the class meeting and checked the students' attendance list. The teacher also asked the students that have they any homework or not. After the students answered that they did not have any homework, the teacher recalled the previous material. After that, the teacher continued to the next material and asked the students to open their LKS. The teacher did the apperception by asking the students regarding the meaning of the narrative, the function of the narrative, and the characteristics of the narrative. The teacher also asked one of the students to read the generic structure of the narrative text, and then, the student read the generic structure of the narrative text aloud. The teacher also gave the example of the famous narrative text (Malin Kundang) using the Indonesian language. The teacher asked the students toward the moral value of the story. After that, the students answered the moral value based on their opinion. The teacher also explained the moral value of the story and connected to the experience in the real life. After that, the teacher divided the class into five groups. The teacher gave the students a task to make a story based on the picture that they got and to role-play their story in front of the class. The teacher monitored their work. The teacher closed the class before they had done their task because the time was up.

3) The Lack of Facilities which Support the 2013 Curriculum Implementation

The teachers in SMA A Wonosobo faced the problems in the availability of the facilities and infrastructures in the schools. According to the teachers, the facilities in the class could not support the teaching and learning process. As the teacher said in the interview, the school still has insufficient facilities and infrastructures. The school still needed to complete and to add more facilities and infrastructure.

“In my opinion, honestly, here, the school has few infrastructures, there are many things that should be improved, and there are also many things that should be completed”. (I/2/DP/31-01-17)

The teacher actually faced a difficulty related to the availability of the facilities in the classroom, such as the LCD and sound speakers that were not available in every class. Therefore, the teachers should alternate in using the LCD and sound speaker.

“Formerly, these (facilities) were available (in the class), but right now, those were not available. I have prepared the power point presentation *mbak*, but it could not be used because I did not get the LCD”. (I/3/NRB/31-01-17)

When the teacher did not get the LCD, she or he could not use the technology-based learning media. Sometimes, the teacher had already prepared the power point presentation, but, it could not be used because the facilities were unavailable.

“*Yeah*, sometimes, this class got the LCD but the other classes did not get the LCD, *haduh*, finally, I did not use (LCD) in all classes.

As long as I believe that I already explained what I should explain then the students should make things like memos on the back of their book.” (I/3/NRB/31-01-17)

Another teacher also gave an explanation about the facilities in the school. According to the teacher, the facilities were broken. Therefore, students and teachers could not use the facilities in the class as the teaching and learning media.

“Yes, formerly, there were LCDs in every class, but as time goes by, those were broken, so the LCD should be used in turns.”(I/22/SR/22-02-17)

The teacher’s explanation is supported by the result of the classroom observation. On that day, the teachers have prepared the material in the power point presentation, but the LCD in the class was broken, therefore, the teacher printed the pictures to show these in the class. This observation is portrayed in Vignette 3.

Vignette 3

On Monday afternoon, the English teacher taught English in grade X related to description text. The LCD in this class was broken; therefore the teacher printed some pictures as the learning media.

This condition is different from SMA B that do not have any problem related the learning facilities because the school have learning facilities completely. SMA B had ICT-based learning facilities such as LCDs, projectors, sound speakers, computers, and Internet connection. It can be seen from the result of the observation in vignette 1.

Vignette 1

On Wednesday morning, the teacher taught English in language class, on grade X. The students in the class consisted of 20 female students and 5 male students. The class with commodious around 20 m² consisted of a blackboard, a whiteboard, a bookshelf, an LCD, a projector, a calendar, a map, a clock, a speaker, chairs, and tables. The Internet connection also could be accessed in the classroom.

The teacher in SMA A also stated that they also had problems with the sound speakers besides that with the LCD. The teacher should borrow it from another class to teach listening materials.

“Ya, as I said before, it was about LCD, so, what is the name of the tool used for listening practice? yes, it was sound speaker, if we want to do the listening activity, we should borrow the sound speaker from another class because not all classes were equipped with the sound speaker. Even, many students bought the sound speaker by themselves, they werethe independent students.”
(I/23/SR/24-02-17)

From these explanations, it can be concluded that the incomplete facilities in the classroom impeded the learning activities. The students and the teachers found it difficult to achieve the learning goals.

4) Complicated Authentic Assessment Administration

Several teachers encountered the difficulty related to the assessment administration. Based on the informant's information, there were many activities to do in the authentic assessment administration. The teachers were not being able to recognize all students by name.

“Oh, related to the assessment, many teachers complained about the assessment activity. In my opinion, if the ideal assessment activityshould be implemented, it was too much to do by the teacher.Can you imagine that we shouldmemorize many students' name, it was impossible to me especiallyto memorizestudents' entire name. Theauthentic assessment administration requires all teachers to memorize all the students' names and if to me, it was

impossible to memorize all students. To perform the authentic assessment, teachers needed to memorize all students by name.”(I/2/DP/31-01-17)

Another teacher gave additional information related to the difficulty to assess the affective competence. The teacher said “To me, the most difficult in assessment activity was the affective assessment” (I/22/SR/22-02-17). According to the teacher, the affective assessment required a good understanding of students whereas the teacher did not understand the students’ real conditions and could not memorize all students by name.

“Yeah the authentic assessment encouraged all teachers to assess all students one by one. Sometimes we cannot remember all of the students in one class; we could only memorize several students, whereas each class consisted of 30 students, then it is timed 8 classes, how many students should be memorized. We had a lot of students, right? Maybe, I could memorize the students after a half of a year, oh this student was like this, while that student was like this.” (I/22/SR/22-02-17)

Therefore, the English teachers at SMA A faced difficulty to perform the authentic assessment related to the affective assessment. It happened because they found it difficult to understand all of their students one by one. The teachers in SMA B Wonosobo also faced problems in conducting the assessment administration as in SMA A Wonosobo. According to them, the assessment administration was very complicated to do, as one of the teachers said, “the assessment administration was complicated” (I/5/DE/1-02-17). The other teacher also gave the explanation related to assessment administration.

“Well, the administration was very admirable *mbak*, so the demand was also admirable. For the administration problem, it was not only

me who experienced it but all teachers felt the administration obstacles certainly.” (I/1/E/23-01-17)

The teacher’s statement above was also supported by the other teacher. According to her, the assessment administration had many aspects to do whereas the time allocation was limited. The class condition also influenced the implementation of the assessment activity. Sometimes, the teacher could not do the assessment activity because the class condition could not be handled.

“Particularly, the problem was on the assessment activity; the assessment administration had many aspects to do, even the class condition was very situational. Every student should be scored individually, even our time was limited and actually the case was transferring the materials that needed much time.” (I/13/SN/3-4/15-02-17)

Based on the teacher’s opinion, the assessment activity also needed much time. It assessed all students individually one by one; even there were a lot of learning materials that should be taught. Then, the implementation of this activity was also influenced by the situation of each class.

“...the assessment activity was very detail and complicated, I mean that sometimes, the administration activity became less detailed as the rule because each student should be assessed on the cognitive, skills, and attitude. That was for one student, whereas I had many classes.” (I/4/HA/30/1-02-17)

They stated that the teachers should do the assessment activity in each basic competence. Therefore, each student had to get scores from each basic competence with three aspects; affective, cognitive, and psychomotor competences. It influenced the teachers that they have many activities to do.

5) The Difficulty in Implementing the Student-centered Learning in all Classes

The English teachers in SMA B Wonosobo faced the problem related to the implementation of the student-centered learning. They faced difficulty to implement it in all classes because according to them, the students in each class had different characteristics. Therefore, in some classes, the English teachers should perform many roles in the teaching-learning processes. The following English teacher's statement explained that she could not use the same method to teach English in different classes.

“Previously, I taught English in class Bahasa, I could be a facilitator and motivator in that class, but now, in the IPS class, I should guide the students one by one slowly because the students were not independent yet.”(I/8/SN/15-02-17)

The classroom observation also supported the English teacher's statement that some English teachers still taught grammatical form and the students were still required to do the grammar exercises in the students' worksheet. Another teacher also by English subject through explaining the materials and the students listened to the teachers' explanation. After that, the students answered some questions on the book.

6) The Complexity in teaching English with Different Kinds of English Subject and Grades

The English subject is divided into compulsory English, elective English, and cross-elective English. The English teachers in SMA B Wonosobo got some problems related to the teaching loads with these three

kinds of English subjects and all grades of students. All of the English teachers taught all grades from class X, XI, and XII. Moreover, they also taught the compulsory English subject, the elective English subject, and the cross-elective English subject.

“Formerly, I taught class X only for the compulsory English, the other teacher taught only the elective English, but in this year, all the teachers taught all kinds of English subjects; (compulsory, elective, cross-elective English) from class X until XII because the semester credit system applied.” (I/5/DE/31/1-2-17)

Moreover, the teachers taught English with different systems; class X applied the semester credit system whereas class XI and XII applied a cluster Curriculum system. According to the informant, discontinues pattern in the semester credit system made teachers confused.

“Maybe, it was about the on/off system that made me confused *mbak*. When I delivered the materials, I felt confused because the materials were different; there were many grades of class, and the materials had different types. So, sometimes it made me confused.” (I/18/SN/18-02-17)

Using discontinue pattern or on/off pattern, the teacher felt confused when deliver learning materials. It happened because the learning materials are different for each class even it was in the same grade of class; such as in scientific class and social class.

7) Unavailability of the English Textbook based on the Semester Credit System

A textbook was very important in learning and teaching process. Using new system, sometimes it was still less of instructional kits. According to the informant, in the implementation of the semester credit system, there

were no available textbooks based on the semester credit system from the government. Then, the teachers should search for the materials from the other books and the Internet.

“Maybe the other problem came from the learning resource, I mean the available textbook; we have to look for the materials by ourselves because the textbook based on the semester credit system was not available.” (I/6/SGN/1-02-17)

The English teachers had the difficulty because they have to search for the learning materials from many resources. It happened because the textbook based on the serial number in the semester credit system was not available, especially for the compulsory English that used four series. The other teacher supported the teacher explanation before that the compulsory English textbooks were not available yet.

“Oh here is *mbak*, it was about the textbook for the semester credit system that was not available yet, so the compulsory English per series should be gathered by the teachers.” (I/16/SN/3/17-02-17)

In the implementation of the semester credit system, SMA B Wonosobo used four series for the compulsory English subject. Therefore, they should arrange the learning materials in four series from the syllabus that initially consisted of six semesters.

“But we still needed to gether the materials from other books because the book for the semester credit system was not available yet from the government.” (I/6/SGN/13/1-2-17)

8) The Difficulty in Implementing the Learning Models Supported by the 2013 Curriculum

Using the 2013 Curriculum, the materials that should be learned by students and taught by teachers were arranged with the learning models in current time allocation. In fact, the implementation on the field was not appropriate with the planning. Several problems faced by teachers in its implementation. According to the teacher in SMA B Wonosobo, time allocation was not really enough to teach English materials using the learning models in the 2013 Curriculum.

“I applied the learning model, but not all models, because the time will be wasted only to do that. Actually, there are some materials in some basic competence that used the procedure like PBL or authentic learning in the 2013 Curriculum; I put the character building aspect in teaching as the path of the 2013 Curriculum but it was time-consuming. The problem came from there. Moreover, the compulsory English subject was only 2 hours in 1 week; it was different from the previous policy that English subject got 4 hours for 2 meetings, while the cross-elective English get 4 hours for 2 meetings but the compulsory English only get 2 hours. Surprisingly, the cross-elective English was not included in the national examination.” (I/1/E/10/23-01-17)

The English teachers also stated that they did not have much time to prepare the English teaching using the certain learning models supported by the 2013 Curriculum. Based on the classroom observation, the English teachers also seldom used the learning models; some of them taught the English materials as the conventional teaching. This condition is portrayed in vignette 8.

Vignette 8

The teacher taught compulsory English in grade X. Today, the teacher came to the class lately around 10 minutes. After that, the teacher opened the class meeting and checked the students' attendance list. Then, the teacher recalled the previous material about attention topic. The teacher asked the students to open their textbook and to read the task that students should do. The teacher helped the students to translate the task. After that, the teacher divided the students into six groups that consisted of five or six students. The students did the task in the textbook. The students should make a short dialogue based on the task. On this activity, the students could ask the teacher about their difficulties. If the dialogue was ready, the teacher asked the students to remember the dialogue and to play the story in front of the class. Unfortunately, the students did not ready yet to perform in front of the class and the time was up. Therefore, the teacher closed the class.

c. The Factors Affecting the Problems in the Implementation of the 2013 Curriculum

The problems in the implementation of the 2013 Curriculum happened because of some factors. There were four factors influenced the problems in the implementation of the 2013 Curriculum. Those factors explained as follow:

1) The Policy of the Ministry of Education and Culture

The first factor came from the policy of the department of education and culture and the school's institution. The department of education and culture gave the policy on the arrangement of the materials that should be learned by the students and the time allocation to learn the materials. This policy became a factor influenced the English teachers in the implementation of the 2013 Curriculum because the teacher did not have sufficient time to cover all the materials.

“Actually, if the time allocation was added, we can do a lot of modification in the learning activity.” (I/9/NRB/3-02-17)

From the informants' statement, it can be assumed that the teacher expected that the department of education and culture revise the policy of the limited time allocation in teaching English. Using additional time allocation, the English teachers could modify the learning activity in the classroom.

2) The Policy of the School's Institution

The other policy came from the school institution itself that gave many teaching loads to the teachers. Therefore, every teacher should teach more than 24 hours in a week.

“We had lots of schedules. If the other schools lacked of teaching loads, here we had a lot of schedules.” (I/5/DE/1-02-17)

The education unit of SMA B Wonosobo also gave the policy related to the teaching loads with different kinds of English subjects and grades. Therefore, the English teachers faced the complexity in teaching English with three kinds of English subjects and in different grades.

3) School Renovation was Ongoing Process

The problems also were faced by the teachers because school renovation was ongoing process. The school renovation influenced the availability of the facilities in the school.

R : So, was each class not equipped with a permanent LCD ma'am?

I : Yes it was, because it was still on the process of the renovation, so we should share the LCD. (I/3/NRB/31-02-17)

One of the factors of the problem related to the lack of learning facilities in SMA A Wonosobo was because of the unfinished school

renovation. Some units of class were on the process of renovation, therefore, many classes that there were learning facilities available completely.

4) The English Teachers were in the Adaptation Phase

The different curriculum influences the way of teaching. Therefore, the English teachers should do the adaptation to implement the 2013 Curriculum. It became one of the factors influencing the problems faced by the English teachers to implement the 2013 Curriculum because they were in the adaptation phase in understanding the new Curriculum.

R: "Alright mam, in your opinion, what was the cause of the problems in the implementation of the 2013 Curriculum?"

I : "In my opinion, it came from the students' condition or the class situation. As I told you before, the learning method and the lesson plan can be changed because of the condition and situation of the class. We as teachers here were still confused because we were still in the adaptation phase to the new system." (SN/5/17-2-2017)

Some teachers were still confused to implement the new system. They should adapt it to the new ways of teaching.

5) Teaching Multiple Proficiency Levels of Students

All of the English teachers in SMA B Wonosobo faced problems in regard to the input of the students. The input of the students in SMA B Wonosobo was very heterogeneous. Therefore, it impeded the achievement of the learning goals significantly.

"In my opinion, it was related to the input that was very heterogeneous. There were students who could easily follow (the learning process) and some students could not easily follow the class. If the inputs are good from the beginning, *insyaAllah* K13 could go without any meaningful obstacles. Here, in the school, the input is very variative, so sometimes there are students who

understand the material and some others do not understand the materials yet.” (I/6/SGN/1-02-17)

The other teacher also added that the characteristics of the students in SMA B Wonosobo were very various. There were the high competence and also the low competence students.

“The students’ characters here were unique. There were students with moderate, averages, low, under low competences. So, we cannot generalize them”. (I/10/E/14-02-17)

Actually, the implementation of the 2013 Curriculum could be implemented in a certain class in which the students’ abilities were good enough. Then, the input of the students significantly influenced the implementation of the 2013 Curriculum.

“The students’ basic English proficiency was varied. The students of science program who I taught had great basic of English, good spirit, competitive, and active. Then, students of social program were heterogeneous. Finally, it was combined with the low proficiency.”(I/11/E/7/14-02-17)

The teacher stated that every student has different English proficiency. Students of science program have different English proficiency to social program students. The teacher faced fewer problems in science program than social program because the science students have a great basic of English, good spirit, good competitiveness, and a desire to be active students. Social class students had different characteristics. They were heterogeneous, and the class consisted of multiple English proficiencies.

“Well, if the 2013 Curriculum implementation was applied totally, maybe it could not be implemented maximally here because the

students' input was heterogeneous except in the certain class.”
(I/6/SGN/1-02-17)

6) Teaching Large Classes

The other factor influencing the problems faced by the teacher in SMA A Wonosobo was about the class capacity that has a lot of students. It was supported by the documentation study that the capacity in each class consists of 28 students until 38 students. The English teacher felt difficult to do the practical task one by one because the class had beyond number of students.

“Ya, in my opinion, if we want to use the learning model such as discovery learning, the class had a lot of students. Here, the students are around 32; there are also 34 students in each class. Even, the ideal class consists of 20 students, so all students can be covered. For example, if students should practice some materials in the certain learning hour, the time allocation had quite enough to practice it, but if the students in the class consisted more than the standard, maybe it was difficult.” (I/17/DP/20-02-17)

The quantity of students in the class could be an impediment to do the teaching and learning process. The other teacher also stated that the class actually was not really large, but it was rather hard to teach more than 30 students. The teacher would focus on teaching when the class consisted of only around 20 students.

“Actually, this school had medium class, it was around 30 students, and even the big class is around 40 students. So that, when the class was more than 30 students, it made the teachers felt hard to teach the materials but the class here consisted of around 30 students, then the teachers were not really felt hard to teach. If the class is small, around 20 students, the teachers would feel enjoy and would focus in teaching”. (I/SR/36/22-2-17)

Therefore, the problem was on the quantity of students in each class. If the class consisted of more than 30 students, the teacher would be hard to

apply the learning process, but if the class consist of less than 30 students, the teacher would felt enjoy teaching the English materials.

7) Test-oriented Motivation of Students

The class capacity became one of the problems of the 2013 Curriculum implementation. According to the teachers, the implementation of the 2013 Curriculum needed to focus on the development of the learners' competence, but the implementation was difficult to realize if the class had a lot of students.

“The way of teaching was not difficult, but the students were very heterogeneous, the class capacity consisted of a lot of students; it was around 30 until 36.” (I/5/DE/7-8/1-2-17)

Actually, the problems came when the teachers taught the large class that consisted of a lot of students with various capabilities. According to the teacher, when the students had good capability to learn English, the learning process did not face the problems even though the students were many.

“Actually, if we used the current standard, the number of students was 20 until 35, it was the standard, but in the certain class such as social class with the number of students around 30, the class was noisy. If the students were around 20 until 30, it still could be handled.” (I/14/SN/14-02-17)

The other English teachers emphasized that they faced problems in teaching large classes with various capabilities of students. The enthusiastic students influenced the process of the English teaching and learning.

“I had ever taught 38 enthusiastic students, and then the learning process could run effectively. On the contrary, I had ever taught around 24 or 25 students but they consisted of heterogeneous students, then the enthusiastic students were influenced by the

students who always chatted to each others in the class.”
(I/17/SGN/7/17-02-17)

According to the teachers, the number of the students in the class influenced different conditions in the class. They faced problems when the students in a large class had various capabilities. In that condition, the teaching and learning problems often happened in the class such as in the classroom management and the teaching planning.

8) Overloads Teaching Schedule

The English teachers also faced the problem in the implementation of the 2013 Curriculum because they had a lot of loads of teaching schedule. All of the English teachers there had the teaching schedule of more than 24 hours in a week; whereas the standard of teaching loads was 24 hours in a week.

“The teaching loads were too many. Even, I have some additional teaching schedules, and I teach three grades, but it would feel easy as I got accustomed to it, *haha*. This was my teaching schedule; I did not have spare time, as I had 34 plus 8 teaching hours for acceleration class.” (I/18/NRB/21-2-17)

In five days, the teachers had to teach more than 24 learning hours. Moreover, they did not only teach on a certain grade, but also they had to teach all grades of senior high school. Another teacher added the information that as an English teacher here, she had difficulties in teaching about 30 learning hours in a week.

“I got 30 teaching hours for this semester, yes it was rather heavy because the ideal schedule was 24 hours; it was overtimes so I like run, to force, whereas the times”.(I/SR/22-2-17)

The teaching loads also became one of the factors influenced the problems in the 2013 Curriculum implementation in SMA B Wonosobo. The English teachers of SMA B Wonosobo got the teaching loads more than 24 hours per week. In average, each English teacher had 34 hours of teaching loads in a week.

“Wah, we had really full schedules. In average, the teachers have the working hours of 34 hours in a week. It became over schedules. In other schools, they were less of teaching loads but here we had a lot of teaching schedules.” (I/5/DE/30-31/1-02-17)

9) The Difficulty in Understanding and Memorizing all Students

Not all English teachers could be able to understand and memorize their all of students because they had many classes to teach. Therefore, to assess the students authentically, they found it difficult to do.

“In my opinion, if the ideal assessment activity should be implemented, it was too much to do by the teacher, can you imagine, that we should memorize many students, it was impossible for me especially to memorizing all students. The authentic assessment administration needed memorizing of students and if for me, it was impossible to memorize all students.” (I/2/DP/31-01-17)

One of the factors the English teacher could not implement the authentic assessment because the teacher could not understand and memorize their students by name. The authentic assessment required the assessment not only through the test of cognitive competence, but also the affective and psychomotor competences through observation to the learners.

10) Time-consuming Activity

According to the English teachers, applying the variety learning models was time-consuming. The activity in the classroom needed much preparation. This condition influences the implementation of learning models in English classroom improperly. This factor was stated by an English teacher in the following statement.

“I applied the learning model, but not all models, because the time will be gone only for to do that. Actually, there are some materials in some basic competence that used the procedure like PBL or authentic learning in the 2013 curriculum; I put the character building aspect in teaching as the path of the 2013 curriculum but it was time-consuming.” (I/1/E/10/23-01-17)

The result of the observation supports the English teacher's statement. Based on the result of the observation, several English teachers did not use any learning models in their teaching activity. This condition can be assumed by the researcher that they also were on the same opinion that the implementation of the learning models in the classroom activity was very time-consuming.

d. The Impacts of the Problems in the Implementation of the 2013 Curriculum

The problems happened in the schools as in the explanation above influenced the learning process in some aspects, as follows.

1) Non optimal Teaching and Learning Processes

The first impact was the teaching and learning process that was not maximal. According to the teacher, the limited time allocation had the impact on the learning process which became ineffective.

R : “What was the impacts ma’am?”

I : “Finally, the learning process was not optimal. Moreover, the assessment activity that was very detail and complicated. In my opinion, the assessment activity became not optimal because every student should be assessed based on their knowledge, skills, and attitude. Moreover, I taught many classes, so it was time consuming.” (HA/ 30/ 1-2-2017)

2) Less Practicing English in the class

The impact of the problem in the 2013 Curriculum was that the students did not have sufficient of time to practice the materials in the class because they were only competed by time and materials.

R : “Can the students do practices in the class?”

I : “The practice activity was done outside the class. Was it possible to do the practices in the class in 2 hours? It was impossible. What can the students get in the class in 2 hours?” (DP/ 32/ 31-1-2017)

According to the English teachers, the students did not have the opportunity to perform some English skills in from of the class. For example, the students could not play drama in from of the class because the time was limited.

3) Limited Time and Study Loads

The students were competed by time and materials because the time allocation was very limited to implement the Curriculum. While the time to study was limited, students still needed to finish all the materials. It happened

because there were discrepancies between the materials and the time allocation.

“The time was less of effectiveness; moreover, the students in this school came back home in the evening, so the students were like competed by the time and learning materials.” (SR/17/22-2-2017)

4) Extra Responsibility to Collect Teaching Resources

There was no available textbook based on the semester credit system, therefore the teachers should gather the teaching resources by themselves. Based on this system, there were four serial materials for the compulsory English subject properly. Therefore, the compulsory English subject should have four available textbooks based on the serial materials.

“We should be creative teachers to search the learning materials because the book of the semester credit system was not available.” (SGN/ 29/ 1-2-2017)

5) Initiating teachers' creativity effort

The problems related to the 2013 Curriculum implementation also gave the positive impacts to the teachers namely; they could be the creative teachers. Based on the document study and classroom observation, one of the English teachers in SMA B Wonosobo created the form to make the students' competences assessment easier. Therefore, she could administrate the students' assessment easily, but this form was only used by her, so that the other teachers did not use this form to assess the students' competences.

The lack of the learning facilities such as sound speaker in the class influenced the English teacher to be creative to use the application from the

students' smartphone. The teacher asked to the students to download the joox application in their smartphone to listen to English song based on the English material.

“Therefore, the students downloaded the Joox application. We, as a teacher also should know the kind of the popular applications, *haha*, we should be a *gaul* teacher and a creative teacher.”(I/NRB/ 22/31-1-2017)

The condition of the unavailability of English textbook based on the semester credit system influenced the teachers to be creative in gathering the English materials. This impact was supported by the teachers' statement that the English teacher should be creative in gathering materials.

“We should be creative teachers to search the learning materials because the book of the semester credit system was not available.” (SGN/ 29/ 1-2-2017)

The English teachers were demanded to be independent teachers. They should arrange the English materials in four series based on the core and basic competences.

6) Teaching English using the teacher-centered learning

Based on the classroom observation, some of English teachers in both schools taught English with the teacher-centered learning approach. They did not pay attention to the students' engagement in their learning processes. The observation in class X *bahasa*, the teachers taught grammatical form of the simple present tense, and then, the English teacher explained the tense formula. After listening the English teachers' explanation, the students were asked by the teacher one by one to answer one question and then the students

answered the blank sentences on their books. While the students did the task, the English teachers sat on the chair until the end of the English learning class. This condition figures that the English learning process in the classroom was using the teacher-centered learning because the students did not learn English interactively and the teacher directed the classroom activity.

7) Making Mistake in Delivering the English Materials

Many English teachers perceived confused in teaching English with different kinds of English subjects and grades. Therefore, sometimes they made mistake in delivering the kinds of English materials. Using the on/off system in the 2013 Curriculum, some English teachers were confused to deliver the learning materials.

“related to the on/off system, it made me confused. When I was delivering the materials, sometimes there was confusion because the materials were different, there were many grades, and there was different type of the English. Therefore, sometimes it made me confused. Yesterday, there was English teacher who made a mistake; the English teacher taught the materials that had been taught in the previous semester in the same class. Sometimes, it was being like that, we are not habitual yet maybe.” (SN/I/ 1/17-2-17)

The English teacher revealed that sometimes the teacher did a mistake in delivering the English material in the class. It happened because the English material in one grade was not same. Using an on/off system brought consequences in the allotment of the English materials in each class. For example, class X MIPA got the compulsory English II, while class X IPS got the compulsory English I. Therefore, this condition makes English teachers did some mistakes to deliver the materials.

8) Applying the authentic assessment improperly

The last impact of the problems in the implementation of the 2013 Curriculum is about improper application of the authentic assessment. All of English teachers in both schools revealed that the authentic administration was complicated. This condition influenced the English teachers to do the authentic assessment improperly, such as they assessed the affective or psychomotor domain by using the sample from the students randomly. It was stated by the English teacher in the following explanation.

“...we should assess the students’ skills one by one, but sometimes I used the sample of students randomly, several students performed in front of the class, something like that, it was up to me.” (I/DP/3-02-17)

The statement from the English teacher informed us that the teacher assessed the students’ competence within reason because the assessment administration needed much time.

B. Discussion

This section discussed the detailed data findings for the four research questions of this research.

1. The Implementation of the 2013 Curriculum in the English Teaching and Learning

This section discussed the breakdown of the implementation of the 2013 Curriculum in the English teaching and learning in both schools. It revealed five discussion areas including the 2013 Curriculum description in the schools, the

2013 Curriculum training of English teachers, instructional kits development, the learning model implementation, and the authentic assessment implementation.

a. The 2013 Curriculum Description in the Schools

The 2013 Curriculum implementation was investigated to highlight the English teaching and learning in those schools based on the 2013 Curriculum. As mentioned before, SMA A Wonosobo and SMA B Wonosobo implemented the 2013 Curriculum using two systems, including the cluster system and the semester credit system. Those schools could hold the semester credit system because they received score A in their accreditation. Now, those schools are in the process to implement the semester credit system in all grades. The implementation of the semester credit system was started from grade X in the first year, and the semester credit system was implemented in grade X and grade XI in the second year, and then, in the third year, this system will be implemented in all grades. Based on the result of the data collection, SMA A was in the second year and SMA B was in the first year of the semester credit system implementation.

The kind of the semester credit system implementation in both schools was the discontinued pattern. The English subject held using the discontinued pattern with four series. Therefore, the schools arranged the roadmap of the core competence and basic competence in grade X, XI, and XII into four series. A visual representation of the English subject using the semester credit system is presented in the figure below.

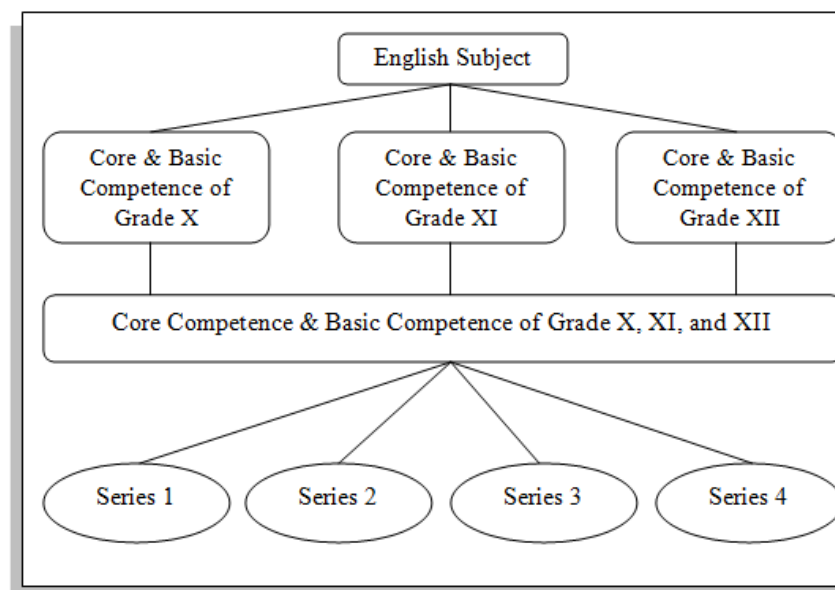


Figure 6. The Arrangement of the Serial English Subject

b. The 2013 Curriculum Training of English Teachers

According to the explanation from the regulation of the ministry of the education and culture no 159 Year 2014, the Curriculum implementation is the realization process of the Curriculum design through equipping documents and books, training, associating, and monitoring to achieve the instructional realization. It means that the 2013 Curriculum training for English teachers is a part of the Curriculum implementation.

The result of the data collection showed that all English teachers in both schools have participated in the 2013 Curriculum training program. One of the English teachers was the instructor of the 2013 Curriculum in Wonosobo regency because he had joined the national instructor training of the 2013 Curriculum. Some of them had joined the training from the provincial government and others had only joined the training from their school.

According to Adebile (2009: 289), the teachers training aims to develop their skills to perform some planning which may be mental, physical or understanding. Therefore, the 2013 Curriculum training program was important to help the teachers to interpret the concept of the Curriculum. Based on the result of the data collection, the English teachers stated that their participation on the 2013 Curriculum training program added the understanding of the new Curriculum implementation and helped the teachers to implement the Curriculum in the class.

c. Instructional Kits Development

Instructional kits were developed to support the teaching and learning process. Considering the importance of the instructional kits, the teachers should develop these to be applied in their teaching process. Based on the data collection, most of the English teachers documented the primary and secondary instructional kits completely including the academic calendar, the syllabus of the English subject, the 2016/2017 annual program, the semester program, the lesson plan, the attendance list, the teacher's agenda book, the students' score list, the compulsory textbook, the other resource books, the learning media, the questions bank, and the analysis of the test. From those instructional kits, the English teachers in SMA B did not have the attendance list, the teacher's agenda book, and the students' score list. This case happened because the school did not give those books to the teachers but the school facilitated them the application of students' attendance and score processing input device. This information was described specifically in the discussion of authentic assessment section.

One of the important parts of the instructional kits was the lesson plan. According to the ministerial regulation of education and culture No. 22 Year of 2016, all teachers must conduct the lesson plan completely and systematically. The researcher found that the English teachers conducted the lesson plan by adopting and adapting the previous lesson plan. Actually, the lesson plans should be applied in the classroom as the guided learning, but, sometimes the English teachers did not bring and use the lesson plan in the classroom as the teaching planner. They taught the students using the repeated activities in the classroom. Actually, the teachers always collected the set of the lesson plan for an academic year to the school but they did not utilize them maximally.

d. The Learning Model Implementation

Furthermore, based on the result of the observation and interview conducted by the researcher, the teachers implemented the learning models suggested by the 2013 Curriculum such as problem-based learning and project-based learning but they did not apply these models in each meeting. According to the English teachers, they seldom used the discovery-inquiry based learning because this learning model was rather difficult to implement in the English learning and teaching. They also stated that using the learning models suggested by the 2013 Curriculum needed more time. Whereas, the ministerial regulation on the study of the primary and secondary education under the ministry of education and culture number 103 Year 2014, the 2013 Curriculum represents three kinds of learning models to support the scientific approach, namely; discovery/inquiry

learning, problem-based learning, and project-based learning. Actually, the English teachers could apply other learning methods in English teaching which were appropriate to the learning materials, but in the reality, some of the English teachers were still monotonous in teaching English, and even, not all teachers used media in the teaching and learning process. Sometimes, some English teachers also did not use any media in the class.

e. The Authentic Assessment Implementation

In the case of the implementation of the authentic assessment, all English teachers have implemented three aspects of the authentic assessment including the affective assessment, cognitive assessment, and the psychomotor assessment. As the statement on the regulation of the ministry of education and culture number 104 Year 2014, the teachers should assess their students' achievement based on those three aspects of each basic competence. The affective aspect could be assessed by observation, self-assessment, and peer assessment. The cognitive aspect could be assessed by oral test, written test, and assignment; whereas the psychomotor aspect could be assessed by performance, project, product, and portfolio. Based on the data collections, the English teachers had assessed the students' learning progress by oral test, written test, assignment, performance, project, product, and observation, however most of them seldom if ever used the self assessment and peer assessment and also sometimes they did not assess the students' learning progress on each basic competence.

SMA B had a different way to process the students' score; the teachers did not use the book of the scoring list but they used the application to input the students' learning progress score. There was the assessment application for semester credit system and cluster system, and also the school report of the students. This following picture was the application for conducting the school report based on the 2013 Curriculum.

Picture 1
The application for conducting school report based on the 2013 Curriculum

The teachers who did not apply the authentic assessment totality gave some reasons that the teachers only have the limited time in the class, they also felt difficult to remember all students by name, they felt difficult to assess the affective assessment, and then the students were pitied to do the assessment task in each basic competence. Whereas, the teachers should know the students' learning achievement based on the affective aspect, cognitive aspect, and psychomotor aspect systematically in each basic competence. Therefore, one of the English teachers made an innovation effort to apply the authentic assessment. She created

the assessment form for each English class. The following picture was the example of assessment form which was conducted by the teacher.

NILAI (PENGETAHUAN, KETRAMPILAN DAN SIKAP)
MATA PELAJARAN BAHASA INGGRIS LINTAS MINAT KELAS X IPA SEMESTER GENAP
SMA MUHAMMADIYAH WONOSOBO TAHUN PELAJARAN 2016/2017

NAMA / PESERTA DIDIK : _____
KELAS/ JURUSAN : X. IPA _____
NO ABSEN : _____

PENGETAHUAN					KETRAMPILAN					SIKAP																																															
No. KD	Uraian : tgl pelaksanaan, tgl mengumpulkan tugas	Nilai	Rend.	Paraf guru	No. KD	Bentuk Tugas/PR	Tgl	Nilai	Paraf guru	Penilaian Sikap	Diri	teman	guru	Deskripsi	Rentang angka																																										
3.6	Ulangan Harian Test 1 Too...to...enough to...				4.6	Membuat percakapan dengan struktur bahasa yang baik yang melibatkan unsur Too...to...enough to... dan mempraktekannya di depan kelas. (Speaking)																																																			
3.7	Ulangan Harian Test 2 Reading comprehension tentang Short Functional Text Advertisement dan language features.				4.7.1 dan 4.7.2	Membuat Advertisement dengan struktur bahasa yang baik. (Writing)																																																			
3.8	Ulangan Harian Test 3 Reading comprehension tentang Report Text dan language features.				4.8.1 dan 4.8.2	Membuat teks report lengkap dengan analisis struktur teks dan unsure bahasanya. (Writing)																																																			
3.9	Ulangan Harian Test 4 Proverb and Riddle.				4.9	Mencari dan memahami isi proverb serta mempraktekannya di depan kelas. (Speaking)																																																			
3.10	Ulangan Harian Test 5 Song Listening				4.10	Mencari lagu berbahasa Inggris beserta liriknya serta menangkap makna lagu. (Writing)																																																			
<table border="1"> <thead> <tr> <th>Penilaian Sikap</th> <th>Diri</th> <th>teman</th> <th>guru</th> <th>Deskripsi</th> <th>Rentang angka</th> </tr> </thead> <tbody> <tr> <td>1. Kejujuran dalam mengerjakan ujian</td> <td></td> <td></td> <td></td> <td>Baik sekali</td> <td>91 – 100</td> </tr> <tr> <td>2. Kedisiplinan mengikuti kegiatan sklh</td> <td></td> <td></td> <td></td> <td>Baik</td> <td>76 – 90</td> </tr> <tr> <td>3. Ketertiban dalam mengikuti pelajaran</td> <td></td> <td></td> <td></td> <td>Cukup</td> <td>68 – 75</td> </tr> <tr> <td>4. Tanggung jawab mlsnkn tgs individu</td> <td></td> <td></td> <td></td> <td>Kurang</td> <td>0 – 67</td> </tr> <tr> <td>5. Santun saat berbicara dan berndpt</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Aktif dalam kerja kelompok</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>																Penilaian Sikap	Diri	teman	guru	Deskripsi	Rentang angka	1. Kejujuran dalam mengerjakan ujian				Baik sekali	91 – 100	2. Kedisiplinan mengikuti kegiatan sklh				Baik	76 – 90	3. Ketertiban dalam mengikuti pelajaran				Cukup	68 – 75	4. Tanggung jawab mlsnkn tgs individu				Kurang	0 – 67	5. Santun saat berbicara dan berndpt						6. Aktif dalam kerja kelompok					
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6. Aktif dalam kerja kelompok																																																									

Guru Mapel Bahasa Inggris
SMA Muhammadiyah Wonoso bo

Picture 2

The assessment form which was conducted by the English teacher

The teacher arranged the basic competence and the assessment planning in the form. Each student in the class got one form for one semester. Therefore, the teacher would be easy to process the students' score.

2. The problems in the implementation of the 2013 Curriculum in English teaching and learning

This section discusses the problems in the 2013 Curriculum implementation, especially in English teaching and learning. The result of the

research showed that the English teachers still faced several problems to implement the 2013 Curriculum in English teaching and learning. The investigation of the problems in the 2013 Curriculum implementation in this study is aligned with six aspects of the challenges of the 2013 Curriculum implementation which are suggested by Abidin (2016: 24-37) including the challenge related to teachers, time, facilities and infrastructures, learning materials, assessment, and learning strategies. Moreover, the challenge related to teachers is also supported by Madya (2013: 271) there are two challenges which are faced by teachers to implement the 2013 Curriculum, namely; the challenges to increase integrated students' competences and to do the learning practices based on the 2013 Curriculum standard. Based on those theories of the 2013 Curriculum implementation challenges, the study revealed nine problems faced by English teachers in implementing the 2013 Curriculum.

a. The difficulty in implementing the student-centered learning in all classes

The problem also came from the learning process that was dominated by teachers in the class. According to Abidin (2016: 28), the implementation of the active learning in the classroom becomes one of the teachers' challenges in the 2013 Curriculum implementation; so that the teachers' difficulty to implement the student-centered learning is a part of the problems in the 2013 Curriculum implementation. Based on the data collection, the English teachers could not teach English based on the students' center learning in all classes. They also revealed

that the active learning could not be implemented in all classes because they had different characteristics.

The demand for the learning practice change in implementing the 2013 Curriculum is the teacher' challenge to implement it (Madya: 2013: 271). The 2013 Curriculum supported the learning practices based on the student-center. Therefore, the teachers should be motivators and facilitators to stimulate their students to be active learners. They also should be innovators to create fun English learning process. As the explanation in the regulation of the ministry of education and culture No. 22 Year 2016, learning processes based on the 2013 Curriculum in educational units are organized interactively, inspiratively, joyfully, and challengingly; these also motivate the learners to participate actively and provide sufficient space for the initiative, creativity, and independence based on the learners' talents, interests, and physical and psychological development.

Those explanations informed that the teachers should create the learning situation in the classroom in which students are given more opportunities to participate actively. Unfortunately, in the real context, based on the data collection, the English teachers did not always implement the students-center in the teaching and learning practices. The English teachers revealed that they could create the student-centered learning in the certain class that consisted of the active students. It was supported by the classroom observation that the English teachers could not create the active learning in certain class such as IPS class. According to the English teachers, the students in IPS class should be leaded in the learning

process. Therefore, the English teachers could not be able to implement the student-centered learning in all classes.

b. Complicated in teaching English with different kinds of English subject and grades

Teachers became one of the important points to apply the system in the school. Using the semester credit system in the senior high school, the English teachers in SMA B Wonosobo taught English in grade X, XI, and XII. They also did not only teach a kind of the English subject but also taught three kinds of English subjects (the compulsory English, the Elective English, and the cross-elective English).

This condition was different from the previous academic year before the school implemented the semester credit system that they only taught in one grade; grade X or XI or XII. Therefore, the English teachers should prepare variation English materials for those grades based on their teaching loads. Sometimes, the English teachers were confused on their schedules; for example, the teacher taught the compulsory English material in class X MIPA 1, whereas the teacher should teach the cross-elective English material in that class. The difficulty of this problem was influenced by several factors that were explained by the researcher in section three related to the factor causing the problems.

c. Limited time available for teaching English

All of the English teachers in both schools claimed that the time allocation for English teaching and learning was very limited so that it made difficult to

apply the implementation of the 2013 Curriculum. As the statement in the regulation of the ministry of education and culture No. 59 Year 2014, the time allocation of the compulsory English subject in senior high school was 12 learning hours. Therefore, in the cluster system, students got two learning hours per week in each semester, whereas in the semester credit system, each school could arrange the students learning loads from 12 learning hours into four series of English.

From those explanations, actually, the students learning loads for English got the same portion either used the cluster system or semester credit system; these were 12 learning hours for classroom course event. In the cluster system, the students got two learning hours of English; two learning hours meant 45 minutes times two divided by 90 minutes for classroom course event with maximum 54 minutes for the structured and unstructured activity. In fact, using two learning hours to teach English was not quite for the teachers. According to them, the students could not explore their performance in the class individually; they also could not do more practices in the class.

In the semester credit system with on/off pattern, the students got four series of the compulsory English; therefore, they did not get the compulsory English in each semester based on the roadmap of the school. A visual representation related to the roadmap of English subject based on the interview that was used by the school was explained in the following table.

Table 18
The Roadmap of English Subject

Semester	MIPA class	IPS class	Language class
Semester 1	The compulsory English series 1 (2 learning hours)	The Cross-elective English series 1 (3 learning hours)	1. The compulsory English series 1 (2 learning hours) 2. The elective English series 1 (4 learning hours)
Semester 2	1. The compulsory English series 2 (4 learning hours) 2. The Cross-elective English series 1 (3 learning hours)	1. The compulsory English series 1 (2 learning hours) 2. The Cross-elective English series 2 (3 learning hours)	1. The compulsory English series 2 (4 learning hours) 2. The elective English series 2 (4 learning hours)

The elective English got the learning hours more than the compulsory English because the students could get 22 learning hours for the compulsory English during in the senior high school. Therefore, the English teachers felt difficult to teach English with those time allocations, especially in teaching the compulsory English.

d. The discrepancies between the English materials to be taught and the time allocation

The discussion in this section continued the previous problem related to the time allocation in teaching English. The problem also came from the discrepancies between materials that should be taught by teachers and learned by students and the time allocation in English teaching and learning. Based on data collection of the research, the time allocation was not balanced to the English materials because there were many materials that should be taught by the teachers but the time allocation to teach compulsory English was only two learning hours per week.

The researcher found in the appendix of the law of the ministry of education and culture No. 24 Year 2016 about the core and basic competences in English subject of senior high school, there were 18 basic competences including cognitive and psychomotor competences that should be taught by the English teachers in grade X and XI, and also 14 basic competences in grade XII. It could be seen that using cluster system, the teachers taught 9 basic competences of English subject in one semester, whereas using semester credit system, the teachers taught 12 until 13 basic competences in one semester (one series of English subject). Moreover, the effective days in one semester approximately were 100 days or 17 weeks. Therefore, using cluster system of 2013 Curriculum, the English teachers should teach 9 basic competences in 17 weeks, whereas using semester credit system of 2013 Curriculum, the English teachers should teach 12 until 13 basic competences in 17 weeks. The following table explained a visual

representation of the time allocation and the basic competences in 2013 Curriculum.

Table 19
The breakdown of the time allocation and the basic competences

The 2013 Curriculum	Basic Competences (Cognitive & Psychomotor)	Effective Week	Learning Hours
Cluster System	9 basic competences	17 weeks	2 learning hours/week
Semester Credit System	12-13 basic competences	17 weeks	3-4 learning hours/week

Those explanations revealed that the time allocation for English teaching and learning was limited, whereas the materials in the basic competences were many.

e. The lack of facilities which support the implementation of the 2013 Curriculum

In this study, the problem related to the lack of facilities which support the implementation of the 2013 Curriculum was only faced by the English teachers from SMA A Wonosobo. According to the English teachers, they could not implement the newest Curriculum maximally because the facilities were inadequate, especially in the ICT facilities.

Abidin (2016: 33) states that to implement the 2013 Curriculum the schools should have the adequate facilities and infrastructures. The learning facilities which are the most dominant to be used by students are the ICT facilities. Therefore, improving the learning facilities in each school is important.

Based on the data collection, the English teachers faced difficulty in using LCD and sound speaker because there were no available for each class and some tools were broken. Therefore, sometimes they could not use the media such as video, movie, audio recorder, and power point presentation. They also felt difficult when they would teach listening materials because there was no sound speaker in the class. Sometimes, the teachers should bring the sound speaker by themselves or the students borrowed it from the other class. Moreover, some classes brought the sound speaker by themselves through students' contribution.

This condition was being one of the obstacle aspects of the 2013 Curriculum implementation because the teachers were demanded to implement the active, innovative, and creative learning, but the facilities did not support these. Moreover, in English learning, the facilities of technology could exposure the students' learning style, such as auditory, visual, and kinesthetic. Therefore, the facilities in the school were very supported its implementation. The problem about the lack of the learning facilities also did not support the twenty-first century learning because the learners were the iGeneration. As Arends (2009) proposed, the twenty-first century teachers should teach the iGeneration students using technology. The technology became the iGeneration life; therefore, the teachers would be difficult when they taught English without using any technology.

f. Unavailability of the English textbook based on the semester credit system

Textbooks were very important in English teaching and learning process. Related to the availability of English textbook, Abidin (2016:34) explains that the ministry of education and culture produced textbooks based on the 2013 Curriculum context. Those textbooks were published by the Curriculum and book matters center of the ministry of education and culture. Therefore, English textbooks which consisted of the textbook for teachers and the textbook for students were also published by the ministry of education and culture.

According to the English teachers, they did not get the English textbook based on the semester credit system from the government but they got the English textbook based on cluster system; so that the English teachers arranged the materials from English book on grade X, XI, and XII into four series of English materials.

The problem came when the English teachers should search by themselves the certain materials based on the basic competences in the certain serial English subject in the other grades of English book. The different arrangement of the semester credit system made the English learning and teaching did not relate to English book on grade X, XI, and XII but it related to the serial English subject.

g. The complicated authentic assessment administration

The assessment in the 2013 Curriculum required implementing the authentic assessment in students' learning process. In this study, all of the English

teachers claimed that they faced the difficulty to apply the authentic assessment administration because the assessment administration was very complicated. Based on the assessment guidebook in senior high school (2017: 4-5), the assessment is done by teachers through assessment of learning (midterm test, final test), assessment for learning (assignment, presentation, quiz), and assessment as learning (self-assessment, peer assessment). The teachers also should measure each basic competences achievement.

The English teachers in both schools stated that there were many aspects to be assessed by teachers; they should assess each basic competence including affective, cognitive, and psychomotor competences to all students. Moreover, the teachers should report the assessment in the form of mark, predicate, and description. The affective competence assessment was reported by the form of predicate and description, the cognitive and psychomotor competence assessment was reported by the form of mark, predicate, and description.

Those explanations demanded the teachers be able to arrange, to implement, and to report the result of the authentic assessment, but the teachers felt that the assessment activity was complicated; despite they have joined the training to implement it. Therefore, the complicated assessment administration that should be reported by the English teachers made them faced difficulty to implement it and sometimes, they did not implement all aspects of the authentic assessment.

h. The difficulty in implementing the learning models supported by the 2013 Curriculum

The learning process in the 2013 Curriculum required the implementation of students' learning center. Therefore, the learning strategy in teaching and learning process was different from delivering knowledge only. Based on the ministry of education and culture No. 103 Year 2014, the learning process in its Curriculum was based on the students' experiences through the scientific approach, so that the 2013 Curriculum supported several learning models to achieve the scientific approach namely; discovery/inquiry learning, problem-based learning, and project-based learning. The English teachers could choose one of those learning models and develop the other models based on the basic competence that was taught.

Based on the data collection, the English teachers had the problem to implement the innovation of the learning models. Most of them revealed that they did not implement any learning model because it needed more time to prepare and implement the learning process. The observation result also supported the data from the interview that only several English teachers that implemented the learning models such as problem-based learning and project-based learning. The other English teachers still taught in the conventional learning process that they explained the materials and then students did the task from the book or students' worksheet.

Those problems in the 2013 Curriculum implementation which were found in this study were related to the challenging in the 2013 Curriculum

implementation. The researcher made visualization summary in this following table.

Table 20
A Summary of the Problems in the Implementation of the 2013 Curriculum within two senior high schools

No.	The Challenges in the Implementation of the 2013 Curriculum	The Problems in the Implementation of the 2013 Curriculum within two Educational Units
1.	Teachers	The difficulty in implementing the student-centered learning in all classes
		The complicated in teaching English with different kinds of English Subject and grades
2.	Time	The limited time available for teaching English
		The discrepancies between the English materials to be taught and the time allocation
3.	Facilities	The lack of facilities which support the implementation of the 2013 Curriculum
4.	Learning Materials	Unavailability of the English textbook based on the semester credit system
5.	Assessment	The complicated authentic assessment administration
6.	Learning Strategies	The difficulty in implementing the learning models supported by the 2013 Curriculum

3. The factors affecting the problems in the 2013 Curriculum implementation in English teaching and learning

The result of the research also showed that the problems happened in the schools in the implementation of the 2013 Curriculum especially in English teaching and process because of some factors. There were two factors influenced the problems, namely; internal and external factors. The internal factors came from the own teachers who faced the problems and the learning context in the implementation of the 2013 Curriculum. Those factors included teaching multiple

proficiency levels of students, teaching large classes, the test-oriented motivation of students, teachers' adaptation phase, and the difficulty in understanding and remembering all students. The external factors that brought on the problems in the implementation of the 2013 Curriculum in English teaching and learning process consisted of three factors, namely; the government policy, the school institution policy, and unfinished school renovation.

a. Internal factors

1) Teaching multiple English proficiency levels of students

Teaching multiple English proficiency levels of students became one of the factors influencing the problems in the 2013 Curriculum implementation. The English teachers faced difficulty in implementing the student-centered learning and the learning models supported by the 2013 Curriculum because they taught students with multiple English proficiency levels.

Every student had different proficiency level in English; sometimes, they were in one class. According to the English teachers, the high proficiency level students could join the English class with student-centered learning, but the low proficiency level students in English needed the teachers' guidance to learn English so that the English teaching and learning process was rather difficult if the students had low English proficiency levels. Moreover, the implementation of several learning models supported by the 2013 Curriculum needed much more time to do if the students had multiple English proficiency levels.

This condition was one of the challenges of the English teachers in the classroom. As Arends (2009) proposed, the teachers would teach several different backgrounds of the students. In one class, the English teachers had the challenges to teach students with different proficiency level and different culture. In this context, teaching multiple proficiency level of students in English was a reason why the English teachers faced difficulty in implementing the student-centered learning and the learning models supported by the 2013 Curriculum.

2) Teaching large classes

One of the factors affecting the implementation Curriculum problems was the English teachers taught English subject in the large class. Based on the data collection, the English class was amount 28-34 students. According to the English teachers, those amounts of students included the big capacity in teaching English. Therefore, it became a factor influencing the English teachers to improve English competences through student-centered learning processes.

The regulation of the ministry of education and culture No. 17 Year 2017 stated that the minimum number of senior high school students in the class is 20 and the maximum number is 38 students. This regulation informed that actually both of schools were in the average amount of students in the class. Meanwhile, in this context, the English teachers faced the problem in teaching English skills in the large class. This condition influenced the English teachers to do not pay attention to all students in the class. As Brown

(2001) proposed, teaching in the large class influenced students to do not get the feedback from the teachers related to their tasks in oral or written task.

3) Test-oriented motivation of students

Another factor came from the students' motivation. The students' motivation affected the learning process in the classroom. Based on the data collection, the teachers sometimes felt difficulty in implementing the learning models because the students' motivation was only test-oriented. When the students only had the test-oriented motivation, they would only submit the assignment to pass the minimum mastery criteria.

Actually, according to the English teachers, not all students had the test-oriented motivation, but sometimes this condition affected the other students. Therefore, it became one of the factors affecting the 2013 Curriculum problems.

4) Teachers' adaptation phase

The Curriculum change influenced the system in teaching and learning process. Therefore, the teachers as the important part to implement the newest Curriculum should adapt to new situation and regulation. Based on the data collection, the English teachers were still confused to teach English with several kinds of English subject and grades because they were in the adaptation phase to implement the new system in their school. It was the natural condition that influenced the problems in the implementation of the 2013 Curriculum.

5) Having many teaching loads

The English teachers in both of schools had many teaching loads in one semester. Based on the data collection, the English teachers had the teaching loads around 30 teaching hours in the classroom, and many of them had 34 teaching hours in one semester. Having many teaching loads affected the problem related to doing the assessment administration. The English teachers had many teaching loads so that they had many students that should be assessed to measure their English competencies. According to Roloff and Brown (2011) in Bousquet (2012), the number of hours per week contributes to stress. She stated that working 44 hours or more in each week influences teachers' burnout. Meanwhile, in both schools the English teachers got 34 teaching hours per week and also they should teach the extracurricular. Moreover, the teachers' task is not only teaching in the classroom, but also they should do the assessment administration. Therefore, this condition increases the teachers' stress and influences the problems in the 2013 Curriculum implementation in English teaching and learning process.

6) The difficulty in understanding and remembering all students

The difficulty in understanding and remembering all students became a factor influencing the authentic assessment activity. It demanded to assess not only on the cognitive aspect but also the affective and psychomotor aspect; so that to assess the affective aspect needed the understanding each student by name.

The English teachers taught many classes in one semester, it meant that the teachers taught many students in one semester. They felt difficult to assess three aspects to their students authentically and regularly. It happened because they felt difficult to understand and to remember their students individually.

7) Time-consuming activity

One of the factors contributing the problem in implementing several learning models in the classroom is that the activity was time-consuming. According to the English teachers, there are many stages to implement the learning models based on the 2013 Curriculum. Moreover, each stage needs many times. Therefore, this condition influences the English teachers to do not implement the learning models.

b. External factors

1) The government policy

The government policy influenced some problems in the 2013 Curriculum implementation. The government arranged the English materials with the certain time allocation. According to the English teachers, the time allocation to teach English materials was very limited. They needed more time to teach the English material and to implement the learning model supported by the 2013 Curriculum. In fact, those policies were difficult to implement by the teachers.

2) The school institution policy

The education unit policy affected also to the problems in the 2013 Curriculum implementation. It gave the policy related to the teaching loads of the English teachers. They should teach three kinds of English subject in all grades of senior high school. Therefore, it influenced the problems faced by English teachers related to complicate in teaching English with different kinds of English subject and grades.

The policy of education unit also affected the availability of learning facilities in the school. The education unit should monitor the availability of learning facilities so that the teachers and students could do the learning activity as the learning planning and goal.

3) Unfinished school renovation

School renovation became one of the external factors affecting the problems. Unfinished school renovation also affected the lack of learning facilities in the classroom. Both schools were on building renovation period, therefore, some classroom were not LCD available because the classes were unfinished to renovate.

Those explanations discussed factors affecting the problems in the 2013 Curriculum implementation including the internal and external factors. Based on that explanation, the researcher summarized the breakdown of the discussion related to the factor influencing the problems in the 2013 Curriculum implementation in the table 21.

Table 21
The Factors Affecting the Problems in the Implementation of the 2013 Curriculum within two Educational units

No.	The Problems in the Implementation of the 2013 Curriculum within two Educational units	The Factors Affecting the Problems in the Implementation of the 2013 Curriculum within two Educational units
1.	The difficulty in implementing the student-centered learning in all classes	Teaching multiple English proficiency levels
		Teaching large classes
2.	The complicated in teaching English with different kinds of English Subject and grades	The school institution policy
		Teachers' adaptation phase
3.	The limited time available for teaching English	The government policy
4.	The discrepancies between the English materials to be taught and the time allocation	The government policy
5.	The lack of facilities which support the implementation of the 2013 Curriculum	The school institution policy
		Unfinished school renovation
6.	Unavailability of the English textbook based on the semester credit system	The government policy
7.	The complicated authentic assessment administration	The difficulty in understanding and remembering all students
		Having many teaching loads
8.	The difficulty in implementing the learning models supported by the 2013 Curriculum	Test-oriented motivation of students
		Time-consuming activity

4. The impacts of the problems in the implementation of the 2013 Curriculum in English teaching and learning

The last discussion of this research was related to the impacts of the problems in the implementation of the 2013 Curriculum, especially in English

teaching and learning process. The result of the present research showed that the problems that faced by teachers gave several impacts to the teachers, students, and learning process in the classroom. Those impacts were including limited time and study loads, less practicing English in the class, obstructing the ICT-based learning English, extra responsibility to collect teaching resource, initiating teachers' creativity effort, and delivering not optimal teaching and learning processes. From those impacts, there were positive and negative impacts. Therefore, this discussion is the breakdown of two sections, namely; positive and negative impacts.

a. Positive Impact

The problems in the 2013 Curriculum implementation only affected one positive impact. The positive impact was that the English teacher initiated to make an innovation to solve the complicated assessment administration. The English teacher could make a form to make the assessment administration easier and more transparent, as the explanation in the previous section related to the problems in assessment administration. This impact helped the other English teachers to do the assessment administration. Therefore, they could apply the authentic assessment administration.

b. Negative Impacts

The negative impacts from the problems in the 2013 Curriculum implementation were related to several aspects. Those negative impacts were explained in the following discussion.

1) Teaching English using the teacher-centered learning approach

The difficulty in implementing the student-centered learning influenced the English teachers to do the teaching and learning processes using teacher-centered. They used the teacher-centered learning because they should help their students to understand the English materials in the limited time.

This condition contradicted the new conception of knowledge and learning today, as Arends (2009) proposed, learning is not the student's activity passively that listen and receive the teachers' knowledge and information, but it is the activity of the students actively. They have the experiences to improve their knowledge and have the opportunities to share their opinion to each other. In this case, the teachers did not implement the active learning because according to the teachers, the students in the class have multiple English proficiencies, moreover the teachers should teach English with limited time available.

2) Making mistake in delivering the English materials

The English teachers, sometimes, made a mistake in delivering the English materials because they were confused in teaching English with different kinds of English subjects. Moreover, they also taught English in grade X, grade XI, and grade XII with the teaching loads more than 30 learning hours. This condition made the English teachers made some mistakes in delivering materials; such as

she should teach the compulsory English in grade X IPA 1, but she taught the cross-elective English in that class. According to Haberman (2014), teaching jobs increasing teachers' stress. In this case, the English teachers had many teaching loads that influence their mind and behavior. Then, it influences the English teachers in delivering the materials.

3) Limited Time and Study Loads

The other impacts came from the problem of the limited time available in teaching English. Based on the interview section, the English teachers stated that the students were competed by time and many English materials. The teachers were demanded to teach the certain English materials with the limited time available and the students were demanded to learn the English materials with the limited time available also. Therefore, these problems influence the impact related to competing students by time and English materials.

4) Less practicing English in the class

Moreover, the students did not have many times to practice the English materials in the class individually because of the limited time. The example that the English teachers revealed was that the students could not practice some drama from narrative text. Even, when the students got the task to do a presentation, in one meeting, they did not present the task comprehensively. Based on the observation section, they only presented their task one or two groups in one meeting. As stated by Brown (2001), the impact of teaching large class with limited time is that the learners do not have the same opportunities to speak and

practice. This condition happened in both schools because the teachers had only limited time to pay attention to all students.

5) Obstructing the ICT-based English Learning

The lack of the learning facilities in the classroom influenced the learning process. It affected the teaching-learning English was hampered. The English teachers faced some obstacles in teaching English based on ICT. The English teachers should change the activity in the lesson plan when the ICT-based learning facilities were not available in the classroom. Whereas, Arends (2009) states that the twenty-first century teachers today should teach the iGeneration using technology. The teachers should integrate technology into the teaching of iGeneration. Therefore, the class environment is interesting for the learners.

6) Extra Responsibility to Collect Teaching Resources

The English teachers should gather the English materials based on the 2013 Curriculum implementation by themselves. This impact came from the problems of unavailability the English textbook based on the 2013 Curriculum implementation. The English teachers not only have the task to teach and to do the administration, but also, they have responsibility to gather the teaching resource based on the serial English.

7) Applying the authentic assessment improperly

The complicated authentic assessment administration influenced the positive and negative impact. The positive impact was one of the English teachers had the initiative to make a creative effort to implement the authentic assessment, as in the previous explanation. The negative impact was the English teachers did

not implement the authentic assessment properly. Based on the interview, the English teacher revealed that he generalized the psychomotor assessment from the sample of some students. The other English teachers also revealed that he/she only presumed the affective assessment of their students. This condition informed that the problem on the authentic assessment administration gave the impact of applying the authentic assessment improperly. Whereas, Nation and Macalister (2010) states that one of the important principles in teaching language is assessment. The teachers can monitor the students chievement related to their language skills.

8) Bringing not optimal teaching and learning processes

The limited time allocation in teaching and learning process in the classroom gave the impact on the English teaching and learning process that was not maximal enough. The English teachers also looked for the other solution to achieve the learning goals such as used unstructured tasks to the students.

Those discussions revealed the impacts of the problems in the 2013 Curriculum implementation within SMA A and SMA B Wonosobo including positive and negative impacts. The breakdown of the impacts was described in the following table to abridge the comprehension related to those impacts.

Table 22
The Impacts of the Problems in the 2013 Curriculum Implementation
within two Educational Units

No.	The Problems in the Implementation of the 2013 Curriculum within two Educational Units	The Impacts of the Problems in the 2013 Curriculum Implementation within two Educational Units
1.	The difficulty in implementing the student-centered learning in all classes	Teaching English with the teacher-centered learning
2.	The complicated in teaching English with different kinds of English Subject and grades	Making mistake in delivering the English materials
3.	The limited time available for teaching English	Limited time and learning loads
4.	The discrepancies between the English materials to be taught and the time allocation	Less practicing English in the class
5.	The lack of facilities which support the implementation of the 2013 Curriculum	Obstructing the ICT-based English learning
6.	Unavailability of the English textbook based on the semester credit system	Gathering the English materials resources
7.	The complicated authentic assessment administration	Initiating teachers' creativity effort
		Applying the authentic assessment improperly
8.	The difficulty in implementing the learning models supported by the 2013 Curriculum	Bringing not optimal teaching and learning processes

C. Limitation of the Study

This research was conducted based on the research procedures, but this research is limited to the following aspects. First, the interview was conducted only with the English teachers as the informants in this research study. The data were not confirmed the students and the vice principle of curriculum in those schools. Second, the results of this research are not supposed to be generalized

to all schools that implement the 2013 Curriculum with semester credit system.

Third, this study did not explain any information on the English teachers' understanding of the 2013 Curriculum.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The last chapter presents three subchapters, namely; the conclusions, implications, and recommendation of the research.

A. Conclusions

Based on the research findings and discussions, this research can be concluded that the 2013 Curriculum was implemented in the English teaching and learning process within SMA A and SMA B Wonosobo. Both schools implement the 2013 Curriculum using cluster system and semester credit system. All of English teachers have joined the 2013 Curriculum training to facilitate the implementation of the curriculum, but the implementation of its curriculum was not implemented maximally because the English teachers faced some problems.

The problems faced by English teachers in the implementation of the 2013 Curriculum in both schools are related to teachers, time, learning facilities, learning strategy, assessment, and learning materials. From those categorizes, this study reveal eight problems in the 2013 Curriculum implementation in both schools. These can be concluded that the English teachers still face the challenges in practicing the 2013 Curriculum in the classroom after several years implementation its Curriculum. Those problems are the difficulty in implementing the student-centered learning in all classes, the complexity in teaching English with different kinds of English Subject and grades, the limited time available for teaching English, the discrepancies between the English

materials to be taught and the time allocation, the lack of facilities which support the implementation of the 2013 Curriculum, unavailability of the English textbook based on the semester credit system, the complicated authentic assessment administration, and the difficulty in implementing the learning models supported by the 2013 Curriculum.

Furthermore, the problems happened because some factors influencing those problems in the implementation of the 2013 Curriculum. Those factors can be classified as internal and external factors. The internal factors come from the English teachers and the learners. Those are teaching multiple English proficiency levels of students, teaching large classes, test-oriented motivation of students, teachers' adaptation phase, having overloads teaching schedule, the difficulty in understanding and memorizing all students, and time-consuming activity. The problems in the 2013 Curriculum implementation are also influenced by the external factors such as the government policy, the school institution policy, and unfinished school renovation.

Then, the problems in the implementation of the 2013 Curriculum influence nine impacts in teaching and learning process. Those impacts do not only give the negative impacts, but also the positive impact to the teachers. The positive impact of the problems in the 2013 Curriculum implementation is initiating teachers' creativity effort. Moreover, the problems contribute the negative impacts in teaching and learning process, such as; teaching English using the teacher-centered learning, making mistake in delivering the English materials, limited time and study loads, less practicing English in the class, obstructing the ICT-

based English learning, extra responsibility to collect teaching resources, applying the authentic assessment improperly, and bringing not optimal teaching and learning processes.

B. Implications

The result of this research showed that the research gave some implications related to the 2013 Curriculum implementation in the English teaching and learning, namely;

1. The policy maker can monitor gradually the implementation of the 2013 Curriculum in the schools related to administrative task and teaching-learning process.
2. This research is used as a review of the curriculum implementation with the teachers' ability in reacting the planning in the curriculum.
3. To effectively implement the 2013 Curriculum in English teaching and learning especially in senior high school, the school institution and a group of English teachers can work together to improve the quality of the curriculum implementation. A group of English teachers can be a useful forum to discuss the problems faced in their class. They can share each other based on their experiences and efforts.
4. The English teachers can do some efforts based on the problems faced by the English teachers. The teachers can try to do some efforts regarding teaching-learning with various learning models, using various learning media and

methods related to the materials such as utilizing the technology in teaching and learning process.

5. The teachers can minimize the factors influenced problems in the 2013 Curriculum implementation in the English teaching and learning. The English teachers can compromise to the policy maker of the school to get the problem solving related large class, teaching loads, and equipping the learning facilities.

C. Recommendations

5. For the government

The result of this research suggested the government to evaluate the policy of the 2013 Curriculum implementation related to the effectiveness of time allocation, materials, and learning model.

6. For the Schools

The school institutions should be able to get the positive points from the result of this research. The result of this research should be used as the reference to monitor the teachers in practicing the 2013 Curriculum.

7. For the teachers

The teachers can reflect this result of the research and do efforts to overcome the problems that occur in the English teaching and learning process.

8. For the other researchers

For the other researchers, the researcher suggests conducting the effectiveness of using the semester credit system in the English teaching and learning process. Moreover, the other researchers who are interested in the same

topic about curriculum implementation problems can carry out the similar study on the other schools. They are suggested by conducting the curriculum implementation problems using triangulation technique and source to get the more credible data. They are also suggested to investigate the teachers' understanding of the curriculum in their research.

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APPENDIX 1:
LETTER OF PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telp. Direktur (0274) 550835, Asdir/TU (0274) 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Nomor : 0787 /UN34.17/LT/2016
Hal : Izin Prasurvei

24 November 2016

Yth. Kepala SMA N 1 Wonosobo

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : RAMADHANI USWATUN KHASANAH, S.PD.
NIM : 15716251032
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan prasurvei dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : November s.d Desember 2016
Lokasi/Objek : SMA N 1 Wonosobo
Judul Penelitian : *The Problems in the Implementation of the 2013 Curriculum*
Pembimbing : Dr. Agus Widyanoro, M.Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

Asisten Direktur I,



Tembusan:
Mahasiswa Ybs.

Dr. Sugito, MA.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
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Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Nomor : 11578 /UN34.17/LT/2016
Hal : Izin Penelitian

19 Desember 2016

Yth. Gubernur Jawa Tengah
c.q. Kepala Badan Kesbang Pol dan Linmas Provinsi Jawa Tengah

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : RAMADHANI USWATUN KHASANAH, S.PD.
NIM : 15716251032
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Januari 2017
Lokasi/Objek : SMA N 1 Wonosobo dan SMA Muhammadiyah Wonosobo
Judul Penelitian : *The Problems in the Implementation of the 2013 Curriculum*
Pembimbing : Dr. Agus Widyantoro, M.Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

Asisten Direktur I,



Tembusan:
Mahasiswa Ybs.

Dr. Sugito, MA.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Nomor : 1743/UN34.17/LT/2016
Hal : Izin Penelitian

22 Desember 2016

Yth. Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Badan Kesbang Pol dan Linmas Provinsi DIY

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : RAMADHANI USWATUN KHASANAH, S.PD.
NIM : 15716251032
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Januari 2017
Lokasi/Objek : SMA N 1 Wonosobo dan SMA Muhammadiyah Wonosobo
Judul Penelitian : *The Problems in the Implementation of the 2013 Curriculum*
Pembimbing : Dr. Agus Widyantoro, M.Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

Asisten Direktur I,



Tembusan:
Mahasiswa Ybs.

Dr. Sugito, MA.
NIP 19600410 198503 1 002

22/12/2016



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN POLITIK
Jl. Jenderal Sudirman No 5 Yogyakarta – 55233
Telepon: (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 27 Desember 2016

Nomor : 074/3198/Kesbangpol/2016
Perihal : Rekomendasi Penelitian

Kepada Yth :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal
Daerah
Provinsi Jawa Tengah
Di
SEMARANG

Memperhatikan surat :

Dari : Program Pascasarjana, Universitas Negeri Yogyakarta
Nomor : 11743/ UN.34.17 / LT/ 2016
Tanggal : 22 Desember 2016
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan tesis dengan judul proposal "*The Problems In The Implementation Of The 2013 Curriculum*", kepada:

Nama : RAMADHANI USWATUN KHASANAH, S.PD.
NIM : 15716251032
No. HP/Identitas : 083840524724 / 3307075203920004
Prodi / Jurusan : Pendidikan Bahasa Inggris
Fakultas : Program Pascasarjana, Universitas Negeri Yogyakarta
Lokasi Penelitian : SMA N1 Wonosobo dan SMA Muhammadiyah Wonosobo,
Provinsi Jawa Tengah
Waktu Penelitian : 02 Januari 2017 s/d 30 Maret 2017

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.
Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Asisten Direktur I Program Pascasarjana, Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id <http://bpmd.jatengprov.go.id>
Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/3234/04.5/2016

- Dasar :
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Gubernur Jawa Tengah Nomor 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
 3. Peraturan Gubernur Jawa Tengah Nomor 22 Tahun 2015 tentang Perubahan Kedua Atas Peraturan Gubernur Jawa Tengah Nomor 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa Dan Politik Daerah Istimewa Yogyakarta Nomor : 074/3198/Kesbangpol/2016 Tanggal : 27 Desember 2016 Perihal : Rekomendasi Penelitian

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : RAMADHANI USWATUN KHASANAH
2. Alamat : Gandok RT 002, RW 007, Kelurahan Kalikajar, Kecamatan Kalikajar, Kabupaten Wonosobo, Provinsi Jawa Tengah
3. Pekerjaan : Mahasiswa

Untuk : Melakukan Penelitian dengan rincian sebagai berikut :

- a. Judul Proposal : THE PROBLEMS IN THE IMPLEMENTATION OF 2013 CURRICULUM
- b. Tempat / Lokasi : Kabupaten Wonosobo
- c. Bidang Penelitian : Pendidikan
- d. Waktu Penelitian : 02 Januari 2017 s.d. 30 Maret 2017
- e. Penanggung Jawab : Dr. Agus Widyantoro, M.Pd.
- f. Status Penelitian : Baru
- g. Anggota Peneliti : -
- h. Nama Lembaga : Universitas Negeri Yogyakarta

Ketentuan yang harus ditaati adalah :

- a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan di jadikan obyek lokasi;
- b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
- c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
- d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
- e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 28 Desember 2016

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH

SUARWANTO DWIATMOKO





**PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH**

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id <http://bpmd.jatengprov.go.id>
Semarang - 50131

Semarang, 28 Desember 2016

Nomor : 070/12231/2016
Sifat : Biasa
Lampiran : 1 (Satu) Berkas
Perihal : Rekomendasi Penelitian

Kepada
Yth. Bupati Wonosobo
u.p Kepala Kantor Kesbangpol Dan
Linmas
Kab. Wonosobo

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor 070/3234/04.5/2016 Tanggal 28 Desember 2016 atas nama RAMADHANI USWATUN KHASANAH dengan judul proposal THE PROBLEMS IN THE IMPLEMENTATION OF 2013 CURRICULUM, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



IA SUJARWANTO DWIATMOKO, M.Si.
Pembina Utama Madya
NIP. 19651204 199203 1 012

Tembusan :

1. Gubernur Jawa Tengah;
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesatuan Bangsa Dan Politik Daerah Istimewa Yogyakarta;
4. Asisten Direktur I Program Pascasarjana Universitas Negeri Yogyakarta;
5. Sdr. RAMADHANI USWATUN KHASANAH.

APPENDIX 2:

TRANSCRIPTS OF INTERVIEWS

Interview 1

Date : 23rd January 2017
Time : 09.30
Place : Living room
Interviewer : The student researcher
Interviewee : The English teacher (E)

No	Interviewer	Interviewee
1.	Ibu, assalamu'alaikum, perkenalkan dulu bu, nama saya Ramadhani bu.	Wa'alaikumsalam, iya iya. Gimana mbak.
2	Iya ibu, ini ada beberapa pertanyaan yang ingin saya tanyakan untuk thesis saya bu.	Oh iya mbak. Kok bisa penelitin nya disini mbk?
3	Iya bu, karna penelitiannya itu tentang kurikulum 2013 di pelajaran bahasa Inggris dan saya lebih memilih sekolah yang sudah menerapkan kurikulum 2013 dan sudah menggunakan system sks bu.	Oh gitu, kita sudah menerapkan kurikulum 2013, jadi sekolah model. Jadi kalau yang disini itu kelas x pake sks yang kelas xi dan xii itu K13 yang biasa, paket gitu. Kalau disini emang penerapan K13 itu sudah lama mbak, waktu ada perubahan kurikulum balik lagi ke kurikulum apa itu ktsp, itu kita tetep menggunakan K13, dan di tunjuk sama pemerintah sebagai sekolah percontohan, sekolah kita sama SMA 1 jadi gitu, kemudian kita menjadi sekolah model dan apalagi kita juga sudah berakreditasi ISO gitu kan, jadi ya tantangan nya menjadi lebih besar.
4	Oh jadi gitu ya bu, kalau guru-guru nya sendiri sudah mengikuti pelatihan kurikulum 2013 semua bu?	Ya belum mbak, kalau pelatihan sih artinya gini, artinya sesama guru ya, kita di tunjuk untuk mengikuti pelatihan K13 dari pemerintah gitu ya, tapi ya gak semua guru udah mendapatkan itu gitu, ka nada yang pelatihan di mgmp nasional, ada yang pelatihan instruktur nasional,

		yang nglatih guru-guru. Tapi ya kalau yang pelatihan disini itu rata-rata udah semua, jadi ikut pelatihan yang in-house. Kalau saya pernah ikut pelatihan yang di Jogja itu mbak, perwakilan.
5	Jadi, sebagian sudah ikut pelatihan yang di adakan dari pemerintah seperti ibu perwakilan dari sekolah gitu, yang lainnya ikut pelatihan yang di adakan dari sekolah aja ya bu?	Itu bukan perwakilan dari sekolah sih mbak, itu dari kabupaten cuma dua orang aja. Jadi yang bahasa Inggris itu yang SMA itu saya, yang satunya lagi itu dari SMK.
6	Oh cuma 2 orang aja bu sekabupaten, itu di pisah ya bu yang pelatihan SMA dan SMK nya?	Enggak mbak, itu di gabung, padahal kan penerapan SMA dan SMK itu beda ya mbak, tapi ini di gabung, anehnya itu disitu. Jadi kita pelatihan SMA-SMK itu karena ternyata kurikulumnya sama gitu lho mbak.
7	Jadi materi SMA dan SMK itu sama ya bu ya?	Iya mbak, biasanya kan kalau SMK itu ada tambahannya materi khususnya kan yang membedakan SMA SMK, waktu itu yang membingungkan kita ya itu itu. Dan waktu itu, itu pertama kalai saya mendapatkan pelatihan kurikulum 2013 ke Jogja selama 7 hari itu,
8	Ada gak bu, kendala yang dirasakan oleh ibu sendiri?	Ya waktu itu ya susah ya, kan dulu awal itu yang memakai K13 itu kan hanya kelas x thok. Padahal dari dulu kan saya ngajar kelas xii terus mbak, dan di pelatihan itu untuk pembekalan sebelum Bagaimanapun juga, kalau kurikulum itu wonosobo menjadi satu-satunya kabupaten yang SMA nya itu sudah menggunakan kurikulum 2013 semua. Padahal kalau di kabupaten lain itu, belum semua SMA menggunakan K13. Jadi K13 nya itu di gunakan oleh sekolah yang ditunjuk thok,

		sedangkan di wonosobo, itu sudah dari yang kemarin-kemarin menggunakan K13. Karena apa wallahu a'lam. Yang jelas kami mengusahakan kemandirian bapak ibu guru, kemandirian siswa, nah itu kana pa namanya, nek kita, karena ini sudah berjalan dan kita masih belajar ya gak mungkin gak ada kendala, tapi ya gak ada masalah yang terlalu berarti lah ya mbak. Kalau sekarang ini kan saya ngajar kelas x, xi, xii, wajib saya ngajar, peminatan saya ngajar, lintas minat saya juga ngajar. Jadi administrasinya kan pol luar biasa ne mbak. Jadi ya tuntutanne ya luar biasa mbak. Kalau kendala yang administrasinya bukan Cuma saya thok yang merasakan, tapi semua guru pasti merasakan kendala administrasi itu. Kalau saya buat format sendiri untuk mempermudah administrasi penilaian itu sendiri, karena kalau sekarang itu tiap KD harus ada nilainya mbak, itu saya dan teman saya sedang mencoba untuk memakai format itu, dan itu baru saya dan teman saya aja dan belum di sosialisasikan karena kita belum tau, ini efektif apa gak. Kalau di semester ini berhasil, besok kita akan sosialisasikan, kita tawarkan ke yang lain gitu.
9	Itu susah gak sih bu, karena harus ngajar dan harus dapet nilai per KD itu bu?	Waah itu mbak, kalau saya susahnya itu, ini mbak, karna saya ngajar lintas minat, peminatan, wajib. Jadi, kadang-kadang saya terus terang aja, saya kadang gak buat sendiri, jadi saya menyesuaikan di lembar kerja. Jadi setelah selesai saya jelaskan, kecuali kalau ada tanya jawab, maka saya undur, kalau sudah jelas semua, biasanya saya alurnya gini, lalu saya berikan materinya, terus saya kasih

		waktu untuk tanya, kalau sudah tidak ada, maka saya kasih latihan, latihan itu masih saya beri kesempatan untuk diskusi, buka kamus, masih ada latihan terstruktur itu tadi, masih ada yang sulit gak, kalau sudah langsung ngerjain lagi gitu. Model-model karakter anak-anak disini itu unik. Ada yang sedang, ada yang biasa, ada yang di bawah nya di bawah pun ada. Jadi kita tidak bisa menyama ratakan. Jadi saya lebih suka kalau lagi fresh mereka berfikirnya, langsung saya kasih ulangan, kalau gak ya saya kasih waktu untuk esoknya ulangan gitu.
10	Kalau model pembelajaran yang ada di K13 itu kayak PBL, gitu bisa terlaksana gak bu?	Ada yang bisa, ada yang tidak. Saya pun menjalani, tapi tidak semua, karena satu waktu kita habis hanya karna untuk itu. Gitu, tapi ada sih di beberapa materi, di beberapa KD ya saya prosedurnya seperti itu, kayak pake PBL, atau itu apa namanya yang authentic learning yang ada di K13 sekarang, memasukkan karakter, ya istilahnya, sesuai alur gitu, tapi itu sangat memakan waktu, sangat memakan waktu. Kendalanya itu disitu. Apalagi yang bahasa Inggris wajib itu 1 minggu cuma 2 jam, 1 kali pertemuan, padahal dulu kan 4 jam 2 kali pertemuan, nah sekarang malah yang lintas minat itu 4 jam itu 2 kali pertemuan sedangkan yang wajibnya malah justru 2 jam. Dan herannya juga, lintas minat itu tidak masuk untuk ujian, nah gitu.
11	Itu materinya juga berbeda ya bu?	Beda, materinya beda mbak. Lebih kompleks yang di lintas minat nya dari pada di wajibnya sebenarnya. Tapi waktunya lebih banyak, itu kendala.

12	Ada gak bu dampaknya untuk siswa bu?	Kalau kita melakukan nya regularly sih mungkin ada perubahannya, tapikalau yang gak regularly itu dikit ya ada sih perubahan, ada, saya lihat sih lebih semangat mereka. Saya mengajarkan materi yang sama, harus menggunakan metode yang berbeda mbak, saya mengajar IPA dengan IPS itu beda metodenya. Jadi kita tu harus masuk sesuai dengan mereka ya. Tapi ya kalau semangat mereka itu juga tergantung guru sebenarnya ya. Nek semangat siswa itu tergantung kita sebagai guru membawakannya ya, artinya kalau guru bisa menggenggam kelas ya bisa membangun semangat siswa.
13	Itu biasanya gimana penerapan projectnya bu?	Kalau misalkan project yang harus ada unsure ini, unsure ini, kalau mereka mempraktikkan itu bisa saya ambil nilai keterampilannya, sedangkan dari bahasa tulisan mereka, seperti vocb nya, tata bahasanya itu saya ambil nilai untuk pengetahuan nya. Kayak begitu.
14	Berarti siswa itu juga lebih tertarik dengan membuat video gitu ya bu?	Lebih, iya lebih tertarik, ya saya abadikan gitu mbak, mereka bener-bener buat kayak film gitu mbak, saya menilainya dari video itu, bagaimana mereka ngomong nya, mereka masih membaca text atau gimana gitu.
15	Dari fasilitas yang ada di sekolah juga mendukung untuk penerapannya ya bu?	Kalau fasilitasnya sih gak ada masalah mbak, kalau sekolah ini itu malah di banding dengan sekolah-sekolah yang lainnya itu disini lebih lengkap lah bisa di katakana kalau untuk fasilitasnya.
16	Kalau materi sumber belajarnya bu dari mana aja?	Kalau materinya ada dari buku yang dari pemerintah itu, tapi ya sambil nyari di internet kalau saya mbak, untuk tambahan aja sih.

Interview 2

Date : 31st January 2017
Time : 08.10
Place : Living room
Interviewer : The student' researcher
Interviewee : The English teacher (DP)

No	Interviewer	Interviewee
1	Assalamu'alaikum bapak, nama saya Ramadhani dari UNY, mohon maaf, saya meminta waktu nya bapak sebentar untuk wawancara. Saya rekam ya pak?	Wa'alaikumsalam, iya mbak monggo.
2	Maaf, dengan bapak siapa?	Diro.
3	Gelarnya nopo pak, maaf?	Saya Drs.
4	Oh iya pak. Jadi, ini saya akan bertanya berkaitan dengan implementasi Kurikulum 2013 dan problematikanya. Sebelumnya, sejak kapan ya pak sekolah ini menerapkan kurikulum 2013?.	Ini itu sejak, kapan ya, lali e, sudah lama kok. Pokoknya dari awal banget itu kok.
5	Dari tahun 2013 itu ya pak?	Iya, pokonya awal banget itu.
6	Kalau untuk pelajaran bahasa inggris sendiri, langsung mengikuti menggunakan kurikulum 2013 dalam pembelajaran pak?	Iya, langsung ngikutin, yak kan harus dilaksanakan ya dilaksanakan. Mau gimana lagi kan.
7	Oh iya pak, soalnya ka nada sekolah yang bertahap nerapin nya pak, dari mata pelajaran apa dulu gitu.	Oh, enggak, semuanya langsung. kalau disini langsung semua mapel nerapin.
8	Oh iya pak, sekolah ini kan sudah menggunakan system SKS dalam penerapak kurikulum 2013, itu mulai kapan ya pak menggunakan sistem tersebut?	Tahun berapa ya, kalau tahunnya kok saya lupa ya. Ini tahun berapa, 2016 ya, pertama kali di lakukan itu terus pake SKS kok.
9	Sudah dua tahun ini pak?	Kalau dua tahun sudah lebih kok. Kalau tahun nya kok lupa ya saya.

		Pokoknya dari awal itu terus di terapin kok.
10	Berarti dari kelas X sampai kelas XII sudah menggunakan SKS ya pak?	Iya, sudah semua pake.
11	Oh gitu, iya pak. Kalau jumlah guru Bahasa Inggris di sekolah ini berapa pak?	Disini ada tiga.
12	Semuanya dari background pendidikan bahasa Inggris pak?	Keliatannya, iya. Saya gak apal e. hehe, yang lainnya S.Pd. berarti dari pendidikan.
13	Kalau guru bahasa inggrisnya sudah mengikuti pelatihan kurikulum 2013 sebelumnya belum pak?	Ya belum lah, belum. Belajar sendiri. Paling-paling ada in house training.
14	Maaf pak, apa?	IHT. In house training. IHT disini gitu. Klau yang apa namanya secara khusus, dari pusat gitu misalnyakok belum ada, keliatannya kok belum pernah ada, tapi gak tau kalau bu Santi sudah atau belum pernah. Kalau saya sendiri sih belum pernah. Paling-paling ngikutin IHT. Yang dilaksanakan secara general, jadi umum untuk semua mapel gitu lho. Jadi gak ada yang khusus untuk mapel bahasa Inggris gitu gak ada. Gak ada pelatihan gitu.
15	Kalau sudah, kapan dan siapa penyelenggara pelatihan kurikulum 2013?	Ya sekolah. Tapi biasanya terus mengundang pemateri dari mana gitu. Tapi wong yang dari SMA 1 aja ada yang jadi narasumber kok.
16	Oh begitu, itu yang jadi narasumber dri SMA ini itu dari guru mapel apa ya pak?	Iya, dari guru mapel bahasa, eh kok mapel bahasa. Dari mapel ekonomi.
17	Kalau IHT itu sudah dilakukan berapa kali pak?	Ya tiap tahun kita ngadain IHT, biasanya awal tahun ada IHT.
18	Kalau menurut bapak, pelatihan tersebut membantu dalam	Ya jelas ada gunanya. Yang jelas itu ada gunanya, wong namanya juga

	pemahaman terhadap K13 atau berguna dalam penerapan K13 di sekolah? Khususnya dalam pembelajaran bahasa Inggris.	ada perubahan kurikulum, ya pasti ada gunanya. Kalau saya itu kan nganu ya, saya ngajar itu mulai dari kurikulum 80 eh saya mengajar 75. Sampai saat ini sudah berapa kali ganti kurikulum. Saya juga hafal kalau ganti kurikulum itu harus bagaimana gitu
19	Kalau syllabusnya itu ada perbedaan gak sih pak antara syllabus dengan system paket dan SKS?	Silabusnya, kalau silabusnya sih sama. Cuma kita gimana kita memetakannya aja. Menurut saya lho, itu sama aja.
20	Kalau untuk textbooknya pak? Apakah ada perbedaan antara textbook yang digunakan di dalam pembelajaran bahasa Inggris dengan system paket dan SKS?	Kalau buku, saya itu dari beberapa sumber. Saya gak pernah cuma pake satu sumber buku gitu aja. Paling-paling yang satu sumber buku itu yang di pegang siswa aja yang satu sumber ya biasanya, tapi kalau yang dari saya yang saya pegang itu dari beberapa macam sumber.
21	Berarti gak Cuma pake yang dari pemerintah ya pak?	Oh enggak, yang dari pemerintah itu malah kok menurut saya kurang memenuhi. Kalau menurut saya lho ya. Kalo menurut saya tapi ya. Menurut pandangan saya. Kurang piye ya, emmm. yang namanya buku itu kan gini ya kalau buku itu kan ada kekurangannya, kelebihanannya juga ada. Itu setiap buku. Itu lah yang membuat sya mengambil dari berbagai macam sumber buku. Oh buku ini kekurangannya di materi ini, kemudian mengambil buku yang lain. Itu kalau itu sudah dari dulu seperti itu saya, gak cuma di kurikulum itu tok, tapi dari kurikulum yang dulu-dulu itu juga seperti itu.
22	Itu bukunya itu sama dengan yang ada di syllabus gak? Maksudnya materinya itu sama gak pak?	Kalau yang silabus itu kan Cuma patokan nganu, kita harus ngajar apa, materi KD-KD nya, tapi kan

		kita sumber-sumbernya dari mana-mana itu kan oke, gak masalah. Jadi silabus itu hanya memuat tentang apa yang harus diajarkan. Kemudian materinya kan bebas kita itu mau pilih dari buku yang apa. Jadi tidak terpandang dari buku ini, buku itu, kalau untuk mencari sumber materinya. Tapi kalau silabus sih harus pake yang itu.
23	Berarti buku yang dari pemerintah itu gak semuanya di pake gitu ya pak?	Enggak, enggak semuanya saya pake, tapi banyak juga malah justru saya pake sumber-sumber yang dari luar. Misalnya saya kasih contoh ya, buku yang dari pemerintah itu. Itu kan Sebenarnya kan harus ada materi listeningnya, tapi kan disana gak ada listeningnya misalnya gitu. Nha terus saya harus ambil buku dari mana, ya kan dari sumber buku lain yang gitu. Itu kalau njenengan lihat itu buku bahasa inggris yang dari kemendikbud itu kan gak ada listeningnya.
24	Ouh gitu, padahal di KDnya itu gak ada ya pak?	Di KD ya mesti ada, dan ujiannya juga ada. Saya lihat kok gak ada. Saya lihat. Apa saya yang salah liat, saya gak tahu. Hahaha
25	Pak, kemudian untuk RPP nya itu bpk membuat sendiri, ngembangin sendiri, atau gmn pak?	Kalau RPP membuat sendiri ngembangke sendiri, ya ngembangke sendiri gitu. ya kadang-kadang sih kita cari RPP-RPP yang lain, tapi Cuma kita pake untuk referensi aja. Kan setiap apa namanya, setiap guru menghadapi siswa yang berbeda-beda gitu ya, tingkat kepandaianya, dan sebagainya, kondisinya dan sebagainya, berbeda. Nah, RPP saya membuat RPP nya itu sesuai dengan kondisi siswa. Oh kalau siswa itu sudah apa namanya, saya pandang mampu untuk membuat, ya saya

		buat RPP nya itu siswa dapat membuat. Tapi ya kalau saya pandang belum mampu ya saya tidak membuat gitu, misalnya ya. Misalnya ya misalnya saya kasih contoh, materi tentang news misalnya, ini yang pernah, banyak lah. Disini saya membuat RPP nya materinya tidak hanya siswa mampu mendengar berita, mampu mendengar berita dengan baik, memahami dan sebagainya, itu bukan hanya itu, tapi siswa mampu membuat sebuah berita, mencari sebuah berita, mempresentasikan berita, itu gitu. Kalau saya saya desain ya itu kayak yang di metro TV misalnya. Nha disini anak mampu, jadi saya beri yang seperti gitu. Mbak ini saya mau masuk kelas dulu ya mbak, besok kita lanjutkan ngobrolnya lagi.
26	Oh iya pak, baik bapak, terimakasih pak.	Maaf yo mbak.
27	Ya pak, tidak apa-apa pak.	

Interview 3

Date : 31st January 2017
Time : 10.10
Place : Living room
Interviewer : The student researcher
Interviewee : The English teacher (NRB)

No	Interviewer	Interviewee
1.	Assalamu'alaikum bu Santi, nama saya Ramadhani dari pasca UNY,	Wa'alaikumsalam, iya
2.	Maaf bu, saya minta waktunya untuk interview berkaitan dengan kurikulum 2013.	Iya
3	Ibu, itu bagaimana sih bu penerapan kurikulum 2013 yang memakai system SKS itu?	Penerapannya itu kalau di kelas biasa itu belajar 1 chapter harus selesai di kelas wajib, kalau pake sks itu harus 1,5 chapter.
4	Oh begitu, jadi materinya lebih banyak gitu bu kalau sks?	Ya kita kan mengajukan untuk RPP nya, untuk pembagiannya, kan pembagiannya, sebelumnya kan sudah di bagi-bagi, ada yang 6 semester jadi 4 semester. Kemudian, kita bagi bareng.
5	Lalu bagaimana bu, pertama itu, siswa memilih mapel sendiri dengan berapa semester yang akan ditempuh, dengan pola discontinue atau bagaimana bu?	Iya, terus tes IQ, tesnya harus 130an kalau gak salah, kita gak asal aja, minat dulu baru di tes, baru kita ambil. Tidak boleh lebih dari yang kemarin 20 po ya atau 25 gak boleh lebih dari 20 atau 25. Tapi kemarin dah terlanjur, kalau yang pertama ini yang kelas XII ini kan tinggal 14 anak, kan podo mretheli ning ndalan mbak.
6	Mreteli gimana itu bu maksudnya?	Maksudnya, di perjalanan dia gak mampu, dia pindah di regular gitu, dia tidak ini, dia kan merasa kayak di kejar-kejar sih, secara time nya juga padat.
7	Oh begitu, sampai sore gitu ya bu?	Iya, jadi saya harus gini, misalnya

8	Lebih berat ya bu?	kalau saya pas hari ini menerangkan harus menerangkan selesai sampe chapter 4 tugasnya. Iya, Lha kalau gak dibikin schedule gitu gimana, gak sampe. Tapi kadang kan ada materi gini, Makanya biasanya saya kompor-komporkan mbak, biar mereka agak gak bingung, missal oh ini di kelas satiny description, nanti ini disemester 4 nya ketemu report, report, bedanya the first paragraph, tetep saya senggol materi di atasnya, tapi tetep saya pressure karna masih kelas 1 jadi ini dulu, tapi tetep please you are writing, supaya nanti mudah belajarnya kemudian kalau procedure sama explanation, nanti sama explanation nanti ketemunya di semester 4, ini saya harus bisa memilah, terus yang berikutnya exposition and hortatory bedanya di the last paragraph, ini ketemunya disemester ini, ini disemester ini, gitu, jadi tak suruh di tulis di belakang bukunya, tolong kamu tulis, tapi bukunya jangan kamu kasihkan ke orang lain, maksudnya biar kalau nanti ketemu saya lagi, saya membahas lebih pressure lagi pas di semester 4.
9	Berarti bu, kalau disini ada yang menempuh 4 semester, 5 semester, sama 6 semester? Begitu bu?	Baru yang 4 sama 6 semester,
10	Kalau yang 4 semester itu ada berapa kelas bu?	Cuma 1 kelas
11	1 kelas dengan jumlah 25 anak itu bu?	Ya kelas 10 nya IPA 25 anak, kalau IPS saya gak tau mbak, saya gak ngajar IPS, ini baru tahun ini baru ada IPS, tapi kalau yang sekarang semester 4 ini udah kelas XII kan nggih, itu cuma 1 kelas cuma 14

12	Itu yang cuma 2 tahun saja dalam menempuh SMA ya bu?	anak itu IPA. Jadi kita pun biar anak ga berat, saya pake trick trick lah ya mbak, supaya juga gak berat, misalnya kalau listening, listening itu gini, saya langsung ambil aja soal-soal tahun berapa dari erlangga, itu kan biasanya banyak, kamu bikin aja, kan sudah ada a,b,c,d, itu kan jawabannya, nah kamu bikin aja sebuah cerita, ketika nanti kaset sudah berjalan, kamu sudah sudah ngerti, misalnya pertama ada accident, yang kedua doctor, yang ketiga, hospital, kan biasanya jawabannya hampir nyambung-nyambung ya mbak, nah itu say suruh biki cerita itu tak suruh bikin sendiri, nah ketika kasetitu berjalan, anak sudah tau, jangan langsung kamu kerjakan, perkiraannya b atau d, nah ketika kamu denger yang kedua, kamu mendengarkan listen yang kedua, kamu bisa memilih, saya suruh bikin cerita sendiri. Gak tau nya mudah ya bu, enjoy banget, gitu, tau maksudnya saya sih mbak? Maksudnya, misalnya ada buku sih, begini lho mbak, gitu, gimana, Jadi untuk membantu mereka gitu. Sebenarnya gaka susah
13	Oh begitu ya bu.. Ibu, kalau untuk syllabusnya sendiri beda gak sih bu, antara SKS dan paket?	Syllabus nya sih sama mbak, Cuma kita kan pemenggalannya aja harus di masukkin yang kemana gitu tho,
14	Sama ya bu berarti syllabusnya?	Iya, sebenarnya sih sama mbak, podo mbak.
15	Itu syllabusnya dari pemerintah itu atau ada pengembangan dari guru mapel nya bu?	Ya kan syllabusnya dari pemerintah biasanya, terus nanti kita tambah-tambahin sendiri. Ya sekiranya kayak saya, pas ini misalnya description, tetep tak tambahin ini supaya lebih dibawa terus gitu lho

		mbak, jadi dia gak lupa habis ini, kemudian procedure, kemudian yang lama ilang, itu enggak, terus kemudian saya komparkan sama report, gitu lho, jadi kan gini, ada yang mereka tahu, misalnya steps ya mbak, oke step, tapi kalau yang procedure adalah stepny you are active, kalau procedure, tapi kalau yang disini, kamu passive, karna infactnya tidak bisa merubah, kalau disini kamu masih bisa merubah modifikasi, and then you make apa namanya yang report, itu dia stepnya misalnya hujan apa, jadi kadang anak saya suruh searching mbak, searching, saya kadang saya gak di kelas terus mbak, ndak mbosen, itu saya suruh searching, misalnya tadi itu anak mencari bagaimana untuk mempuat paper, tapi searching nya itu global, tapi kalau nanti kamu ada pertanyaan ketika presentasi, gimana sih kalau membuat yang paper HVS, apakah ataukah di kulitnya, jadi kamu harus make examplenya, karna ada answer question ketika presentasi, jadi nanti temen mu itu tau gitu.
16	Jadi kelas X itu tugasnya sudah seperti mahasiswa kuliah ya bu? Hehe	Iya, he'eh, jadi gak cuma misalnya tadi, make keju, bu, saya tau cara buat keju, tapi kan keju itu ada keju cedar, keju craft, maksud bus anti itu tambahono itu, supaya nanti kalau kamu presentasi kuliah kamu gak di bantai entek, jadi anak ya belum tau, jadi kita pelan-pelan, searching boleh, tapi bu santi mau ny begini, gitu kan.
17	Oh gitu, jadi harus lengkap gitu ya bu..	Biasanya saya kalau mengajar gini, banyak menggunakan bahasa Indonesia, karan saya dulu sudah pernah, kalau saya kan dulu dari SD sudah dapat bahasa inggris ya mbak,

		jaman 70an kan sudah pelajaran bahasa inggris, tapi kan anak kadang ngomong, kae bu santi ngomong apa, gitu kan, jadi saya pengennya ngomong pake bahasa Indonesia, campur, tapi saya compare-compare materi satu dengan yang lainnya, jadi gak lupa gitu.
18	Oh ya ya bu, lalu bu, kalau dari minat dan motivasinya siswa sendiri bagaimana bu?	Kalau untuk minat, aku gak suka kalau kalau kamu diam, berate saya anggap kamu tau, kalau kamu diam, gentian ibu yang Tanya, jadi 5W1H itu jalan, gak menakutkan mbak, jangan sampe guru itu menakutkan ya mbak,
19	Berarti minat dan motivasi siswanya tinggi ya bu?	Iya mbak, kalau saya bilang, yuk kita belajar diluar yuk, yuk mam, gitu, sambil ketawa-ketawa gitu mbak kalau udah selesai, saya ujian dialog aja, saya suruh remidi mbak. Kita kan ada lima penilaian ya mbak, pronunciatiation, grammar, vocab, fluency, comprehension. Biasanya yang paling tinggi nilainya pronunciation 30, soalnya kadang banyak yang salah kan ya mbak, jadi kalau saya kurangi kan gak nehek, hahaha jadi saya kasih 30, grammar 20, vocab 20, fluency 20, comprehension 10 aja deh gitu, nanti ada relatednya.
20	Ouh begitu, begitu juga dengan kemandirian dan kreatifitas siswa nya juga tinggi ya bu?	Iya, iya, makanya kalau saya gak mau tanya, mereka cari sendiri, kadang saya duduk manis disitu, nanti anak datang sendiri, mam? Apa? Gitu.. jadi, kita sama-sama belajar gitu, jadi saya bisa membawa mereka kea rah gitu lho, haha
21	Kemudian kalau tentang model penilaiannya, itu ada perbedaan gak bu?	Sama mbak, Cuma time nya itu dikuruskan aja lah.

22	Nah, itu ada kendala gak bu? Kan itu masih mengejar materi, masih harus mengerjakan penilaiannya itu?	Oh enggak, gak mbak, kalau saya sudah gini, gini, km jelas gak? Kalau jelas langsung ke selanjutnya,. Jadi ketika saya yang di kelas 12 saya di kelas lintas minat, misalnya analisis poem, analisis song. Biasanya saya suruh yang kelas 12, saya suruh analisis song, arti ke inggrisnya apa, kalau kelas 10, saya suruh arti ke Indonesia nya apa, gitu. Saya suruh menterjemahkan ke English, writing, untuk kelas 12, kalau kelas 10, saya suruh menterjemahkan ke Indonesia, gitu, gak semua sama mbak, tiap siswa, dan saya kasih time nya 1 minggu, kalau kurang, gak saya kasih nilai, saya bilang, aku jahat ya?, enggak kok mam, kan kamu tinggal download aja dari joox, hahaa. Jadi mereka download dari joox. Ya kita juga gurunya harus ngerti aplikasi mbak, haha, yo harus gaul, kreatif. Apa lagi?
23	Berarti kalau untuk penilaiannya ya bu?	Gak ada, gak ada.
24	Kan banyak yang ngeluh juga tuh bu, karna setiap KD harus ada nilainya, gitu bu?	Ah, aku enggak lah mbak, mesakke. Ya memang kalau missal kalo ulangan untuk dia, missal nya historical building, kalo yang kelas regular ya historical building umum, tapi kalao yang sks itu historical building in wonosobo.
25	Ouh gitu, jadi untuk culture ya bu?	Iya, kan kalau untuk kelas regular itu ya historical building, tapi in Indonesia gitu. Kan gitu katanya kalau ujiannya agak lebih sulit kalau exel.
26	Jadi bu, menurut ibu nih, factor-faktor yang menyebabkan permasalahan itu apa bu?	Sebetulnya kalau ditambah time lagi, itu kita kita bisa banyak modifikasi lah, sih, hanya kita terkejar materi gitu lho mbak, maksud saya kan kita

		bisa membikin suatu drama, gitu lho, ke narrative nya, gitu lho, maksud saya itu dalam kehidupan kita itu bisa terjun ke lapangan, lah ini salah satunya. Mungkin, kalau time regular itu pun dikasih waktu 4 jam, kayak waktu ibu dulu kan 4 jam ya, nah itu kita masih bisa mengejar sesuatu hal yang maksudnya praktisi yang ada di lapangan bisa kita angkat, tapi kalau ini kan enggak, akhirnya, harus materi ini harus selesai, jadi kejar tayang lah kasarannya.
27	Jadi dampaknya ada gak bu?	Ya ada, ya iya, karena ya impact anyanya kan akhirnya kan tidak, apa yaa, apa yaa, kan impact nya, ya apa ya, ya ini sekedar yang penting rampung ini sudah, jadi gak begitu mendalami, misalnya kita narrative kita belajar narrative Cuma sekali tatap muka atau dua kali tatap muka kan selesai, terus pengennya aku bikinlah film, misalnya kan gitu ya, bikinlah writing yang ada di wonosobo, terus terjun ke lapangan, kalau dulu pas 4 semester bikin film mbak saya, terjadinya danau menjer, bikin film, shooting, kalau sekarang sih gak bisa.
28	Oh begitu bu, ya bu, sepertinya segini dulu ya bu, besok pas ibu luang saya bisa ketemu ibu lagi kan bu? Siapa tau ibu mau ada acara.	Oh ya mbak, kebetulan pancen mau ke rumah sakit saya.

Interview 4

Date : 1st February 2017
 Time : 08.10
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (HA)

No	Interviewer	Interviewee
1	Assalamu'alaikum bu	Wa'alaikumsalam, ini penelitiannya tentang apa sih mbak?
2	Tentang problematika dalam implementasi kurikulum 2013 bu,	Oiya, gimana mbak? Ayuk kita mulai,
3	Oiya bu, awal nya sejak kapan sih bu, sekolah ini menerapkan kurikulum 2013?	Sejak 2013,
4	Dari pertama kali dari kebijakan pemerintah itu ya bu? Juli 2013 itu ya bu?	Iya, he'eh.
5	Itu pelajaran bahasa inggris juga langsung menerapkan bu? Atau per step mata pelajaran tertentu bu?	Langsung, iya langsung.
6	Kemudian kalau system sks nya bu?	Kalau itu baru tahun ini, 2016/2017
7	Kalau guru bahasa inggris nya ada 5 ya bu?	Iya, he'em.
8	Semuanya dari background pendidikan bahasa inggris atau?	Iya semua dari pendidikan bahasa inggris.
9	Kemudian kalau ibu sendiri sudah ikut pelatihan kurikulum 2013 belum bu sebelumnya?	Belum, kalau di sekolahan kan ada ya semacam in house training, kalau yang di dalam. Kalau yang ikut pelatihan di luar ada guru lain yang ikut, bu gita di solo, pak diyan di wonosobo,
10	Kalau yang keluar itu dari pemerintah ya bu?	Iya, dari pemerintah
11	Jadi kalau ibu cuma ikut pelatihan	Iya mbak bener.

	kurikulum 2013 lewat IHT aja gitu ya bu?	
12	Kalau IHT nya itu di dilaksanakan setiap tahun atau gimana bu?	Oh enggak, IHT itu dilaksanakan kalau ada kebijakan baru gitu.
13	Kalau di sekolah ini sudah berapa kali bu?	IHT nya, berkali-kali.
14	Kalau yang untuk membahas K-13 aja bu?	Kisaran empat lima kali lah mbak.
15	Setelah ikut pelatihan itu, menurut ibu, ada efeknya gitu gak bu? Pemahamannya bertambah atau dalam aplikasinya biasa aja gitu bu?	Ya ada lah, gimana metode-metodenya gitu, ya sedikit lah.
16	Lalu bu, sesudah ikut pelatihan tersebut, kalau ibu sendiri, masih ada yang merasa bingung gitu nerapinnya gak bu?	Engak, hahaha, soale dari dulu nerapinnya ya <i>ngono-ngono wae</i> , hahaha
17	Jadi untuk penerapan nya sama aja gitu ya bu pake kurikulum apapun?	Ya sebenere ada mbak, tapi gak begitu signifikan lah perubahane, paling ada metode-metode baru yang di terapkan gitu, walaupun gak setiap pertemuan juga diterapinnya. Bertahap lah mbak.
18	Oh gitu, kalau untuk syllabusnya itu sama gak sih bu antara yang sks sama yang paket?	Ada, perbedaan materi itu beda.
19	Perbedaan nya gimana bu materinya?	Ada beberapa yang di gabung, ada materi yang di paket muncul, yang sks gak ada.
20	Oh gitu bu, kalau textbook nya sama gak bu antara yang paket sama sks bu?	Beda, mbak, soalnya kan syllabusnya beda.
21	Kalau RPP nya ibu buat sendiri bu?	Hahaa, ya adapting, adopting, mengembangkan. Haha
22	Kalau ibu nerapin model-model pembelajaran yang ada di kurikulum	Iya, iya, sebenarnya setiap kali ngajar sih iya.

	2013 gak bu? Kayak yang project based learning, problems based learning,	
23	Kemudian kalau untuk media pembelajaran ibu buar sendiri atau gak bu?	Kalau media sih iya mbak, audio, atau kadang pake kertas-kertas quarto.
24	Kemudian bu, untuk penelian authentic assessment benar-benar diterapkan gak bu?	Hahaha, yaa, yang authentic sih tetep ada, dari nilai uts itu di berikan ke anak, ke orang tua, itu ya nilai apa adanya, tp ya kalau udah di nilai raport itu udah melalui pengolahan.
25	Kalau untuk fasilitas dan infrastrukturnya menurut ibu memenuhi gak bu, untuk penerapan K-13.	Iya mbak memenuhi.wah itu sangat memenuhi.
26	Begitu juga dengan lingkungan belajarnya bu?	Iya mbak, kalau belajar di luar kayak di gazebo gitu kan, saya pernah juga buat film gitu.
27	Oiya bu, kalau untuk penerapan K-13 dengan system sks itu gmn bu penerapannya?	Sebenarnya sama aja mbak, Cuma materinya aja yang beda, kalo paket kan materinya udah nempyek segitu kayak gitu, tapi kalau sks itu kan kadang materi yang di paket gak ada, di sks ada, yang seharusnya ada di kelas 12 misalnya itu muncul di kelas bawah.
28	Kalau disini pake pola apa namanya itu bu, pola continue dan discontinue, nha kalau disekolah ini pake pola apa bu?	Discontinue mbak.
29	Menurut ibu minat sama motivasi siswa bagaimana bu dengan kurikulum yang baru ini? Ada peningkatan atau tidak?	Enggak mbak, kalau pergantian kurikulum dikorelasikan dengan minat dan motivasi belajar siswa kok gak ada ya mbak.
30	Oh gitu, iya bu, kalau tentang kreatifitas dan kemandirian siswa ada perubahan gak bu, dengan perubahan kurikulum ini?	Kalau itu ada mbak, soalnya di tuntutan ada produk yang harus di hasilkan oleh siswa, nah itu, gurunya jadi gak kreatif, hahaha

31	Nah ini bu, kendala-kendala yang dihadapi ibu dalam implementasi kurikulum 2013 apa saja bu?	Input nya bermacam-macam sih mbak. Jadi, tidak bisa menerapkan dengan maksimal. Penilaiannya juga terlalu rumit mbak. Ngajarnya juga banyak jam kan mbak.
32	Kalau dampak yang terjadi pada proses pembelajaran ada gak bu?	Ya akhirnya kurang optimal, apalagi di penilaiannya itu kan, opo yo, karna terlalu detail itu kan, ribet gitu kan, maksute njuk kadang penialaiannya kurang rinci gitu lah anak itu, soalnya kan anak itu kan harus di nilai pengetahuan, ketrampilan, sikap, itu baru satu anak, lha saya berapa kelas, kan jadi ya menyita waktu gitu lah.

Interview 5

Date : 1st February 2017
 Time : 09.05
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (DE)

No	Interviewer	Interviewee
1.	Assalamu'alaikum pak	Wa'alaikumsalam
2.	Pak, kalau pelajaran bahasa Inggris di terapkan menggunakan system sks sejak kapan pak?	Kita pake sks itu baru tahun ini
3.	Oiya, kalau bapak sudah mengikuti pelatihan kurikulum 2013 belum pak?	Saya ikut itu yang di Kabupaten, di Wonosobo, pelatihan instruktur kurikulum 2013.
4.	Oh begitu, kalau IHT nya bapak mengikuti juga?	Kalau IHT itu biasanya kalau ada kebijakan baru, udah sering kali dan saya selalu mengikuti juga mbak, kan wajib itu.
5.	Berarti sudah sering ada IHT tentang kurikulum 2013 ya pak?	K-13 itu udah ngelotok kok mbak.
6.	Kalau menurut bapak sendiri, ada perbedaan gak sih pak setelah ikut pelatihan itu?	Ya adalah, ya agak berbeda lah.
7.	Atau tetep masih ada kebingungan gitu gak pak setelah ikut pelatihan itu?	Enggak sih, kita gak ada bingungnya, hahaha. cuma bedanya itu di administrasinya. Kalau cara ngajarnya sih enggak, cuma ya anaknya kan heterogen sekali, jumlah anak di kelasnya juga banyak.
8.	Emang dalam 1 kelasnya itu ada berapa siswa sih pak?	30-36 lah
9.	Oh gitu ya, padahal idealnya	20, ya 20
10.	Oh iya, jadi tidak ada kebingungan	Ada, ya dari materi, sistim penilaian.

	tapi terhambat oleh siswa yang heterogen dan jumlah siswa yang banyak ya pak. Lalu pak, kalau dari materinya bahasa inggris berbeda gak pak antara system sks dan paket?	
11.	Materinya berbeda di bagian apa pak?	Materinya ya bedanya ada yang tadinya di awal, jadi di akhir, gitu-gitu.
12.	Oh begitu, kalau yang di system penilaiannya pak?	Aspek yang di nilai kan beda, kalau dulu itu kan penilaian nya per skill, tapi kalau sekarang itu penilaian nya per KD.
13.	Selain itu ada lagi gak pak perbedaannya?	Metodenya beda kalau dulu kan pake scientific, njuk sekarang udah gak pake lagi, pernah juga EEK, terus yang dari 5M kayak menanya, itu.
14.	Kalau untuk textbooknya sendiri pak?	Beda, textbooknya kan? Beda wong materinya beda.
15.	Itu textbooknya dari pemerintah semua pak?	Ada yang dari pemerintah, ada yang enggak dari pemerintah.
16.	Antara materi yang di syllabus dan di buku itu sama gak sih pak?	Sama, tapi klo buku yang dari pemerintah yg untk sks belum ada.
17.	Oh gitu, iya pak kalau RPP nya bapak buat sendiri atau tidak pak?	Ya adaptasi, ya pengembangan dari yang sudah ada.
18.	Kalau untuk model pembelajaran yang ada di kurikulum 2013 di terapkan waktu mengajar gak pak?	Iya, sebenarnya setiap kali ngajar iya, menggunakan itu.
19.	Kalau mengajar biasanya media pembelajaran yang di pake apa pak?	Biasanya pake power point, audio gitu lah.
20.	Oiya pak, kalau authentic assessment nya terlaksana gak pak?	Ya bisa di terapkan, tapi karna nilai nanti tetep ada pengolahan untuk raport jadi nilai akhirnya tetep lewat proses gitu.
21.	Jadi, nilai raportnya sama aja kayak	Iya.

	pembuatan raport dulu pak?	
22.	Kalau fasilitas di sekolah memenuhi gak pak untuk penerapak K13 ini?	Memenuhi, sangat memenuhi, kadang kita itu sampe gak sempet make kok itu mbak.
23.	Oh jadi lengkap ya pak? Fasilitasnya ada apa aja pak contohnya?	Fasilitas ada lab, lab bahasa ada, internet oke, LCD oke, ya pokoknya sangat mendukung lah klo fasilitas.
24.	Begitu juga dengan lingkungan belajar di sekolah ya pak?	Iya iya,
25.	Kalau untuk penerapan K13 dengan system paket dan sks beda gak pak?	Ya podo wae lah, bedanya itu Cuma menu nya, menu mapel. Kita pake discontinue.
26.	Penerapannya sendiri bagaimana pak untuk mapel bahasa inggris?	Maksimal mapel bahasa Inggris itu pake 4 seri, kalau kita baru sampe 2 seri. Artinya gini lho mbak, mapel nya itu di semester 1 itu di kasih paket, kemudian di semester 2 itu baru mereka memilih mapel. Paket hemat lah mbak, haha
27.	Oh begitu, lalu dalam proses penerapannya itu ada kendala gak pak?	Ada yang anak bisa ngikutin banget, ada yang enggak, sangat heterogen intine lah, tapi kalau di kelas-kelas tertentu itu mbak, contohnya kalau di kelas-kelas tertentu yang udah pilihan gitu, kayak di kelas IPA, gitu, bisa, lancar. Oh iya, batasan waktu pelajaran juga. Untuk anak IPA, IPS, Bahasa itu beda, wajib, peminatan, lintas minat. Antara paket sama sks juga beda lho mbak.
28.	Waktu pembelajarannya itu berbeda-beda ya pak dalam seminggu?	Kalau paket, wajib 2 jam, peminatan 4 jam, lintas minat 4 jam. Kalau sks, wajib 1 itu 2 jam, wajib 2 itu 4 jam, peminatan itu 4 jam, lintas minat 4 jam. Lintas minat 1 itu 3 jam, lintas minat 2 itu 3 jam.
29.	Selain input anak yang heterogen,	Penilaian itu administrasinya terlalu

	waktu nya kurang, apa lagi pak?	rumit lah.
30.	Oh begitu, kalau dari beban mengajarnya ada kendala pak?	Wah itu bener-bener full. rata-rata 34 jam seminggu,
31.	Berarti lebih dari 24 jam ya pak?	Walah mbak, wis turah-turah. Kalau di sekolah lain itu pada kekurangan jam pelajaran, disini itu kelebihan mbak. Kalau dulu itu kan misalnya saya ngajar kelas X tok yang wajib, terus yang lain ada yang lintas minatnya aja gitu. Tapi mulai tahun ini jadi ngajar semuanya, wajib, peminatan, lintas minat, dari kelas X-XII, karna pake sks itu kan.
32.	Oh begitu pak, kalau menurut bapak ada gak dampak yang terjadi dari kendala tadi pak?	Ya kurang optimal, untuk penilaiannya butuh banyak waktu.
33.	Ada lagi gak pak kira-kira?	Ya itu aja sih mbak.

Interview 6

Date : 1st February 2017
 Time : 09.45
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (SGN)

No	Interviewer	Interviewee
1.	Assalamu'alaikum bu.	Wa'alaikumsalam,
2	Ada beberapa pertanyaan ini bu yang mau saya tanyakan.	iya mbak, gimana?
3	Ibu, kalau ibu sendiri sudah pernah ikut pelatihan kurikulum 2013 belum bu?	Kalau yang keluar, saya pernah ke Solo. Kalau di sekolah kan ada IHT.
4	Itu kapan bu? Perwakilan dari kabupaten atau gimana bu?	Itu pas tahun 2014, enggak, itu dari kabupaten di ambil berapa gitu, tapi gak semua sekolah, kalau yang pas angkatan saya itu ada dari wonosobo, boyolali, magelang, sragen, kebanyakan dari area jawa tengah, tapi yang purwokwijo, banjar, itu malah enggak.
5	Kalau IHT nya juga ikut ya bu?	Iya
6	Berapa kali itu bu untuk membahas K13?	Ya sekitar 4 sampai 5 kali gitu mbak, pembahasan yang kurikulum 2013 itu udah yang awal-awal dulu kok mbak, paling yang selanjutnya itu tinggal bahas yang kayak SKS gitu, jadi yang K13 nya udah gak di bahas lagi.
7	Oh gitu, kemudian bu, kalau menurut ibu setelah mengikuti pelatihan itu ada efek atau perubahannya gak bu dari pemahaman nya?	Pastinya sih ada mbak, tapi aplikasinya dalam pelajaran ya ada lumayan lah.
8	Masih ada kesulitan gak bu dalam penerapannya?	Gini, kalau penerapan K13 itu diterapkan pure murni di terapkan K13 kayaknya tidak bisa diterapkan

		secara maksimal disini, soalnya, dari input anaknya macem-macem gitu, ada yang bisa di kelas khusus. Jumlah anaknya juga mempengaruhi sih mbak, disini kan 30an siswanya.
9	Oh begitu, kalau dari penerapan penilaian nya seperti apa bu?	Penilaiannya itu di lakukan nya per KD mbak.
10	Kalau ibu menerapkan metode pembelajarannya seperti apa bu?	Kalau metode sih menurut saya tergantung materinya ya mbak. Ya kadang misalnya tentang text narrative, bisa pake metode jigsaw gitu sih mbak.
11	Oh iya bu, lalu kalau model pembelajarannya yang seperti problems based learning, project based learning, itu bisa di laksanakan gak bu di setiap pembelajaran?	Sebenarnya sih iya setiap kali ngajar itu, kalau untuk bahasa Inggris sendiri itu kan lebih ke banyaknya problems based learning gitu, kalau discovery learning itu kan kalau matematika enak ya, discovery gitu terus nantinya menyimpulkan gitu, tapi kalau bahasa inggris lebih banyak yang kita kasih kayak situasi gitu, misalnya kalau ada cerita pendek gitu, terus anak disuruh melanjutkan sendiri cerita yang tadi gitu
12	Oh gitu, iya bu, kalau untuk textbooknya itu dari pemerintah semua bu untuk paket dan sks nya?	Ada yang dari pemerintah, ada yang dari penerbit-penerbit gitu buat, ada juga yang kami guru-guru buat nyuplik-nyuplik gitu, soalnya kan kadang materinya, oh ini ada di kelas ini, ini ada di kelas ini, gitu. Kan soalnya kan yang sks itu kan ada yang tadinya 6 semester jadi 4 semester taruh lah seperti itu, jadi ada materi yang ada di semester 2 jadi di semester 1, ada yang ada di semester 3 masuk di semester 2, nha seperti itu.
13	Tapi itu buku yang dari pemerintah itu isinya sama dengan materi yang seharusnya ada di syllabus gak bu?	Sama, tapi kita masih harus nyuplik-nyuplik dari buku lain karna kalau buku yang untuk sks nya itu

		belum ada dari pemerintah itu.
14	Owalah seperti itu bu, kalau RPP ibu biasa buat sendiri bu?	Adapting, adopting ya pengembangan gitu mbak.
15	Kalau untuk media pembelajarannya bisa buat sendiri juga gak bu?	Medianya, kalau saya sekarang udah gak pernah pake poer point, dulu cok pake power point, kita kadang pake kayak kuis-kuis gitu, atau dari kertas kwarto, anak yang bikin sendiri, terus ntar di pake di pembelajaran gitu sih mbak
16	Oh gitu, bisa untuk project untuk mereka juga ya bu?	Nah, iya..
17	Kemudian bu, kalau yang authentic assessment nya bagaimana penerapannya bu? Bisa yang benerb di aplikasikan gak bu?	Ya kalau pas penilaian ya itu di terapkan mbak, jadi authentic assessment itu tetep ada, tp kalau di raport ya tetep harus di olah, kn nilai itu gak mutlak ya misal anak itu nilai nya bagus, tapi karena ada tambahan sikap dan lain-lain itu jadi nilai authentic nya itu jadi gak authentic gitu.
18	Facilitasnya menurut ibu mendukung untuk pelaksanaan K13 bu?	Mendukung mbak.
19	Kalau untuk penerapannya K13 dengan system paket dan sks itu seperti apa bu?	Hampir sama sih mbak, wong Cuma bedanya itu di materinya aja, soalnya ka nada yang lebih cepat gitu kan. Kita pake 4 seri bahasa Inggris itu, ka nada yang 3 seri, ada 4 seri, maksimal 4 seri gak ada yang 5 seri. Itu seri mapelnya.
20	Dari awal apakah siswa sudah menentukan dia mau berapa semester di SMA atau seperti apa bu?	Di awal mereka menunya sks, tapi kan mereka semester 1 mapelnya sudah dikasih kemudian untuk mengukur kelanjutan semester berikutnya.
21	Oh iya ya bu, lalu kalau dari minat dan motivasi siswa itu ada perubahan gak bu dengan perubahan kurikulum	Kalau menurut saya sih gak ada ya mbak, karena minat dan motivasi itu parsial tiap individu mbak.

	bu?	
22	Kalau untuk kemandirian dan kreatifitas siswa ada perubahan gak bu dengan kurikulum ini?	Kalau tu sih ada, karna anak kan di tuntut untuk buat project, portofolio, jadi ada product yang di hasilkan, akhirnya menuntut anak jadi kreatif gitu.
23	Kendala-kendala nya apa aja nih bu untuk penerapan k13 ini?	Kalau saya sih lebih ke inputnya ya mbak, terlalu heterogen. Ada yang anak yang bisa ngikutin baget, ada yang gak. Kecuali kalau dari awal inputnya bagus-bagus semua sih insyaAllah K13 itu lancar, tapi ni kan inputnya bermacam-macam sekali gitu, jadi kadang ada yang sudah bisa nangkep, ada yang belum.
24	Selain itu apa lagi bu kendalanya?	Tidak bisa melaksanakan pembelajaran dengan maksimal, karena batasan waktu yang sedikit.
25	Waktunya bagaimana bu?	Oh iya yang itu tadi yang materi wajib itu maksimal 4 seri, kalau yang lintas minat itu 6 seri, karna kalau yang linas minat itu kan materinya materi paket, walaupun anaknya pake sks, tapi dia kalau ambil lintas minat, itu materinya paket. Sementara ini baru sampe seri 2 yang wajibnya.
26	Selain itu apa lagi bu kendalanya?	Penilaiannya itu mbak, terlalu ruit, misalnya saya kan dapat wajib, lintas minat, peminatan, dari kelas 1,2,3 ibu guru yang lain juga seperti itu, jadi kita itu administrasinya banyak.
27	Jadi, menurut ibu mending kalau missal ibu itu ngajar kelas 1 saja, atau ngajar materi wajib saja seperti itu bu?	Iya, jadi kan dulu juga seperti itu, tapi dengan system sks ini, jadi berubah.
28	Kalau jumlah guru mencukupi bu?	Iya, mencukupi dan banyak.

29	Ada lagi gak bu permasalahannya?	Mungkin dari sumber belajar gitu, maksudnya dari bukunya gitu. Soalnya kita masih harus kreatif nyari materi sendiri gitu. Soalnya buku yang sks kan gk ada mbak.
30	Oh iya bu, kalau dari kendala yang tadi ada gak bu dampak yang terjadi untuk siswa maupun untuk guru sendiri?	Ya khirnya kurang optimal gitu lho, kadang penilaiannya kurang rinci gitu.
31	Selain itu ada lagi gak bu?	Ya sebenarnya kalau K13 itu berhasil di terapkan itu malah banyak positifnya lho yang terjadi, kayak anak jadi kreatif nya, mencari sumber belajar sendiri juga.

Interview 7

Date : 2nd February 2017
 Time : 09.00
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (SGN)

No	Interviewer	Interviewee
1.	Bu, kalau dalam proses pembelajaran nya ibu membolehkan siswa menggunakan internet gak bu?	Iya, kadang tugas saya suruh cari contoh kalimat gitu dulu lewat internet sebelum saya terangkan.
2.	Oh gitu, jadi gak ada masalah ya bu, kalau siswa mengakses internet untuk tugas?	Iya gak masalah mbak, tapi emang kelemahannya adalah kadang jadi ada yang sama gitu contoh yang mereka buat dengan temannya, karna cuma lihat dari internet aja kan. Kalau saya itu siswa gak saya buat tegang kok mbak di kelas. Jadi itu, yang penting siswa suka dulu sama gurunya, suka dulu sama pelajarannya, biar harapannya, yang nanti saya sampaikan itu paling gak mereka tau, mereka faham gitu lgo mbak. Karna kalau siswa sudah gak suka sama gurunya, pasti dia otomatis gak suka sama pelajarannya, jadi apapun yang saya sampaikan itu akan mental gitu.
3.	Oh gitu, berarti sumber materinya selain dari buku paket, dari internet juga ya bu?	Iya, dari LKS juga sih mbak, karna kadang ada materi yang ada di LKS.
4.	Selain itu buku pegangan lainnya apa bu?	Ya paling buku paket yang dari pemerintah, buku paket dari penerbit lain, sama LKS, kadang searching untuk tambahan materi.
5.	Oh jadi gak cuma berpegangan satu buku aja ya bu.	Iya mbak, enggak. Soalnya kan gak cukup kalau 1 buku aja mbak.
6.	Ibu kalau buku presensi itu ibu selalu	Ini itu, di semester ini belum di kasih

	bawa ke kelas untuk cek siswa gak bu?	buku presensi siswa untuk tiap guru. Buku presensi kan sama daftar nilai itu mbak, nah ini itu gak di kasih dari sekolah, jadi ya buat sendiri, ada yang masih corat-coretan gitu,
7.	Kalau buku agenda mengajar itu ibu punya gak bu?	Iya bukunya itu dlu juga di kasih dari sekolah, tapi semester ini enggak, jadi kami buat sendiri, ngopy dari yang dulu. Begitu juga dengan buku presensi siswa dan daftar nilai siswa.
8.	Oh gitu, itu kenapa bu kok udah gak di kasih lagi dari sekolah?	Kan kalau penilaian gitu udah tinggal di upload di system, tapi kan gak setiap ngajar bawa laptop gitu to mbak, lebih mudah di coret-coret dulu, baru di masukin. Semua juga masih pake corat-coretan dulu mbak. Ada yang akhirnya buat presensi sendiri gitu.

Interview 8

Date : 2nd February 2017
 Time : 12.30
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (DE)

No	Interviewer	Interviewee
1.	Bapak, kemarin kan katanya penerapan model pembelajaran itu gak selalu di terapkan setiap mengajar ya pak, tapi pernah belum pak, kurikulum ini benar0benar bapak terapkan sepenuhnya dalam pembelajaran?	Ya pernah lah, apalagi saya kan instruktur jadi saya ya harus memberi contoh yang saya buat sendiri mbak. Ya nanti gimana kalau pas ngisi pelatihan padahal saya belum buat sendiri.
2.	Nah itu gimana pak menurut bapak dalam pelaksanaannya?	Ya kalau di kelas pilihan bisa lancar itu. Kadang saya kalau di kelas IPA gitu, tinggal jelasin dikit, mereka udah bisa kerja sendiri-sendiri gitu. Saya tinggal duduk aja udah. Tapi ya kalau yang heterogen gitu anak nya ya susah mbak. Ini masih mending di sekolah ini masih bisa jalan lah ya mbak, lha kalau yang sekolah-sekolah di pelosok gitu, saya gak bisa bayangin itu beratnya, mana dari fasilitas gak ada. Wah, kasian malah kalau saya lihatnya. Disini mono fasilitas pol mendukunge.
3.	Jadi tergantung kelas dan siswanya ya pak?	Iya, kalau siswa nya macem-macem ya gak bisa itu, waktunya gak cukup si mbak.
4.	Oh iya iya pak. Kalau untuk RPP nya itu biasanya masuk ke kelas sesuai dengan RPP yang dibuat gak pak?	Ya iya, saya buat sendiri RPP nya dari yang pake bahasa Indonesia, bahasa Inggris, atau yang bahasanya campuran ada itu saya. Kalau RPP nya ada di laptop, susah nyarinya, banyak banget file nya. Kalau yang di print kan sudah di kumpulkan ke kurikulum awal semester. Semua perangkat pembelajaran itu kan udah

5.	Kalau sumber belajarnya bapak dari mana aja pak?	di kumpul semua ke kurikulum. Ya dari buku-buku paket itu lah, LKS saya juga pake, saya sudah punya kumpulan video-video pembelajaran juga.
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Interview 9

Date : 3rd February 2017
 Time : 09.30
 Place : Teachers Office
 Interviewer : The student researcher
 Interviewee : The English teacher (DP)

No	Interviewer	Interviewee
1.	Kita melanjutkan yang kemarin nih pak, hehe. pak, untuk model pembelajaran yang digunakan bapak gunakan dalam pembelajaran bahasa Inggris bagaimana pak?	Maksudnya piye mbak?
2	Seperti kalau di K13 itu kan menggunakan project based learning/problem based learning/discovery learning dalam mengajar pelajaran bahasa Inggris?	Oh iya, project based learning, nah, itu kalau tugas yang kayak gitu itu, itu kan project. Macam-macam saya, ya tergantung KD nya.
3	Tiga model pembelajaran yang ada di K13 itu di pake semua pak?	Saya pake, dan misalnya, apa namanya discovery, itu juga saya pake, sebenarnya discovery itu saya pake bukan hanya sekarang K13, itu sudah lama itu saya pake. Cuma muncul nya, trend nya nama itu di K13. Itu sudah lama itu saya pake. Itu sejak saya mengajar itu sudah discovery.
4	Kemudian pak, kalau untuk media pembelajarannya, apakah bapak membuat sendiri atau gimana pak?	Media, saya lebih banyak membuat. He'em, membuat sendiri, lha nek bangsane kayak news misalnya gitu kan tinggal download tho. Bisa download beritanya, listening dulu, misalnya silahkan nonton TV dulu, yang sudah saya download gitu. Kemudian saya suruh untuk menganalisa gitu, yang di tampilkan di berita itu apa aja. Pertama kali apa yang di tampilkan. Ya pembukaan, news worthy event misalnya. Oh itu namanya, inti berita pak, nah inti berita itu nek ning istilah generic

		structure jenenge news worthy event, lha terus abis itu apa, oh itu berita selengkapnya pak, nah itu namanya background event beritanya terus misalnya itu kata siapa, oh itu namanya sumber. Gitu aja, simple saya ngajarkannya. Misalnya itu kalau saya kasih contoh tentang news item gitu.
5	Kemudian pak, kalau untuk authentic assessment, bagaimana bapak menerapkannya ya pak?	Ya kalau authentic saya biasanya ya itulah, melalui pemngamatan kalau sya, atau kasih nganu, lewat tugas-tugasnya. Kan keliatan itu anakyang bener-bener mengerjakan atau yang cuma nunut aja itu kan kelihatan sekali. Ya kelihatan lah yang kayak gitu, jelas kelihatan.
6	Kalau untuk fasilitas dan infrastructure di sekolah ini menurut bapak mendukung gak untuk menerapkan kurikulum 2013 baik dengan sistem SKS maupun paket?	Kalau saya, kalau boleh mengatakan jujur ya, boleh mengatakan, kalau infrastructure nya itu kur, masih kurang ya, banyak yang harus dibenahi, masih banyak yang harus dilengkapi. Ya misalnya, kalau yang dulu, system dulu, biasanya kan hanya menggunakan tatap muka di dalam kelas, itu kan sudah sejak dulu dilakukan yang seperti itu, lha kalau sekarang, pembelajaran yang sekarang, itu kan kalau menurut K13, siswa itu harus mengalami kan, harus mengalami pengalaman, harus melakukan, sebenarnya dulu juga harus seperti itu seharusnya, tapi kan trend nya itu K13 itu lebih menonjolkan itu gitu lho, itu gitu lho, beda sama dulu ktsp, yang ditonjolkan apa, itu kan beda. Lha sekarang yang ditonjolkan itu siswa harus aktif, gitu itu kan sebenarnya udah dari dulu siswa harus aktif. Cuma ini trend nya itu lebih menekankan tentang ini gitu. Kalau siswa harus mengalami, misalnya

7	Berarti praktek langsung gitu pak?	kalau saya mengajarkan news lagi gitu. Sebagai contoh gitu, dari tadi sudah news gitu. Kalau siswa harus mengalami, lha gimana coba siswa harus mengalami, kan media nya harus ada, lha itu media sih itu bisa di download, lewat internet juga banyak, siswa melihat nonton TV kemudian harus apa, itu kan siswa harus mengalami. kemudian siswa harus melakukan, kan harus ada sarananya juga kan gitu. Nek saya caranya ya caranya, sih caranya, ya tapi kan setiap materi ya beda-beda, kalau saya sih ya yang itu tadi ya. Praktek di luar saya, ya coba kalau 2 jam disuruh praktek kayak gitu apa mungkin?, ya gak mungkin lah, 2 jam di dalam kelas itu dapat apa sih di dalam kelas,?
8	Jadi mereka merekam mereka sendiri ya pak?	Lha iyaa, he'eh, tapi itu juga dikaitkan dengan keahlian siswa yang lain, misalnya dengan mapel TIK, nah gitu. Malah saya disini pernah kolaborasi antara guru TIK, guru seni, dan guru bahasa inggris. Jadi siswa kita suruh untuk membuat film, kaitannya dengan KD narrative. Kaitannya dengan KD natarive, itu anak saya suruh untuk membuat scenario. Jadi ari sebuah narasi, anak saya suruh untuk ubah ke scenario, kemudian ke percakapan, kemudian di actingkan, terus nha itu diproses dengan TIK. Nah saya pernah membuat yang seperti itu, dan hasilnya pun cukup lumayan. Jadi kalau anak disini itu kalau untuk hanya membuat film itu ya sudah merupakan ya bisa gitu lah ya. Karena memang sudah diajarkan untuk seperti itu.
9	Oh gitu, iya pak, menarik itu pak	Itu sudah saya sudah lakukan sejak tahun 2007 atau 2008 itu anak membuat film. Membuat film

		narrative gitu ya, saya suruh untuk membuat scenarionya, percakapannya dari sebuah narasi ke percakapan itu writing nya kemudian speakingnya yaitu acting sama speakingnya. Walaupun diulang-ulang gitu ya, itu saya biarkan, kan yang acting pake bahasa Indonesia aja diulang-ulang waktu shooting ya ndak, apalagi yang pake bahasa inggris, itu hal yang wajar. Nek saya ya saya biarkan, toh mereka mengalami, bagaimana mereka harus berbicara bahasa inggris, bagaimana mereka harus menulis bahasa inggris, bagaimana mereka harus mentransformasi dari narasi ke percakapan, dan bagaimana mereka harus mengactingkan, nah terus bagaimana mereka harus memprosesnya hasilnya, banyak sekali yang mereka mendapatkan sebuah pengalaman dan manfaatnya itu banyak sekali. Misalnya yang news item, siswa mampu menjadi untuk menjadi news wor eh apa itu, news breaker nya, harus mampu menjadi reporternya, Nah itu pengalaman semua itu, iya tho?. Jadi gitu, itu pengalaman semua itu saya langsungkan itu.
10	Lalu balik lagi ini pak ke infrastructure itu tadi, yang perlu di perbaiki apa ya pak itu?	Ya misalnya kalau kalau saya, kalau saya itu, ya misalnya kita harus bikin studio, tai disini kan gak ada studio nya. Iya tho? Jadi gitu, kita bikin studio, misalnya, studio yang sederhana yang bisa kita katakan studio. Ya itu biar ketika siswa mempresentasikan news supaya anak itu bener-bener mengalami seperti apa adanya, itu kan kita bikinkan sarana nya. Tapi itu kan belum ada, Nah, jadi kan gitu.
11	Tapi kalau lab bahasa nya itu ada kan	Lab bahasa sekarang itu kan campur

	pak?	sama lab computer kan sekarang tho, gak kayak lab yang dulu. Sekarang kan langsung, pake computer gitu.
12	Ouh gitu, kemudian ke lingkungan belajar siswa pak, menurut bapak memadai atau tidak untuk menerapkan kurikulum 2013?	Ya kalau, sebenarnya sebenarnya sudah menuju kesana, Cuma harus ya itu tadi penambahan disana sini, seperti itu tadi pembenahan seperti infrastructure itu tadi, kalau kan culture K13 kalau menurut saya itu idealismenya tinggi sekali. Itu gitu, makanya harus di dukung dengan infrastructure. Tapi infrastructure itu kan pembenahannya kan ya itu tidak sebanding dengan idealism dari kurikulum itu gitu lho, itu kalau menurut saya. Masalah nganu nanti disimpulkan sendiri, hahaha
13	Kemudian pak, untuk penerapan kurikulum 2013 dengan sistem paket ntuk bahasa inggris, itu gmana ya pemerapannya?	Maksudnya?
14	Itu sama aja dengan penerapan kurikulum 2013 pada umumnya gitu pak?	Ya, Itu kan cuma nganu nya aja, yang SKS sama apa namanya paket, bedanya apa saya malah gak tau, saya malah belum pernah mengajarkan yang pake system paket sih.
15	Ouh gitu, kan kalau yang sks itu kan siswa krs memilih sendiri matakuliahnya dengan pola discontinue, dan discontinue gitu pak?	Iya, memang gitu, itu dari dulu menggunakan itu, tapi discontinue dan discontinue itu tadi, tapi saya dengan paket itu terlalu jauh, bedanya apa-apa itu malah gak begitu tau, mungkin kalau masalah itu tadi, Tanya ke kurikulum aja, dari pada Tanya saya, malah lebih tau, itu kan yang menangani itu kan kurikulum, kalau saya kan cuma pelaksana untuk melaksanakan, piye yo, mengajarkan KD-KD nya itu. Kan bagi saya itu gak terlalu jauh berbeda, ya mungkin sudah terlalu

		lama mengajar, sudah terlalu lama mengajar, ah paling juga sama kayak gitu, gitu, hehe
16	Hehe iya pak, karna tract record ya pak? pak Menurut bapak kendala-kendala nya apa aja yang bapak rasakan dalam menerapkan kurikulum 2013?	Waktunya, gak ke kejar,
17	Waktunya yang cuma 2 jam untuk seminggu itu pak?	Lha iya, kalau dalam 1 minggu itu ada kegiatan, gak bisa masuk ke kelas gitu kan ilang, kan itu,
18	Ada lagi gak pak permasalahannya?	Ya sebenarnya sama sarana, tapi sarana sih masih bisa kita akali. Kan gitu.
19	Kalau untuk administrasinya pak?	Administrasi apa?
20	Administrasi kurikulum 2013 pak.	Maksudnya administrasi yang seperti apa,
21	Kan banyak guru yang mengeluh untuk sistem penilaian nya, menurut bapak system administrasi penilaiannya gimana pak?	Oh itu, penilaiannya, kalau penilaiannya sih memang banyak yang mengeluh, klaw menurut saya itu. Gini ya, kalau penilaian, kalau idealism nya harus di laksanakan, itu terlalu banyak yang harus dilakukan oleh guru. Coba bayangin, kita harus menghafal anak yang segitu banyak, saya sudah gak mungkin bisa ngafalke itu, itu lho. Itu administrasinya kan harus hafal, dan itu saya itu merasa sudah gak mungkin itu bisa ngafalke siswa. Dan itu untuk memberikan penilaian yang authentic gitu misalnya, kan itu harus hafal siswa itu, makanya saya ngakalin, gitu, biar saya gak terlalu ngafalke siswa satu-satu, piye carane biar itu tercover dan kelemahan saya itu bisa teratasi. Kelemahan saya itu ya itu, gak bisa ngafalke, haha

22	Berarti bapak ngakalannya dalam penilaiannya itu dengan tugas-tugas yang tadi itu ya pak?	Lha iya, berapa banyak aja, coba kalau kita itu di dalam kelas kita harus menghandle satu satu itu, padahal satu minggu cuma satu jam itu kan gak mungkin itu kita lakukan seperti itu, padahal kan idealism nya itu kan kayak gitu, apalagi di dalam kelas ada 32 anak gitu, kita harus satu-satu untuk menilai skill itu, kalau saya terkadang malah sample secara random aja, secara random sopo gitu, saya suruh maju apa gimana gitu, saksae. Haha
23	Selain itu ada lagi gak pak? Selain waktu, sarana, kemudian penilaian?	Opo yo, saya kira itu.
24	Berarti kalau untuk penerapan model pembelajaran di kelas gitu pak gak ada masalah ya pak?	Ya nganu, masalahnya itu, memang guru itu harus belajar, tapi itu yang kayak discovery learning barang itu, kan sudah saya lakukan sejak dulu kok, terus itu stu stu student learning aktif, SLA lah kalau saya mengatakan dengan istilah saya sendiri itu, student oriented itu juga.
25	Berarti itu aja ya pak? Lalu menurut bapak, faktr-faktor yang menyebabkan permasalahan itu tadi apa pak?	Factor yang menyebabkan,
26	Iya pak, factor nya yang membuat penerapannya ada kesusahan gitu pak?	Kalau susah bgt sih enggak, jadi gini, kreatifitas itu muncul setelah mendapatkan sebuah benturan. Oh benturannya ini, nah kemudian kita alihkan, kita cari solusinya, itu gitu. Tapi ya teratasi, teratasi, gak mungkin gak teratasi,
27	Kalau dari murid nya sendiri gak ada masalh ya pak, tanggapannya gimana pak?	Enggak, kalau murid gak ada masalah, kalau murid kan harus menerima apapun, gak bisa tidak, yawis piye meneh, kudu melu koyo ngene, itu kalau saya ngomong sama siswa kan seperti itu, itu kan harus kamu jalani, itu sih.

28	Kemudian pak, kalau untuk dampaknya sendiri, ada gak pak, dampak ke bapak, misalnya waktunya gak cukup, kemudian dampaknya ke bapak bagaimana, kemudian jika sarana nya tidak terpenuhi, lalu ada gak pak, dampak yang terjadi baik yang bapak rasakan, maupun yang siswa rasakan pak?	Dampaknya ya saya harus mencari solusi, itu td sebenarnya sudah terjawab. Saya kalau memang waktu nya kurang cukup ya harus disingkat gitu, kan itu, ada yang terstruktur, dan tidak terstruktur, itu lho, jadi itu, kalau saya pake tu caranya. Misal waktunya gak cukup gitu, lha saya Ya kebetulan siswa sini itu bisa di seperti itu kan. Tapi mungkin kalau di sekolah yang gak bisa di seperti itu kan, ya harus mencari yang kreatif dengan cara lain. Kalau saya solusinya dengan cara seperti itu tadi.
29	Materinya digabung atau di beri tugas gitu pak?	Lha iya, itu tadi tugas terstruktur dan tidak terstruktur, itu tadi, cara mengatasinya seperti itu, makanya itu saya pake di dalam apa namanya, rencana mengajar gitu. Walaupun ya mungkin kadang-kadang di dalam RPP tidak tertulis, tapi begitu kita melihat di lapangan kok begini, walaupun di RPP tidak tercantum gitu, ya kan kadang kan gak kurang ra kurang lakon, kan gitu, guru kan kadang, bagaikan lakon.
30	Hehe iya pak, kalau untuk penilaiannya sendiri, ada gak murd mengeluh pak, kok penilaiannya banyak sekali, gitu pak?	Enggak, enggak, wong bangsane penilaian apa namanya, penilaian diri dan sebagainya, itu itu apa namanya, lah katakan kalau saya dilaksanakan sekali itu aja cukup, kalau menurut saya tuh itu, lha kalau di setiap KD harus di laksanakan itu kan gak mungkin kita lakukan, jadi kalau menurut saya itu, peye yo, terlalu mengada-ada atau gimana gitu, Yang akhirnya pemberian materi yang substansinya itu malah berkurang, jadi gitu, dan tambah lagi, ini misalnya ketika kurikulum 2013 itu menekankan masalah

		karakter, itu seperti saya sendiri itu sudah lakukan itu sejak dulu, sudah sejak lama saya lakukan, kalau sekarang lebih di ekspose gitu lho, kalau sekarang,
31	Ya tapi ak semua guru seperti itu kan pak, hehe	ya kadang-kadang ada guru yang wis pokoe masuk kelas, menyampaikan materi terus rampung, kalau dulu walaupun suah saya lakukan, itu belum saya ekspose di dalam RPP, tapi kalau sekarang sudah saya ekspose dalam RPP, misalnya, siswa bisa melakukan ini dengan sopan, misalnya gitu, kalau dulu kan gak terkekspose.
32	Oh ya, kemudian, untuk motivasi siswa dan minat siswa, itu ada perubahan gak pak dengan kurikulum yang baru ini?	Kalau dari menurut sya itu gak terlalu nganu tu gak terlalu keliatan, gak ada korelasine nek aku ngarane lah, kalau menurut saya itu, hubungane apa, kalau tentang pergantian kurikulum kok saya belum pernah melihat ketika berganti kurikulum kok gak berbeda jadinya, itu kok saya belum pernah melihat ya, apa saya yang kurang perhatian ya saya gak ngerti itu, tapi kalau menurut saya kok melihat dari dulu pake kurikulum yang bermacam-macam itu ya hampir sama, masalah nya apa, masalahnya finalnya itu ujian nasional kalau dulu ebtanas, kan akhirnya tested oriented, test oriented jadinya to. Kalau harus di kembangkan karekter dan sebagainya, akhirnya kan tersisih lagi itu tetep, karna apa, harus mempersiapkan untuk test itu.
33	Berarti sama aja ya pak? Walaupun sudah di gombor-gomborin untuk menekankan pendidikan karakter gitu ya pak?	Sama lah menurut saya, saya itu adalah produk SMA yang tidak ada ujian nasionalnya, saya, tapi ketika di SMA, temen-temen perhatian terhadap pelajarannya bahasa inggris dan sebagainya, tidak hanya bahasa

		inggris, itu juga bagus, iya, dan apalagi ke masalah evaluasinya, penilaiannya, kalau penilaian sekarang menurut saya terlalu mengada-ada, KKM harus 80 misalnya, harus 70, halah, yang bener aja itu sebenarnya, kalau menurut saya tapi, termasuk saat saya kuliah dulu pun, saya juga gitu, temen saya yang kemudian dicari jadi dosen, dulu gak ada 3 komulatif nya, kalau sekarang kalau indeks komulatif gak ada tiga kan gak laku sih mungkin, iya tho?. tapi ternyata langsung ditarik jadi dosen dan sebagainya, itu kan berarti dipandang fakultas dari jurusan itu kan mampu to, padahal kan gak ada tiga, nah maka saya mengatakan masalah evaluasi itu saat ini itu terlalu mengada-ada, harus gini harus gini, di wujudkan dalam wujud angka, sehingga jadi tidak authentic itu lho, padahal kalau iklim 2013 itu kan harus authentic katanya, apa adanya seperti itu, ning nyatanya? Hahaha, nyatanya, harus begini, harus begini, sehingga kita tidak bisa terlalu mahal dalam memberikan penilaian, kata dulu, kalau dulu kan nilai 6 kan sudah cukup, lha saiki nilai 6 itu, wa apa itu, na gitu kalau dulu kan sudah cukup, gak masalah, kalau sekarang, gak ada artinya itu, podo wae ora munggah itu, jadi gtu, itu kalau masalah penilaiannya.
34	Terus pak, kalau di kurikulum 203 itu kan dapat menciptakan siswa yang kreatif dan mandiri, menurut bapak, terwujud gak pak itu?	Lha itu tadi sudah cerita saya itu, itu kan kreatif anak, memberikan pengalaman, mencari pengalaman sendiri itu kan siswa butuh kreatifitas, kalau kemandirian, kalau anak gak mencari sendiri kan anak gak dapet itu, itu sudah terjawab itu tadi.

35	Jadi menurut bapak, kalau untuk motivasi dan minat itu tidak ada perubahan, namun kalau untuk kreatifitas dan kemandirian itu ada perubahan, begitu pak?	Ya saya gak tau untuk mapel yang lain ya, kalau mapel bahasa inggris itu sebenarnya apa yang ada di K13 itu sudah saya laksanakan sejak dulu, cuman, trend istilahnya itu tu dulu belum muncul, gitu lho, itu belum muncul, kalau dulu pertama kali saya mengajar itu kan dulu di sini banyak native speaker, praktek itu sudah, langsung cari native speaker, kalau native speaker nya mau diajak ke sekolah, ajak ke sekolah, tapi pakai pakaian yang sopan kalau diajak ke sekolah, saya bilang gitu, nah, waktu itu kan apa namanya, alatnya baru sederhana, masih baru tustel, kamera iya to?, yaudah buktikan saja dengan kamu foto dengan mereka, dan apa aja percakapan yang kamu lakukan, kamu tulis, itu dulu, nah anak kemudian anak mengalami kan, anak mengobrol dengan native speaker itu dan sebagainya, itu kan mengalami, lha kalau tadi sya ceritakan, anak mengalami membuat berita, mencari berita, menjadi news breaker, reporter, dan sebagainya, itu kan mengalami, Cuma kan KD nya berbeda, kalau tadi News item, kalau dulu cuma hanya sekedarspeaking biasa, yang penting ngomong, apa pun itu. Makanya tadi saya ngomong, itu sudah saya laksanakan dari dulu, tapi istilahnya, muncul trend nya itu sekarang, kemudian kalau saya suruh membedakan, bagi saya itu sih hampir sama ya, karna saya sudah lakukan dari dulu, tahun 90an itu, saya katakan ini tugasnya kamu lakukan dengan enjoy gitu,doalan, coba bayangkan, ujian praktek, saya suruh pidato 10 menit, 5 menit, itu siswa gak mau, memding buat film, coba itu, karna kalau siswa pidato, itu kan
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36	Oh begitu, iya pak, terimakasih, insyaAllah ini sudah cukup dulu pak, makasih untuk waktunya, sudah mengganggu waktu bapak pak	siswa mengalami ketegangan gitu, tapi kalau itu kan gak tegangn, nah, justru itulah kalau kita itu memberikan pengalaman, itu dimulai dengan hal-hal yang seneng, siswa kan seneng kalau suruh dolan, haha dolan tapi sambil ini ya, itu gitu, kalau saya kayak gitu. Ya ya, sudah cukup ini.
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Interview 10

Date : 3rd February 2017
Time : 10.45
Place : Library
Interviewer : The student researcher
Interviewee : The English teacher (NRB)

No	Interviewer	Interviewee
1.	Bu, kita lanjutkan yang kemarin ya bu?	Ya mbak.
2.	ketika kurikulum 2013 di terapkan disekolah apakah sks langsung di terapkan juga bu?	Lha ya iya, kalau saya iya, gak tau kalau pak D ya mbak.
3.	Kalau ibu sendiri udah ikut pelatihan kurikulum 2013 belum bu?	Sudah, di semarang, 36 jam,
4.	Itu yang mengadakan dari mana bu?	dari provinsi,
5.	Berapa kali itu bu?	5 hari di hotel apa gitu,
6.	Oh iya bu, kemudian kalau dari ibu sendiri, ada perbedaan gak bu setelah ikut pelatihan itu dalam penerapan kurikulum 2013 nya?	Ya itu, akhirnya saya bisa bagi-bagi materi nya, langkah-langkah materinya.
7.	Jadi ibu yang bagi-bagiin materi untuk siswanya ya bu?	Ya iya mbak, jadi saya sistematis gitu mbak, kadang saya foto kopikan dulu gitu mbak, untuk materi berikutnya, jadi anak gak tertipu gitu ya bu?
8.	Jadi prepare nya harus matang ya bu?	Iya mbak. Saya kadang ngalahi untuk foto copy dulu. Jadi saya suruh untuk baca dulu, telaah gitu.
9.	Kalau textbooknya sama gak sih mbak, antara yang sks dan paket bu?	Sama, sama, Cuma kan lebih cepet gitu. Misalnya, tadi kan unit 7 kan mbak, itu harus selesai dikerjakan. Kalau yang tidak wajib, kan beda lagi, itu saya bilang, besok reading, di baca dulu. Gitu. Ya yang penting

		sama enjoy gitu, jadi anak juga enjoy gitu, sama pake bahasa Indonesia, kalau pake bahasa inggris terus kan, malah anak, kae opo sih, kae opo, gitu. Ya saya itu motivator gitu lah.
10.	Kalau ibu, Cuma pake yang dari pemerintah aja atau ada tambahan buku lagi bu?	Kalau anak-anak ini, kalau saya sama searching gitu.
11.	Itu isi bukunya sama bu sama yang ada di syllabus?	Iya, sama. Cuma kalau di syllabus kan saya lihat ya cuma gitu, kalau saya kan sama saya ulang lagi, saya compare kan supaya untuk belajar nanti nanti lagi. Jadi, Cuma itu saja materinya, tapi tau gambarannya nanti belajarnya apa apa saja.
12.	Ibu kalau RPP nya buat sendiri bu?	Iya, saya buat sendiri, saya sambil cari di erlangga, karna saya juga pake erlangga.
13.	Ibu, kalau untuk model pembelajarannya yang ada di K13 bisa dilaksanakan gak bu?	Biasanya kalau saya iya, saya kan sebenarnya udah persiapan power point, tapi gak bisa di pake.
14.	LCD nya gak bisa gitu bu?	Gak gitu, dulu kan ini itu ada semua, tapi sekarang enggak. Ini udah tak bikin semua itu mbak power point itu mbak, tapi gak bisa di pake karena gak dapet LCD.
15.	Jadi, LCD nya gak nempel tersedia di kelas bu?	Iya, kan ini dalam pembangunan, ini kan belum selesai mbak, jadi mobile, haha.
16.	Gantian gitu ya bu LCD nya?	He'em, Kadang, kelas ini dapet LCD nya, kelas ini gak dapet, haduh, yaudah akhirnya saya gak usah pake semua aja mbak. Yang penting saya udah jelasin gini gini, saya suruh buat memo di belakang buku. Saya kan ngajar 9 kelas mbak, kelas 10 nya kelas wajib 2 jam, kelas 10 excel 1 jam, kelas 12 nya 1 jam, kelas 11,

		6 sama 3
17.	Banyak ya bu..	Kadang, saya tuh, aduh enyong ke mlebu kelas pira ya, haha. beda grade kan gitu terus baru liat agenda.
18.	Beda-beda juga ya bu..	Iya, beda-beda, jadi saya harus liat ke agenda, oh iya. Ngajarnya ini.
19.	Jadi bu, model pembelajaran seperti discovery learning, problem based learning, itu bisa terlaksana gak bu?	Ya sebetulnya ya kalau ada toolnya, itu ya bisa, tapi ini kn manual, kan gitu.
20.	Jadi, ibu sebenarnya sudah membuat semua media menggunakan IT, tpi kurang di dukung dengan fasilitasnya ya bu?	Ya akhirnya saya searching, itu lho kayak gini, ya akhirnya kita pake IT nya IT ini. Kadang kalau Wifi nya gak bisa, kita keluar duduk di bawah, gitu.
21.	Berarti kalau menurut ibu, fasilitas dan infrastrukturnya mendukung gak bu?	Sebenarnya mendukung sebenarnya, tapi kan belum mapan, cuma kan lagi di rehab kan jadi ya kita harus menyesuaikan ya mbak,
22.	Begitu juga dengan lingkungan sekolah ya bu? Mendukung?	Iya, iya.

Interview 11

Date : 14th February 2017
Time : 11.10
Place : Living room
Interviewer : The student researcher
Interviewee : The English teacher (E)

No	Interviewer	Interviewee
1.	Ibu, kalau ibu sendiri, penerapan K13 yang pake system sks itu gimana bu pelajaran bahasa Inggris?	Kalau dari materinya, penerapan materinya berbeda antara yang paket dan sks, kalau dari metode nya, tergantung materinya apa, menyesuaikan dengan materi. Kalau bisa diterapkan dengan metode yang sama ya sama, kalau tidak ya pake yang beda. Karna kalo metode atau teknik itu kan tergantung dengan materinya. Kalau kurikulum paket dan sks itu bedanya di susunan materinya. Kan ada serinya, 1,2,3,4. Jadi ada yang materi di kelas 2 ada yang ada di semester 1, atau ada yang materi di semester 1 tetep, tapi masuk lagi disemester 2, gitu. Kan kita juga pake system on off juga nih, kalau kemarin misalkan saya ngajar kelas x IPA bahasa Inggris seri 1 terus di semester 1 nggih, berarti sekarang dia melanjutkan bahasa Inggris seri 2. Tapi beda dengan anak IPS, semester 1 dia off wajib nya, dia gak ada bahasa inggris wajibnya kemarin, nah sekarang saya ngajar kelas x IPS, karna kemarin dia off sekarang on, bahasa Inggris wajib tapi yang seri 1, sama seperti yang anak IPA tapi yang semester 1. Nah kalau sekarang kita ngajar IPA, kita udah gak ngajar lagi materi yang seperti di kelas IPS yang belajar semester 1 walaupun ini sudah semester 2, gitu. Apalagi yang untuk anak-anak yang ambil sks nya banyak, bahasa Inggrisnya bisa yang

		kelas xii itu, kita gak mengenal kelas sekarang, kan yang dilihat kan serinya. Kalau untuk metode ya kurang lebih sama lah ya.
2.	Bu, itu kalau siswa yang menempuh 5 semester di sekolah, berarti ada 1 semester yang dia gak dapet mapel bahasa Inggris ya bu?	Itu, ya enggak mbak, kan kita pake system on off itu lho mbak, jadi kalau yang anak semester ini gak menempuh, pasti akan menempuh disemester berikutnya gitu mbak. Pada hakekatnya, siswa itu harus menempuh bahasa inggris 1 untuk melanjutkan ke yang 2. Misalkan dia tidak lulus di yang pertama, lewat remidi gak lulus, bahkan lewat semester pendekpun dia gak lulus, gitu ada mbak itu, ada itu yang lewat semester pendek aja gak lulus, ada. Kalau kayak gitu, dia mengulang akhirnya, mengambil mata pelajaran itu lagi sekarang. Ya kayak anak kuliah lah, kayak anak kuliah gitu, jadi temennya di mata pelajaran itu lanjut, dia mental sendiri di kelas yang lain ambil bahasa inggris wajib 1, gitu. Sampai dia lulus itu, baru dia bisa menempuh bahasa inggris yang lain, kalau gak ya gak bakalan boleh gitu.
3.	Kalau syllabusnya itu guru mengembangkan sendiri atau gimana bu?	Iya, kan dari mgmp mapel itu nanti disesuaikan dengan kebutuhan sekolah.
4.	Oh iya bu, itu yang siswa menempuh 5 semester itu, UAN nya gimana bu?	Ada dua kali itu, iya, dilaksanakan dua kali ujiannya.
5.	Menurut ibu, ada gak bu, perubahan minat dan motivasi siswa dengan menggunakan kurikulum ini, baik menggunakan paket, maupun sks?	Nek saya itu, kan dari dulu saya ngajar kelas xii, saya baru kali ini ngajar kelas x itu mbak. Jadi saya belum bisa membandingkan karena dari level generasinya berbeda. Kecuali kalau saya ngajar dari kelas 1, 2, 3 itu saya kawal, ini dari kurikulum yang dulu kemudian ada perubahan dengan kurikulum yang

		baru, dia juga mengikuti. Masalahnya generasi lama ada sks, nah generasi yang baru ada sks. Jadi saya gak bisa ambil kesimpulan, karna yang paket tetep pake paket, yang sks tetep pake sks, gitu, jadi gak bisa membandingkan, gitu, karna generasi yang berbeda.
6.	Jadi pake paket ataupun sks itu tidak mempengaruhi minat siswa untuk belajar bahasa lebih sungguh-sungguh gitu ya bu?	Kalau minat itu tergantung anak sih ya kalau menurut saya, kalau anak memang sudah tertarik di mapel tertentu, itu tergantung di anak. Kenapa tergantung di anak, karna masing-masing dari, gini, anak itu punya ketertarikan yang berbeda-beda, kalau anak itu tidak punya ketertarikan pada mapel tertentu, ya tetep aja susah, walaupun pake sks ataupun paket, jadi ya apapun kurikulumnya kalau anak itu ada ketertarikan pada bidang tertentu ya dia tetap akan menonjol dari temen-temennya, lha itu.
7.	Kalau dari tingkat kemandirian dan kreatifitas siswa ada perubahan gak bu?	Oh iya, ada, ya paling tidak pake system sks itu membuat anak lebih mandiri, meskipun belum terlalu kelihatan, ya tapi sedikit-sedikit sudah ada nampak kemandiriannya, ini kan baru awal, baru kelas x, dan istilahnya kalau ngajar kelas x itu kan kayak ngajar kelas SMP. Kemampuan mereka pada bahasa Inggris dasar pun bervariasi. Kalau anak-anak yang saya ajar di IPA, mereka punya basic yang bagus, semangat yang bagus, kompetitifnya ada, keaktifan nya juga bagus, jadi untuk kelas IPS ini ya heterogen akhirnya, njuk akhirnya lebih di dominasi dengan yang kurang. Ya tau sendiri lah bedanya anak IPA dengan IPS seperti apa, meskipun sebenarnya kita gak boleh mengkotak-kotakkan ini IPS, ini

		IPA, tapi kadang-kadang karena perilaku anak IPA IPS ya terlihat bedanya, meskipun kita gak boleh mengkotak-kotakkan ya. Bahasa, kalau anak bahasa itu, harusnya kan mempunyai kemampuan bahasa yang lebih dari anak yang lain, tapi fakta yang saya temukan, anak bahasa yang sekarang itu, rata-rata sih, gak begitu bagus banget gitu, tapi kalau yang di kelas xii ada yang bilang bagus, saya menemukan anak bahasa yang bagus itu, anak bahasa yang pertama dan angkatan yang ketiga, ya per angkatan itu membawa keunikan sendiri, yang menyemangati anak bahasa itu yang seharusnya mengajar anak bahasa itu menjadi lebih mudah, tapi ini enggak. Ya lebih rumit di sks nggih, yang di paket aja dulu rumit, apalagi sekarang yang sks, tambah rumit, yaitu system on off nya, lalu pengolahan mapel, yang akhire gak sesuai dengan semester, padahal di pikiran kita itu, mind set kita itu masih belum beralih ke sks, masih kepikiran yang paket, jadi kadang yang di pegang buku paket itu lupa padahal ini udah kelewat. Kemarin ada juga yang salah itu, ya pertama tama kocar kacir itu wajar lah, seperti bapak ibu guru yang lain juga untuk pertama kali penerapan itu masih banyak kekurangan sana sini, itu pasti. Penilaiannya sih ya kurang lebih sama, cuman yo rumit menurut saya sih, administrasinya rumit, KKM nya menurut dengan pemerintah, bukan sekolah lagi. Apa lagi ya, selebihnya sih ya paling kelengkapan perangkat itu yang
8.	Kalau dengan anak bahasa gimana bu?	
9.	Kalau kendala yang di hadapi antara di system paket dan sks apa bu?	
10.	Selain itu apalagi bu menurut ibu kendalanya?	

		harus lengkap.
11.	Lalu bu, menurut ibu, factor-faktornya apa bu yang menyebabkan kendala tadi itu bu?	Faktornya, pembiasaan yang belum rutin, kebiasaan yang belum biasa dengan baik. Kalau sekarang kan penekanannya pada pendidikan karakter, penilaiannya dari sikap juga, gak bisa lulus kalau sikapnya jeles. Cuma jelenya kalau menurut saya itu sekolah gak mau keliatan jelek karna anaknya ada yang gak lulus, jadi sekolah berusaha keras agar anaknya tep lulus, ketika anak sudah melalui perdebatan anak ini layak dan tidak layak untuk lulus, tapi kalau sudah menyangkut nama baik sekolah, oh ini akhirnya ya lulus, ada banyak sekolah yang mempunyai ketakutan seperti itu, akhirnya meloloskan anak itu, padahal kenyataannya, dia gak berhak lulus gitu, harus mengulang, tapi dengan kondisi tertentu ya bisa.
12.	Jadi, sekolah dilemma nya itu ya bu	Tapi enakanya kalau buat saya sih kita jadi gak yang harus memaksa mengkatrol-katrol nilai. Karna kita gak ada yang naik gak naik kelas kan, tinggal mau ambil sks berapa gitu kan, mau cepet lulus apa gak kan gitu aja,
13.	Kalau untuk dampak nya sendiri ada gak bu dalam pengajaran bahasa di kelas bu?	Kalau dampaknya sih siswa nya jadi lebih aktif aja sih mbak, saya si Cuma jadi fasilitator aja, gak kayak dulu, yang harus ini ini gitu, lebih bisa mandiri, dan dari penilaian itu memang memaksa anak-anak. Memaksa apa, satu memaksa berkarakter dan memaksa untuk tampil bebas, lebih mandiri, mereka mau gak mau mereka harus bisa menyimpulkan.

Interview 12

Date : 15th February 2017
 Time : 09.30
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (E)

No	Interviewer	Interviewee
1.	Bu, kalau materi lintas minat dan peminatan itu sama gak sih bu?	Sama, sama. Dan lintas minat itu sks dan paket itu sama, beda dengan wajib, lintas minat itu gak ada seri 1,2,3 nya itu gak ada, jadi kayak di paket itu. Tapi kalau wajib, ada seri 1, seri 2, 3, 4 gitu.
2.	Kalau yang lintas minat dan peminatan itu gak semua murid ambil mapel itu ya bu?	Kalau peminatan itu kan cuma punya nya kelas bahasa, sama kayak fisika biologi, itu punya nya IPA, itu jadi peminatan bagi anak IPA, tapi itu jadi mapel lintas minat bagi anak IPS yang ingin mempelajari biologi, maka dia mengambil lintas minat biologi.
3.	Iya bu, berarti gak semua siswa ambil lintas minat bahasa Inggris gitu kan bu?	Ya iya, misalkan di kelas ini anak-anaknya ngambil lintas minat bahasa Inggris, tapi ada 2 atau 3 anak yang ambil lintas minat bahasa jepang gitu. Kalau anak IPA ada juga yang ambil lintas minat geografi, itu banyak diambil sama anak-anak. Kalau kimia, fisika gitu jarang banget di ambil sama anak-anak, susah sih, gitu.
4.	Oh iya bu, tapi lumayan banyak ya bu yang anak IPS ataupun IPA yang ambil lintas minat bahasa Inggris ya bu?	Ya iya sih mbak, tapi yo kadang kalau anak IPS itu susah diajak serius dikit angel, di kerasi yo malah tambah angel. Apalagi kalau sekarang anak IPS nya yang bagus-bagus kan sudah pindah di kelas gabungan. Jadi ya di kelasnya tinggal yang kayak gitu.

5.	Kelas gabungan itu gimana bu?	Kelas gabungan itu yang cuma 2 tahun aja itu lho.
6.	Jadi kayak kelas excel ya bu?	Iya, ada kelas IPA gabungan, ada IPS sendiri gitu. Jadi yang anak IPA juga ada yang sudah masuk ke kelas gabungan IPA, pokoknya ada IPA sendiri, IPS sendiri.

Interview 13

Date : 15th February 2017
Time : 11.00
Place : In front of classroom
Interviewer : The student researcher
Interviewee : The English teacher (SN)

No	Interviewer	Interviewee
1.	Ibu, maaf ya bu, saya minta waktunya sebentar aja.	Iya mbak, ini malah saya yang minta maaf lho mbak, dari kemarin itu saya sibuk banget.
2.	Iya ibu gak papa bu. Jadi ini sya akan menanyakan tentang penerapan dan permasalahan dalam kurikulum 2013 bu.	Oiya iya mbak.
3.	Ibu, kalau dari ibu sendiri, sejak di terapkan kurikulum 2013 ini ada kendala gak bu dalam implementasi nya di pengajaran bahasa Inggris?	Maksudnya di aplikasi lapangannya gitu mbak, ya gimana ya mbak, sebenarnya kalau yang namanya kendala itu tetep ada saja itu, ya kita kan juga mau nya seperti apa yang sudah di tetapkan gitu ya, seperti yang ada di syllabus, walaupun di syllabus nya itu sudah sedemikian rapi gitu ya mbak, terutama itu yang masalah penilaian itu lho mbak, yang sangat banyak padahal di kelas itu kan situational banget gitu mbak.
4.	Aspek penilaiannya itu ya bu.	Iya, kan setiap anak harus di nilai sendiri-sendiri sementara waktu kita kan terbatas. Untuk menyampaikan materi aja itu udah banyak. Jadi, antara materi dengan waktunya itu kayak gak match gitu lho. Materinya tidak sedikit tapi hanya di berikan waktunya hanya 2 jam dalam 1 minggu. Walaupun bahasa inggris itu sudah di kenal familiar sejak kecil gitu ya, tapi di dalam sekolah itu tetap menjadi kendala untuk anak-anak.

5.	Ibu, lalu kalau untuk dari tuntutan penggunaan metode dan model pembelajaran yang ada di K13 itu menurut ibu ada kendalanya gak bu?	Banyak kendalanya, ya karena ya itu tadi mbak, masalahnya di kelas situational terus conditional, kondisi persiapan siswa nya juga, jadi kan berpengaruh mbak, la missal kita mau pake apa ya, e.. apa sih contohnya?
6.	Problem based learning, discovery learning?	He'eh, itu, lha kita han harus ada modal penguasaan anak itu juga, lha kita itu lebih disibukkan untuk mengkondisikan anak, bagaimana sih caranya biar anak itu paham dulu. Dari kosakatanya yang masih limit juga kan, dari kosakata ke kalimat itu aja anak-anak masih susah, untuk membedakan jenis kata, itu aja masih susah gitu lho mbak.
7.	Jadi bisa terlaksana gak sih bu model pembelajarannya ini?	Ya mungkin kalo untuk kondisi siswa yang sudah punya basic pemahaman sebelumnya ya mungkin bisa mbak, misalnya kalau semester kemarin saya ngajar kelas x bahasa, itu anak-anak memang mungkin pertama mereka memang minat di bahasa, paling gak mereka udah punya modal lah, jadi kita bisa jalan, tapi kalau di kelas IPS gini kurang bisa jalan gitu.
8.	Bagaimana dengan pelaksanaan active learning atau students-centered learning nya bu? Apakah tergantung dengan karakteristiknya juga bu?	Ya, ya, bisa dikatakan seperti itu. Lha itu dulu saya yang di kelas bahasa itu jadi fasilitator, motivator itu jalan, tapi kalau yang di kelas IPS itu kita bener-bener alon-alon bimbing satu-satu, itu anak itu belum bisa mandiri.
9.	Kalau menurut ibu, motivasi siswa nya itu bener-bener pengen belajar bahasa inggris atau hanya yang penting bisa lulus KKM gitu aja bu?	Kalau kebanyakan anak, itu ya asal bisa ikut aja dapet nilai. Tapi ya seperti itu tadi yang saya kasih contoh yang anak bahasa itu tadi kan mereka minatnya memang di bahasa jadi ya mereka memang disana terjadi kompetisi gitu lah, jadi minat

		anak itu sangat berpengaruh mbak, motivasinya, ya disini kebanyakan masih yang cuma nuntasin nilai aja mbak. Wong disini itu sudah pake sks aja, mereka yang tidak tuntas dan mereka harus ikut SP, kadang mereka juga mengabaikan kok mbak, gak begitu ini lah.
10.	Oh jadi kebanyakan ya berorientasi pada ujian aja gitu ya bu?	Iya, iya mbak. Mungkin belum sepenuhnya la, belum sepenuhnya mereka itu bener-bener mau mempelajari, itu belum sepenuhnya.
11.	Kalau menurut ibu, ukuran kelas nya terlalu banyak gak bu siswanya?	Ya sebenarnya kalau pake standar yang sekarang jumlah siswa minimal 20 sampe 35 itu sih ya standar juga sih mbak, tapi yo kalau di kelas-kelas tertentu kayak di kelas IPS gitu kalau jumlah anaknya 30an lebih itu ya tetep gaduh. Kalau 20-30 itu ya masih bisa lah ya.
12.	Lalu ibu, dampaknya apa sih bu dari permasalahan yang tadi itu, kan tadi dari penilaiannya ribet, anak nya bermacam-macam gitu, nah itu apa sih bu dampaknya ke siswa ataupun ke guru nya?	He'eh heterogen, kalau saya sangat merasakan mbak soalnya saya membandingkan mbak dari kurikulum sebelum ini, kurikulum 2006, dan yang sekarang ini, ini kok kalau saya merasa lebih enak yang sebelumnya.
13.	Dampak yang terjadi sendiri apa bu dari enak dan tidak anaknya itu?	Nah, dampaknya itu kalau di kurikulum 2013 ini, taruhlah mereka lebih ditekankan untuk bisa bicara secara lisan, tapi kalau dari penggunaan bahasa yang lebih tepat, benar, itu kok menurun kualitasnya di bandingkan dengan anak-anak yang dulu. Ya saya gak menafik bahwa bahasa Inggris itu untuk komunikasi ya mbak, kita gak butuh grammar, tapi kita kan gak bisa menafikkan bahwa dalam bentuk tulis kan mereka harus benar ya, kalau saya sih masih melihat kalau kualitasnya itu masih bagus yang

14.	Pengajarannya langsung ke aplikasi grammar ya bu?	dulu, itu bisa tercover semua, mereka readingnya dapet, mereka kosakatanya juga nambah, dan dari grammar nya mereka juga tertata, jadi mereka kalau ke perguruan tinggi itu mereka sudah mendapatkan modal lah ya, karna kalau saya lihat itu kualitas grammar anak-anak itu sangat menurun, Langsung bagaimana cara menggunakannya dan belajar grammarnya lewat readingnya, jadi ya gimana ya, anak-anak itu gak bisa membedakan, mana kata kerja, mana kata sifat, mana kata keterangan, nah itu mereka gak ngerti.
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Interview 14

Date : 16th February 2017
Time : 10.30
Place : In front of teacher's office
Interviewer : The student researcher
Interviewee : The English teacher (SN)

No	Interviewer	Interviewee
1.	Ibu, bagaimana sih ibu menerapkan kurikulum 2013 di pembelajaran bahasa Inggris?	Ya kalau saya sih jelas materinya saya terapkan sesuai dengan yang tertera. Tapi kalau prosedurnya itu ya gimana ya mbak, tergantung situasi di kelas nya mbak, kadang siswa masih belum faham jadi harus di ulang ulang lagi.
2.	Kalau dari persiapannya, ibu biasanya buat RPP sendiri atau gimana bu?	Iya mbak, kalau saya itu sebisa mungkin RPP itu buat sendiri, karna kalau co-past itu kan beda ya mbak ya di pake nya malah gak sesuai gitu. Kalau saya sih sebisa mungkin buat sendiri mbak.
3.	Oh iya bu, kemudian kalau di kelas gitu biasanya activity nya sesuai dengan yang sudah di buat di RPP atau tidak bu?	Ya awalnya sih sebisa mungkin disesuaikan dengan RPP, tapi lagi-lagi di tengah jalan itu enggak, melenceng gitu dari yang ada di RPP dengan melihat kondisi siswa nya itu mbak, nama nya juga heterogen ya mbak anaknya.
4.	Ibu kalau di kelas menggunakan model pembelajaran problem based learning atau project based learning gak bu?	Ya diusahakan sih pake mbak, tapi ya itu juga tergantung sama siswanya, mampu enggak, kalau enggak ya yang penting siswa itu faham sama materinya.
5.	Oh gitu, jadi terkendala dengan input siswa ya bu. Lalu kalau dari media nya dalam pembelajaran, ibu biasa pake apa bu medianya?	Biasane sih iya, dulu saya sering pake power point, kalau sekarang saya jarang bawa laptop mbak, musim hujan berat kan mbak saya ngelaju dari Purworejo. Kadang juga udah gak sempet untuk buat power point gitu. Jujur lho mbak ini saya,

6.	Hehe, iya bu. Jadi factor intern dari guru juga berpengaruh ya bu. Padahal kalau untuk fasilitasnya sangat mendukung ya bu?	lha mau gimana lagi mbak. Iya mbak. Kalau fasilitas itu sangat mendukung, lengkap lah mbak bisa di katakan.
7.	Kalau untuk penerapan authentic assessment nya gimana ibu menerapkannya bu?	Nah itu dia mbak, kadang tugas itu aja 1 kali pertemuan kadang sok gak selesai juga itu kok mbak. Ya saya sih kayak kalau mereka abis di kasih materi, kemudian saya kasih tugas yang tertulis dan lisan, jadi saya bisa ambil nilainya dari aspek kognitif dan afektifnya.

Interview 15

Date : 16th February 2017
Time : 13.30
Place : In front of teacher's office
Interviewer : The student researcher
Interviewee : The English teacher (HA)

No	Interviewer	Interviewee
1.	Bu, kalau selama proses pembelajaran di kelas, bagaimana penggunaan bahasa sasaran di kelas bu?	Ya kalau saya sih mix ya mbak, bahasa Inggris Indonesia, tapi ya lebih banyak bahasa Indonesianya, lha dari pada anak-anak gak faham dalam penerapannya gitu mbak. Paling kalau presentasi gitu saya paksa anak menggunakan bahasa Inggris.
2.	Kalau perangkat pembelajaran nya biasa ibu siapin sendiri bu?	Iya mbak, tapi itu di laptop mbak yang printed sudah di kumpulkan. Saya sih buatnya pengembangan dari yang kemarin gitu mbak.
3.	Oh iya bu, media pembelajarannya juga bu?	Iya, kadang anak juga yang ikin mbak. Kadang dari kertas-kertas manila, atau audio gitu sih.
4.	Oh ya bu, ibu buat program remedial juga gak bu?	Oh iya itu, itu pasti ya mbak, kalau siswa itu nilainya gak lulus, pasti dibuatkan soal remedial dengan soal yang berbeda dengan soal ulangan nya. Kurang lebihnya seperti itu. Karna ada anak yang sudah ikut remedial juga belum lulus, lalu dia ikut SP. Gitu juga ada mbak.
5.	Oh begitu bu,	Eh mbak, udah dulu ya mbak, aku lupa e mau ketemu bu tika tadi.

Interview 16

Date : 17th February 2017
 Time : 08.15
 Place : Teacher's office
 Interviewer : The student researcher
 Interviewee : The English teacher (SN)

No	Interviewer	Interviewee
1.	Ibu, sejauh ini kendala atau permasalahan dalam penerapan K13 yang kemarin ibu sebutkan itu kan ada di administrasi penilaian, waktu yang singkat, aspek siswanya juga gitu kan bu. Menurut ibu masih ada lagi gak bu permasalahan yang ibu rasakan?	Mungkin ini ya mbak, tentang system on/off nya ini agak bikin rancu gitu lho mbak. Saat menyampaikan materi itu jadi ada kerancauan, karena materinya itu berbeda-beda, banyak grade dan beda tipe kan mbak. Jadi kadang bikin rancu gitu lho mbak. Lha kemarin itu ada yang sampe salah, materi nya yang dulu sudah diajarkan itu diajarkan lagi di kelas yang sama. Ya kadang kayak gitu mbak. Belum terbiasa juga kali ya mbak
2.	Ouh gitu bu.	Iya mbak, sok blank gitu lho mbak, haha. Ya mudah-mudahan mbak, dari penelitian mbak nya ini bisa member inspirasi, bisa jadi masukan untuk pemerintah dengan keadaan yang seperti ini kan mbak.
3.	Iya ibu, aamiin. Hehe. Selain itu ada lagi gak bu kira-kira?	Oh iya ini mbak, yang tentang buku pegangan untuk system sks ini belum ada mbak memang, jadi yang materi wajib per seri itu, kita harus yang mengumpulkan materi sendiri.
4.	Oh iya bu, kemarin juga ada yang kasih keterangan seperti itu bu.	Oh iya mbak, memang itu jadi salah satu kendalanya.
5.	Iya bu, factor-faktor yang jadi penyebab permasalahan itu apa ya bu menurut ibu?	Menurut saya sih mungkin dari kondisi siswa atau situasi kelas nya itu mbak, kayak yang sudah saya sampaikan itu, metode pembelajaran, RPP itu bisa berubah karena keadaan dan situasi kelasnya mbak. Kita sebagai gurunya juga

		masih bingung wong masih penyesuaian kan mbak sama system yang baru.
6.	Oh gitu bu, kemudian ada gak sih dampaknya untuk siswa atau untuk ibu sendiri bu?	Ya ada mbak. Ya jadinya gak maksimal mbak, dapetnya cuma setengah-setengah untuk siswa itu, jadi kayak cuma seadanya aja gitu, yang penting kena gitu tok lho mbak.

Interview 17

Date : 17th February 2017
 Time : 10.35
 Place : Living room
 Interviewer : The student researcher
 Interviewee : The English teacher (SGN)

No	Interviewer	Interviewee
1.	Ibu, ini melanjutkan yang kemarin, masih ada gak bu kendala yang dialami dari tuntutan penggunaan model dan metode pembelajaran di kurikulum 2013 ini?	Ya itu istilahnya kalau misalnya kendala ya ada mbak, cuman ini tergantung sama kelasnya. Jadi misalnya sama-sama lintas minat kelas X dengan materi yang sama dan metode bisa jadi antara kelas A, kelas B, kelas C itu di kelas A bisa, sedangkan di kelas B dan C gak bisa, nah itu, jadinya ya njuk itu tadi, gak bisa menyamaratakan antara kelas yang satu dengan kelas yang lain. Misalkan metode A walaupun dengan materi yang sama, narrative misalnya nah itu di kelas A menggunakan metode jigsaw misalnya terus di kelas B menggunakan impertion misalnya. Nah, sementara kalau kita disuruh menggunakan metode yan berbeda-beda dengan grade kelas yang sama, dan materi yang sama, kadang kan kita waktu untuk membikin metode, media nya itu yang gak ada,
2.	Oh gitu bu, berarti sebenarnya tuntutan penggunaan metode dan model pembelajaran itu tidak bertentangan dengan keinginan guru, tapi dalam pelaksanaan nya itu tergantung karakteristik siswanya ya bu?	Nah, he'eh iyak.
3.	Nah kemudian bu, kalau untuk motivasi siswa nya untuk belajar bahasa Inggris itu apakah mereka itu benar-benar ingin belajar bahsa atau	Ya kalau itu misalnya di kelas lintas minat IPA gitu, mayoritas anaknya antusias terhadap pelajaran bahasa Inggris, tapi kalau cowoknya kadang

	karena hanya mengejar ketuntasan KKM aja bu?	itu yang kita krik krik krik. Kadang mereka bilang, lah bu artine aja gak mudeng, jadi mereka kalau bahasa itu kan kalau gak tau artinya udah yang gak tau apa-apa kan jadi ya itu tergantung sama kelasnya tadi.
4.	Jadi itu juga termasuk menjadi kendalanya ya bu?	Tapi kalau yang namanya guru insyaAllah yang apa namanya berusaha, kayak yang dulu saya pernah katakana itu, prinsipnya, gimna caranya biar anak itu enjoy dengan gurunya, jadi paling enggak kalau mereka belajar bahasa Inggris itu ada gitu lah yang nyantol walaupun cuman sedikit.
5.	Tapi kalau dilihat mayoritas itu mereka akan puas ketika nilainya sudah lebih dari KKM?	Kalau disini ya, mayoritas itu kebetulan saya ngajarnya kebanyakan IPS gitu, jadi mereka cuman mengejar ketuntasan KKM, tapi memang ada, beberapa sekitar 30-40% dari anak yang saya ajar itu yang antusias. Tapi kalau yang dari IPA itu ya mayoritas memang mereka bener-bener gitu. Malah ada yang udah pengen kuliah di luar negeri juga. Jadi itu kan menunjukkan bahwa memang keinginannya itu ada dari daam diri mereka, enggak yang njuk tuntas. Tapi yo memang ada yang ah yang penting tugas lengkap, istilahnya kalau materi itu masuk telinga kanan keluar telinga kiri. Jadi kadang kalau udah di terangin materinya, terus besoknya udah lupa, itu ya ada.
6.	Jadi sebagian termotivasi dari dalam diri mereka, tapi sebagian hanya berkeinginan untuk tuntas di KKM aja ya bu?	Iya, berorientasi ke nilai.
7.	Ibu menurut ibu, jumlah siswa di dalam kelas menghambat terlaksananya kurikulum 2013 gak	Kalau saya pernah ngajar yang anaknya sekitar 38, tapi karena anaknya itu antusia, ya tetep

	bu?	berjalan, tapi saya pernah itu ngajar di kelas yang anaknya sekitar 24 atau 25 tapi anaknya heterogen, ya khirnya anak yang antusias akhirnya tertutup sama anak yang suka ngobrol istilahnya seperti itu. Jdi itu kadang kalau di kelas saya tanya ada yang belum faham belum gitu, mereka bilang sudah faham, tapi nanti kalau kelasnya sudah selesai ada yang nanya, bu gimana ini gimana gitu, kalau saya crosscheck ya sebenarnya banyak yang belum tau gitu. Jadi nek saya kembali ke inputnya itu sangat sangat berpengaruh.
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Interview 18

Date : 18th February 2017
 Time : 14.15
 Place : in front of teachers' office
 Interviewer : The student researcher
 Interviewee : The English teacher (HA)

No	Interviewer	Interviewee
1.	Ibu kalau buku agenda guru, presensi, dan daftar nilai itu ibu juga buat sendiri ya bu?	Iya mbak, lha belum di kasih lagi sih semester sekarang sama sekolah, jadi ya buat sendiri mbak. Padahal kan udah harus make itu. Biar gak bingung juga kan harus pake buku agenda wong ngajar nya kan banyak ya mbak.
2.	Kenapa sih itu bu kok gak di kasih lagi?	Gak tau ya mbak, mungkin karna gak semua guru memanfaatkan bukunya, kayak buku agenda, banyak yang gak ngisi gitu kan, kalau penilaian itu udah pake aplikasi, tapi ya tetep aja butuh yang print printan mbak.
3.	Ibu, permasalahan yang kemarin sudah di sebutkan itu menurut ibu masih ada yang belum terungkap gak bu?	Sebenarnya kemarin itu sudah semua sih mbak terungkap untuk permasalahan atau kendalanya itu ya mbak, tapi mungkin ini mbak, untuk waktu pembelajaran yang kurang itu, itu lebih kepada waktu pembelajaran atau alokasi waktu pembelajaran yang di tentukan itu tidak seimbang dengan materi yang harus disampaikan, nah gitu mbak jadi kan waktunya kurang kan mbak.
4.	Oh iya bu, lebih spesifiknya karna alokasi waktu dan materi itu tidak seimbng ya bu?	Iya, itu selain yang tentang administrasi penilaian yang njlimet itu ya mbak, itu juga kan jadi essensi materi yang seharusnya menyampaikan materi, malah gurunya jadi sibuk kan itu ngurusin administrasi. Jadi yang jadi essensi nya malah kurang.

5.	Jadi itu termasuk menjadi dampaknya ya bu.	Iya itu akhirnya kayak gitu. Iya kayaknya itu aja sih mbak.
6.	Oiya bu, terimakasih ya bu.	Sama-sama mbak.

Interview 19

Date : 21st February 2017
 Time : 10.15
 Place : Lobby
 Interviewer : The student researcher
 Interviewee : The English teacher (DP)

No	Interviewer	Interviewee
1	Bapak, maaf nih minta waktunya lagi, hehe. Pak, menurut bapak ada gak sih kendala yang bapak rasakan dari tuntutan penggunaan model dan metode pembelajaran dari kurikulum 2013 ini?	Kendalane? Ono ora yo, ya dari waktu nya itu paling paling. Kalau kita itu kalau mau menggunakan model pembelajaran yang discovery learning itu dengan materi yang segitu itu ya kurang, itu, kalau mau menggunakan model discovery learning misalnya lah, karna discovery learning itu perlu melibatkan anak untuk menemukan sendiri itu lho, untuk menemukan sendiri konsepnya. Ya walaupun kita yang memberikan mentor itu kita gitu.
2	Berarti antara tuntutan penggunaan model-model pembelajaran dengan materi dan alokasi waktu nya itu tidak sinkron gitu ya pak?	Iya, enggak, enggak cukup itu. Ya menurut saya gak imbang. Ya mungkin kalau di sma 1 mungkin masih bisa ya kalau di nganu ya, tapi di sma lain ya gak tau itu. Tapi kalau di sma 1 ya tetep ada kendalanya, tetep nganu lah kita tetep oyak-oyakan waktu kalau itu. Wong 1 KD itu kadang-kadang hanya 1 pertemuan. Apa mungkin, 1 KD itu 1 pertemuan, itu kan gak mungkin dengan model-model pembelajaran itu. Apalagi sampai evaluasi itu jelas gak mungkin.
3	Berarti tidak bisa terlaksana ya pak?	Ya sulit, ya kadang kita terlaksana sih, tapi tetep sulit. Nah akhirnya, akhirnya kan menggunakan system itu, evaluasinya itu kadang menggunakan system struktur dan tidak terstruktur itu kayak yang emarin saya sampaikan itu lho. Yang

		mayoritas kalau yang terstruktur itu kan harus memerlukan waktu di kelas juga, akhirnya menggunakan yang tidak terstruktur. Itu le ngakali gitu.
4	Oh iya iya pak, kemudian pak kalau untuk motivasi siswanya, apa mereka memang mau belajar bahasa, atau hanya karna untuk mengejar KKM aja pak?	Enggak kalau sini enggak hanya mengejar KKM aja, mau dibikin KKM tinggi aja kalau disini gak masalah.
5	Jadi memang motivasinya itu untuk belajar bahasa ya pak?	Ya memang cukup tinggi kalau motivasinya itu. Bagus kalau sini motivasinya. Wong kemarin katakan gitu ya tingkat kesulitannya kan lebih tinggi, saya suruh membuat film gitu lah kemudian saya suruh untuk pidato itu yang paling-paling hanya 5 menit itu aja malah milih film kok. Karna mereka itu lebih seneng model belajar yang tidak terlalu tegang gitu lho. Yang santai tapi masuk gitu lho.
6	Berarti gak yang berorientasi hanya pada ujian aja ya pak?	Harusnya enggak, kalau sini kan mengajarkan ujian nasional oriented itu enggak. Kalau ujian nasional oriented nanti gak tercover nanti. Paling nek reading gitu gampang ngajarin reading anak, nek structure malah lebih sulit, kemudian vocabulary, listening itu malah lebih sulit, tapi kalau untuk reaing udah gak masalah kalau anak sini gitu.
7	Oh iya pak, kalau dari ukuran kelasnya terlalu banyak gak pak siswanya?	Ya kalau mau pake model pembelajaran yang kayak discovery learning itu ya kalau menurut saya ya terlalu banyak. Disini itu sekitar 32, 34 juga ada itu. Kelas yang paling ideal itu kan 20. Jadi semua bisa tercover. Misalnya, siswa disuruh praktek satu per satu dalam jam itu itu cukup. Tapi kalau lebih dari itu kok kelihatannya sulit. Itu

8	Berarti itu termasuk menjadi kendalanya ya pak?	gitu. Iya, iya. Misalnya kalau anak disuruh presentasi gitu ya, kalau siswanya sedikit itu kan lebih cepet, bisa, semuanya itu bisa lakukan presentasinya, tapi kalau siswanya banyak kan gak mungkin. Paling-paling akhirnya saya akali dalam bentuk kelompok, gitu lho.
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Interview 20

Date : 21st February 2017
Time : 11.45
Place : Lobby
Interviewer : The student researcher
Interviewee : The English teacher (NRB)

No	Interviewer	Interviewee
1	Ibu, dari tuntutan penggunaan model pembelajaran ada kendalanya gak bu?	Nek saya sih kendalane memang dari time nya itu aja sih. Kurang time nya itu. Dan klo pake model model itu sih emang gak cukup. Gak cukup mbak kalau dengan materi segitu.
2	Gak balance gitu ya bu?	Iya, ya walaupun kalau di SMA 1 ini anaknya bisa diajak lari, tapi ya tetep sulit. Sampe ke evaluasi itu gak cukup. Kadang ya akhirnya terus njuk ngarang ya.
3	Ngarang gimana bu?	Kita kan udah faham ya kayak gimana anak nya, jadi ya gitu.
4	Apa itu juga di pengaruhi sama beban mengajar yang banyak bu?	Ya beban mengajar memang banyak sih mbak, ini aja saya ditambah lagi jadwal ngajar nya, belum lagi kan 3 grade kan, tapi kalau udah biasa ya jadi biasa ngajar, haha. Lha ini lho mbak jadwal ngajar saya, udah gak ada jeda kan mbak, 34 jam belum lagi ditambah yang excel 8 jam.
5	Ouwalah gitu bu, itu dalam 1 minggu bu?	Mending kalau 1 minggu mbak, lha ini cuma 5 hari mbak, kan disini cuma 5 hari masuknya kan mbak.
6	Oh iya ya bu.	Jadi, kadang ada anak yang mau konsultasi tugas, gitu kadang susah, sampe ada yang mau konsultasi dirumah mbak. Tapi kalau saya, “enggak, tugas sekolah ya disekolah aja”. “oh iya bu”. Gitu. Lha ini kalau kayak untuk ngurus simpeg kayak gini, kalau saya gak nyelo-nyeloin,

		ambil waktu-waktu ini gak bakal selesai sih ini saya mbak.
7	Iya bu, jadi tugas lainnya juga jadi susah ya bu?	Ya gitu mbak. Jadi kalau ibu biasanya gini, saya sudah menerangkan gini gini, anak saya suruh searching, cari sendiri contoh report misalnya, tapi tetep saya suruh nambahin, gak cuma asal comot gitu aja, mereka juga tanya ke saya, kalau kayak gini gimana bu, gitu, konsultasi, saya suruh tampilkan sumbernya gitu. Ini kan pasti muncul di ujian, jadi ya saya suruh cari biar mereka udah biasa dengan itu gitu.
8	Tapi ibu kalau di kelas gak pake bahasa sasaran ya bu?	Iya, lha kalau full inggris ya dari pada malah gak masuk, yang penting faham nek saya gitu. Ini masih ada yang mu ketemu saya lagi ini mbak.
9	Oh iya bu, monggo, makasih ya bu.	Iya mbak, maaf ya kemarin aku kesel banget soale.

Interview 21

Date : 21st February 2017
 Time : 13.15
 Place : Lobby
 Interviewer : The student researcher
 Interviewee : The English teacher (SR)

No	Interviewer	Interviewee
1	Ibu maf bu, ibu sudah mengikuti pelatihan kurikulum 2013 belum bu?	Udah, workshop, tapi yang di kabupaten tok, yang di provinsi belum.
2	Itu pas tahun kapan bu pelatihannya?	Pas awal- awal 2013 itu.
3	Berarti sebelum penerapan kurikulum 2013 ya bu?	Nganu, ya sebelum, tapi waktunya sedikit gitu, mepet. Soalnya saya Cuma yang di kabupaten tok sih, kalau yang terpadu di provinsi belum.
4	Itu baru satu kali itu ya bu pelatihannya?	He'em, terus yang MGMP bahasa Inggris itu udah.
5	Selanjutnya lewat IHT gitu bu?	Iya kalau yang dari sekolah itu sering itu, biasanya kalau kalau dulu itu pas awal kurikulum 2013 itu guru kelas X itu yang mengawali itu, sudah. Tapi, gak Cuma sekali tok, dulu kalau gak salah tuh waktu hari jum'at apa apa gitu.
6	Lalu kalau menurut ibu, seberapa berpengaruh itu bu pelatihannya sama penerapan di kelas?	Ya sebenarnya itu manfaatnya banyak sekali ya itu, ya hampir sama sih kalau dulu namanya CBSA, hampir sama itu, cara belajar siswa aktif. Jadi, siswa itu lebih ktif gitu. Kalau di banding dengan pake kurikulum yang dulu itu beda, bedane tuh gini, siswa jadi aktif, kreatif, inovatif, gitu.
7	Penerapan sks nya itu gimana sih bu disni? Siswa krs gak bu?	Iya sks, tapi kalau dulu tuh sks tapi 1 kelas itu tetep sama tuh mata pelajarannya. Missal, kelas X MIPA 1-2 itu bahasa Inggris wajib, terus

		keas X MIPA 3-6 itu lintas minat sastra bahasa Inggris gitu.
8	Jadi, sudah di tentukan dari sekolah ya bu?	He'eh, udah. Kelas MIPA 1-2 itu Inggris wajib, kelas MIPA 3-6 itu lintas minat sastra Inggris, tapi ya kelas 3-6 itu ada bahasa Inggris wajib, tapi gurunya beda, gitu.
9	Bu, berarti system sks nya belum diterapkan secara maksimal ya bu? Siswa tidak krs gitu.	Ya dulu sih sudah kayak gitu mbak.
10	Itu kenapa bu, kok sekarang gak di terapkan lagi bu?	Ya kan peraturan dari menteri pendidikan itu kan berubah-ubah terus itu mbak. Wong dulu pernah itu saya mengajar kelas X semester 1, bahasa Inggris 1, kelas X semester 2 itu bahasa Inggris 2, itu pernah kok kayak gitu dulu, terus peraturannya ganti lagi terus ilang lagi, lha kami kan cuma mengikuti aja kan, melaksanakan aja, masalah kenapa-kenapa itu kan urusan dengan pusat mbak.
11	Tapi, kalau sebenarnya sekarang juga sudah diterapkan kalau pake system sks itu, jadi siswa bisa krs milih mata pelajaran sendiri gitu bu, atau itu kebijakan dari sekolah atau gimana ya bu?	He'eh, ya gitu mbak setau saya. Ditentukan gitu dari sekolah, soalnya di sini ada juga yang Cuma 4 semester gitu.
12	Ouh gitu ya bu, terus bu, kalau RPP ibu buat sendiri gak bu?	Saya buat sendiri Alhamdulillah, awal K13 ya raketang ora bener, tapi saya yang penting buat sendiri lah.
13	Kalau penerapannya di kelas itu berdasarkan RPP ymag ibu buat atau tidak bu?	Ya kan harus berdasar RPP tho mbak, tiap saya ngajar harus berpedoman RPP, harus itu, bahkan ketika saya menjelaskan tentang materi gitu, missal saya menjelaskan tentang text description misanya ya, text description yang ada di kelas X wajib itu ka nada description tentang tempat bersejarah, itu ya saya

		berpedoman RPP dan syllabus, kalau tidak ya saya gak berani, karna itu harus, gitu.
14	Kalau model pembelajarannya giman bu ibu penerapannya?	Saya variasi mbak.
15	Yang kayak discovery learning gitu terlaksana bu?	He'eh itu, dilaksanakan itu.
16	Waktunya cukup gak bu untuk penerapannya?	Ya kan satu materi bisa untuk dua kali pertemuan mbak. Kan misalkan pertemuan pertama waktunya 2 jam, terus pertemuan berikutnya di ulangi lagi gitu, kalau masih kurang. Ya tergantung di syllabusnya juga mbak materi itu dapet berapa jam, kalau misalnya 4 jam ya berate bisa untuk 2 pertemuan gitu aja sih mbak.
17	Jadi, antara menggunakan model pembelajaran yang di tawarkan di kurikulum 2013 dengan materi yang ada, itu waktunya sinkron gak bu?	Ya iya, kita pandai-pandai mengatur waktunya aja. Kalau nanti waktunya kurang kalau saya tinggal di jadikan untuk PR aja gitu mbak. Ya kan kalau waktunya 4 jam kan cukup mbak, klau misalkan saya mengajarkan description. Minggu sekarang dan minggu besok gitu. Ya kalau waktunya ya emang kurang efektif sih, apalagi kalau sekolah sini itu kan pulang nya sore terus ya, jadi anak itu kayak dikejar waktu, dikejar materi, ya emang iya.
18	Kalau waktunya kurang efektif gitu, ada pengaruhnya gak bu sama tingkat pemahaman siswa?	Kalau untuk anak sini ya, emang anaknya udah cerdas-cerdas ya, udah pinter-pinter, jadi ya kalau saya sudah memberikan teori, asalkan menyampaikannya udah bener, itu mereka udah faham mbak. Kalau anak sini lho itu mbak, kalau yang di tempat lain saya kurang tau itu, soalnya mereka anak-anak yang cerdas, mereka kalau udah tau teorinya gitu, misalkan reading, diajarkan sekali aja, tapi dijelaskan,

19	Dilihat dari nilainya juga bagus-bagus gitu ya bu?	anak berdiskusi disuruh menganalisis unsur text nya bagaimana, tujuan dari text nya apa, unsur-unsur bahasanya seperti apa, kalau sudah difahamkan seperti itu, anak disuruh mengerjakan soal, saya kira mereka faham, Alhamdulillah kalau nilainya itu bagus-bagus, ya minimal rata-rata mereka dapat 80 lah. Ya kalau disini kan emang input anaknya sudah bagus-bagus sih ya mbak.
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Interview 22

Date : 22nd February 2017
 Time : 10.15
 Place : Lobby
 Interviewer : The student researcher
 Interviewee : The English teacher (SR)

No	Interviewer	Interviewee
1	Kita melanjutkan yang kemarin ya bu, kalau media pembelajarannya, ibu biasa pake media pembelajaran gak bu dikelas?	Ya pake sih, kayak power point gitu sih, tapi ya itu kendalanya itu di LCD ne itu lho mbak, sing saya cok mau pake itu cok rusak gitu, padahal udah disediakan, tapi kan kalau alat-alat seperti itu kan kalau sering dipake kan juga gampang rusak kan, terus yang kedua, kalau listening itu pasti saya ajarkan kalau di syllabusnya ada, kalau materinya ada itu ya saya ajarkan.
2	Oh gitu, iya kemarin juga sudah ada yang bilang, kalau LCD nya harus gentian gitu ya bu?	Lha ya itu, tadinya kan disetiap kelas ada itu kan LCD nya, tapi kan ya lama-lama kan rusak itu kan, jadi ya akhirnya terus gentian LCD nya
3	Oh iya iya bu, jadi kalau ibu sudah buat power point gitu, terus gak bisa kepake di kelas gitu ya bu?	Ya akhirnya gak di pake, karna itu terhambat, gentian sih soale, kadang di pakai pak arifin, pak puji, terus yang lainnya. Yang jadi masalah kan seperti itu. Padahal dulu ya sudah disediakan. Alat-alat seperti itu kan terus rusak sih.
4	Kalau internetnya bisa terakses bu untuk siswa?	Kalau saya misalkan memberikan tugas itu menyarankan siswa untuk tidak membuka internet, karna dengan siswa terlalu membuka internet itu menjadikan siswa tidak berfikir, hanya meng-copy paste aja. Nek saya, "coba kamu kerjakan tugas ini ya, tapi tolong jangan download dari internet, ya bahasa di internet itu kan juga belum tentu bener." Gitu saya bilang seperti itu,

5	Berarti sebenarnya siswa bisa mengakses internet sekolah ya bu?	ya akhirnya mereka mengerjakan dengan apa yang saya anjurkan dan mereka bisa. Iya bisa, paling-paling saya bolehinnya kalau ini mbak, kalau anak sekarang itu kan kalau disuruh bawa kamus gitu kan sulit kan mbak, kalau untuk kamus monggo, saya mentoleransinya itu, kalau saya kan sebenarnya melarang siswa membawa hp pas pelajaran kan mbak, kecuali kalau pas pol pentingnya gitu baru saya mentoleransi gitu lho mbak. Kan kalau download di google yang pertama belum tentu bener, yang kedua kan buat anak tidak mau berfikir, lha misalkan kalau saya menyuruh anak untuk buat text descriptif gitu kan anak jadi gak buat sendiri, mereka yang seharusnya bisa belajar memperbanyak kosakata, bisa belajar bagaimana membuat kalimat yang benar seperti apa, terus bisa saya koreksi, “coba kamu maju ke depan, di baca bareng-bareng”. Walaupun 1 kleas Cuma tak ambil 5 gitu misalkan, kan gak mungkin waktu 2 jam untuk mengoreksi dari 30 siswa itu kan gak mungkin, makanya itu tak ambil 5 anak, tak cupliki, dari baris ini, baris ini gitu, gentian saya koreksi, oh ini genre nya salah, oh ini kalimatnya, ini kosakatanya, seperti itu. Tapi kalau kita membiasakan “coba kamu cari di google”, nah itu salah mbak, njuk anak gak mau mikir, nek saya kan gini, lebih baik kamu mengerjakan sendiri, tapi kamu gak copy paste, gitu, njuk kamu tau maksudnya, njuk ngerti salahe nengdi. Dengan tau kesalahannya kamu kan akhirnya bisa menyempurnakan dan membuat
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		kalimat yang bener, seperti itu.
6	Kalau authentic assessment nya gimana penerapannya bu?	Kalau penilaiannya kan ada penilaian kognitif, affective, dan psikomotorik, ya itu di laksanakan.
7	Ada kenadanya gak bu di penilaiannya?	Kendalanya itu, kalau secara kognitif mereka mampu, kalau psikomotorik itu kalau saya ajak speaking itu ya bisa sih, cuma kendalanya itu listening, karna mereka kan gak terbiasa mendengarkan orang asing bicara kan, jadi akhirnya kurang kemampuannya. Wong saya aja sebagai gurunya, kalau Cuma mendengarkan dari kaset aja gitu cukup kadang salah gitu kan wajar jadinya siswa, karna tidak terbiasalah itu intinya. Klo affective itu ya tentang kerajinan, kalau saya paling susah itu penilaian affective kalau saya.
8	Itu kenapa bu susah nya bu?	Ya kan itu menilai anak satu persatu gitu kan kadang kita gak bisa apal mbak. Paling satu kelas itu cuma apal berapa orang, 1 kelasnya 30 anak di kali 8 kelas, itu kan udah berapa anak itu, banyak banget kan. Paling nanti kalau sudah setengah tahun berjalan baru apal, oh kae bocah kae koyo ngene, bocah kae koyo ngene gitu. Jadi saya punya nganu mbak, punya buku catatan tentang anak mbak, catat di buku agenda biar saya gak lupa, catatan siswa, oh anak ini seperti ini, misalkan ada anak yang bahasa inggrisnya bagus, pronunciation nya bagus gitu, tak catet disitu, atau di absen, oh ini speaking nya lemah, oh ini pronunciation nya bagus, dan sebagainya dan sebagainya gitu, biar saya gak lupa gitu, seharusnya kan ada buku tersendiri.

9	Gak ada buku catatan siswa tersendiri ya bu?	Gak ada mbak, Cuma saya selip-selipin di buku agenda
10	Jadi authentic assessmennya terlaksana bu?	Ya iya he'em. Tapi kalau saya kalau belum faham semua anak-anak, saya belum berani untuk ngadain ulangan mbak. Jadi kalau belum faham saya ulangi lagi gitu.
11	Lha itu menyita banyak waktu gak bu, kalau belum fahm, ulangi, belum faham lagi, diulangi lagi gitu?	Ya tetep ya saya sesuaikan dengan waktu yang seharusnya, kalau sudah mepet, masih ada yang belum faham, saya membuka kesempatan untuk bertanya di luar jam pelajaran, di waktu istirahat gitu misalnya.
12	Berarti alternatifnya kayak diskusi di luar jam ya bu, karena masih ada tuntutan materi selanjutnya kan bu?	Ya kalau enggak ya saya kasih fotocopy an gitu, kalau kok anak ini kok gak faham-faham njuk saya kasih foto copy, ini di pelajari di rumah ya, gitu. Tapi kalau anak sini itu, 4 jam gitu udah faham mbak kalau anak sini itu., 2 jam aja biasanya udah faham kok mbak, lha kalau anak sini itu kan ibaratnya masuk sini aja udah di filter kan mbak, jadi asal kita nerangin teorinya dengan benar ke bocah paham.
13	Oh gitu bu, ya bu	Ya mbak

Interview 23

Date : 24th February 2017
 Time : 12.45
 Place : Lobby
 Interviewer : The student researcher
 Interviewee : The English teacher (SR)

No	Interviewer	Interviewee
1	Kita melanjutkan yang kemarin ya bu, sedikit saja, kan ibu sudah nerapin kurikulum ini kan sejak 2013 bu, itu permasalahan yang di hadapi ibu itu apa bu dalam penerapannya di pelajaran bahasa inggris?	Ya sama lah mbak sama temen-temen yang lain, waktunya itu yang terlalu mepet.
2	Apa lagi bu, kalau dari administrasi penilaiannya terlalu rumit gak bu menurut ibu?	Oh enggak mbak, gak terlalu rumit lah itu.
3	Lalu kalau dari beban mengajar ibu, menurut ibu kebanyakan gak bu? Atau beban mengajar ibu menjadi kendala gak dalam penerapan kurikulum 2013 bu?	Kalau saya kan satu semester ini dapat 30 jam, ya lumayan berat juga, soalnya kan sebenarnya idealnya dapetnya 24 jam. Jadi kelebihan itu mbak, jadi ya harus mlayu ibarate, tervorsir, apalagi dengan waktune itu lho.
4	Bervariasinya jenis mengajar, kaysk ngajar bahasa inggris wajib, lintas minat di beberapa tingkatan kelas jadi kendala gak bu?	Enggak sih, enggak ada, asalkan kita bisa memahami syllabusnya dan bukunya gak masalah.
5	Oh gitu ya bu, kalau jumlah kapasitas siswa dikelas menjadi kendala gak bu dalam penerapannya? Terlalu besar atau gimana gitu bu?	Ya kalau disini sih sedang-sedang aja sih mbak, sekitar 30 siswa, kalau kelas besar kan sampai 40. Nek kayak gitu ke, nek diatas 30 memang abot, tapi nek ini ke 30 yo ora abot banget lah mbak. Tapi nek kelas gering kayak 20 gitu ya lebih enak ya ngajarnya lebih fokus.
6	Lha kalau menurut ibu sendiri, kalau dengan ukuran siswa 30 itu ada permasalahan gak alam penerapan di	Ya enggak ada sih, ya tadi lah waktunya itu.

	pembelajaran?	
7	Kalau dari motivasi siswanya seperti apa bu? Temotivasi untuk belajar bahasa atau gimana bu?	Kalau anak sini itu, nek mereka itu anak yang kreatif mbak, kalau ada materi, mereka njuk aktif sendiri gitu, mereka seperti itu. Jadi gak ini untuk ujian nasional tok gitu, mereka gak yang seperti itu. Semua materi yang udah di kenal mereka, mereka akan aktif dengan sendirinya. Mereka kan anak-anak yang pinter sih. Malah kadang kalau ada informasi, yang saya sendiri belum tau, anak sini itu udah tau. It kelebihan anak sini itu seperti itu. Jadi kadang-kadang cok merasa ih isin yo ngono. Ya mungkin ditunjang juga dengan mereka kadang ikut les, terus mereka baca-baca google gitu ya, jadi kadang mereka udah tau dulu gitu. Tapi kalau saya di tanya siswa, saya belum tau, saya bilang ke mereka, ini untuk PR saya dulu ya, nanti tak cari dulu, gitu, saya gak bilang saya tidak tau, “nanti saya carikan dulu wong saya lupa”, gitu.
8	Kemudian bu, kalau dari dukungan fasilitas dan infrastructure nya gimana bu, selain tentang LCD tdi?	Ya itu tadi, LCD itu, terus apa itu yang buat listening? Speaker itu, kalau mau listening itu pinjem kelas ini, kelas ini, kelas ini gitu, karna gak semua kelas ada. Ya itu malah kebanyakan malah podo urunan itu, bareng-bareng yuk ngono, mandiri mereka. Kalau lab bahasa ada, tapi saya jarang pake.
9	Karna di campur sama lab computer bu?	Lha iya itu makanya mbak, jadi saya jarang make.
10	Lalu dari permasalahan yang terjadi itu, ada gak bu dampak yang terjadi yang ibu alami?	Dampaknya ya ini mbak, kalau saya harusnya mengerjakan tugas dari sekolah gitu, saya njuk gak rampung-rampung, dampaknya disitu. Misalnya ada tugas dari dinas

		provinsi gitu kan kayak gini misalnya, kan tugas dari provinsi untuk guru, itu gak selesai-selesai, jadi seperti itu, kendalane seperti itu.
11	Kalau dampak untuk siswa nya ada gak bu?	Ya dampak ke siswane itu ya mereka capek ngantuk itu lah mbak, pulangnye sore terus, ya saya mengerti pulangnye sore terus, tapi mereka itu kalau di kasih tugas, walaupun pulangnye sore terus, itu tetap mengumpulkan, ora njuk mengeluh, piye bu, gitu, enggak, mereka tetep ngumpulke tugas.
12	Siswanya terjear materi dan waktu itu ya bu?	Iya betul, terkejar materi dan waktu pembelajaran.
13	Itu membuat pemahamannya berkurang gak bu?	Ya itu karna materinya banyak, tapi waktunya sedikit. Ya pada akhirnya anak termotivasi gitu, untuk belajar mandiri.
14	Kalau ibu sendiri ada gak permasalahan yang terjadi dalam penerapan model pembelajaran?	Ada, misalkan kalau saya itu menggunakan metode diskusi gitu, anak saya suruh untuk diskusi, dong kadang siswa itu diskusi malah gak kearah topic, malah diskusi yang lain giu. Misalkan berlima berdiskusi, yang dua mengerjakan, yang lainnya ngobrol dewek gitu ya saya tegur, “kamu ini gimana tho, malah cerita dewek” gitu, tpi ya akhirnya selesai. Itu kendalane disitu.
15	Model pembelajaran lainnya ada gak bu permasalahannya?	Kalau saya sih itu aja ya.
16	Oh iya bu, terimakasih untuk waktunya bu.	Ya mbak sam-sama

APPENDIX 3:

VIGNETTES OF OBSERVATIONS

Vignette 1

Date : 1st February 2017

Time : 10.15 – 11.45

Place : class X – Language class 1

On Wednesday morning, the teacher taught English in language class, on grade X. The students in the class consisted of 20 female students and 5 male students. The class with commodious around 20 m² consisted of a blackboard, a whiteboard, a bookshelf, an LCD, a projector, a calendar, a map, a clock, a speaker, chairs, and tables. The Internet connection also could be accessed in the classroom.

The class started at 10.15 a.m. The teacher opened the class meeting and asked the students to open their LKS. The teacher played the video related to present tense material. While the teacher played the video, the students observed the content of the video. The teacher also explained the material during the video played. The explanation of the teacher was correlated into the material on LKS. After the teacher explained the pattern of simple present tense, the students concluded the materials. The teacher helped the students to conclude it. Next, the teacher asked the students one by one to translate vocabulary that were showed by the teacher. The students did the exercises from the video. After that, the students also should change singular to plural pattern on the sentences based on the LKS

page 34. The teacher did not do the assessment in that day because the time was up.

Vignette 2

Date : 2nd February 2017

Time : 07.00 – 08.30

Place : class X – Language class 2

In the first teaching schedule, the English teacher taught in language class II on grade X. She opened the class and checked the attendance list. Students who came late should make a sentence before they sit on their chair. The lesson of that day was continuing the previous learning activity. The students continued their project or task of arranging words in their own group.

The class was divided into eight groups. Each group consisted of three or four students. In the previous meeting, every student should make three sentences about expression of giving opinion. They could search the example of the sentences by using internet connection. Each group chose one writer of the group to write down the sentences on a piece of paper. The students should cut the paper into word by word. Then, each group exchanges their work. Each group should arrange the words from the other group to be complete and true sentences and then translate the sentences in Indonesian language. The teacher went around the class to check and to facilitate the students' problems or understandings. After time was up, each group presented their result of the work in front of class. Using two languages, the teacher explained the wrong sentences that students made.

The teacher assessed cognitive aspect from the students' task when they presented the work. The teacher also assessed the psychomotor aspect related to the students' performance. Then, the affective assessment also related to the teacher's observation. In this second meeting of the chapter of expression of giving opinion, only six students who got the score from the teacher because time was up.

Vignette 3

Date : 6th February 2017

Time : 12.30 – 13.50

Place : Class X – Science Class 6

On Monday afternoon, the English teacher taught English in grade X related to description text. The LCD in this class was broken; therefore the teacher printed some pictures as the learning media. After the teacher opened the class meeting, she showed some pictures of actors and actresses to the students and asked them to describe the performance of the picture. The students described the pictures using English and Indonesian language. After that, the teacher asked the students to read the descriptive text on "Pathway" book and to analyze the social function, text structure, and grammar use on the paragraph. The teacher also asked to the students to read the descriptive text of "letter of recommendation, a Reply letter, and a flyer of a missing people". After that, the students answered the questions on the exercise activity. In this condition, some students asked the difficult questions to the teacher.

Vignette 4

Date : 7th February 2017

Time : 07.45 – 09.15

Place : Class XI – Science Class 5

On Tuesday morning, the teacher taught conditional sentence topic in grade XI. The teacher checked the students' attendance list and the students answered by "I am here." The class meeting was started by brainstorming related to "home remedy" and "conditional sentence". The teacher and the students read the conditional sentences. The students repeated the teacher sentences. The teacher also asked the students to make some example of conditional sentences. In this activity, the students were allowed to browse some sources from Google. After that, the students worked in pairs completing the dialogue related to conditional topic. The students who had done in completing the dialogue presented their work in front of the class orally. Unfortunately, there were only four groups of the presenters today and the time was up. Therefore, the teacher closed the meeting.

Vignette 5

Date : 8th February 2017

Time : 07.00 – 08.30

Place : Class X – Science Class 5

On Wednesday morning, the teacher taught descriptive text in grade X. The teacher checked the students' attendance list as usual and the students answered by "I am here". The teacher asked students to look at the picture of *taman mini* in

their textbook. The teacher asked the students to read the descriptive text of *taman mini* and to recognize the use of “to be and to have” on the text. The teacher explained the use of “to be and to have” and also “prepositions of place” (position and direction). After that, the students filled the blank sentences in the descriptive text with “to be, to have and also prepositions of place”. The students also made some example of sentences using “to be and to have” and also “prepositions of place”. In this activity, the students opened the digital dictionary from their smart phone to help them to translate the words. This activity was done until the end of the learning time. Finally, the teacher closed the meeting of that day.

Vignette 6

Date : 14th February 2017

Time : 12.30 – 13.50

Place : class IPA X – Cross Elective

On Tuesday afternoon, the teacher taught English in cross elective English class. This classroom was far from the teacher office, then, the teacher came to the class quite late. This class was the new building of the school, therefore the learning facilities were not really supported yet, such as LCD, projector, and sound speaker were not available in this classroom.

Firstly, the teacher checked the students’ attendance list and opened the class meeting. She asked to the students to present their group project in front of the class. Many students did not ready to present their task. Finally, one group

which consisted of two students presented their project. They compared among videos and gave the argument about the videos. After the student presented their project, the teacher asked some questions to them toward their presentation. Then, the students' presenters answered teacher's questions. After that, the teacher assessed the students' performance. There were only two groups who presented their project because the other students did not ready to present their project. Finally, the teacher continued to the next material about report text, and then, the teacher asked the students to discuss the topic of linking verb.

Vignette 7

Date : 14th February 2017

Time : 14.00 – 15.30

Place : Class X IPS 5 – compulsory English

The last teaching schedule on February 14, 2017, the teacher taught compulsory English in grade X. First of all, the teacher opened the class and accosted the students. After that, the teacher explained about the new material, namely; congratulation and complement expression. The teacher started to ask the students regarding what the meaning of congratulation and complement is. The students answered the meaning of congratulation and complement as they known. Then, the teacher explained the function between congratulation and complement expression. The teacher asked to the students to open the book and to identify which one is congratulation and which one is complement expression. The students wrote on the board in the available column of congratulation and

complement. The teacher checked the students writing on the board. The teacher explained how to respond the congratulation and complement expression. The students wrote the material note on their book. The teacher asked to students to make a simple dialogue related to congratulation and complement expression in pairs. The teacher forbade students to browse the simple dialogue from the internet so they shell make the dialogue by themselves. The teacher closed the class because the time was up.

Vignette 8

Date : 16th February 2017

Time : 12.30 – 15.00

Place : class X IPS 2 – Compulsory English

The teacher taught compulsory English in grade X. Today, the teacher came to the class lately around 10 minutes. After that, the teacher opened the class meeting and checked the students' attendance list. Then, the teacher recalled the previous material about attention topic. The teacher asked the students to open their textbook and to read the task that students should do. The teacher helped the students to translate the task. After that, the teacher divided the students into six groups that consisted of five or six students. The students did the task in the textbook. The students should make a short dialogue based on the task. On this activity, the students could ask the teacher about their difficulties. If the dialogue was ready, the teacher asked the students to remember the dialogue and to play the

story in front of the class. Unfortunately, the students did not ready yet to perform in front of the class and the time was up. Therefore, the teacher closed the class.

Vignette 9

Date : 17th February 2017

Time : 08.30 – 10.30

Place : XI IPS 1 – Cross Elective English

Today, the teacher taught cross elective English in grade XI that only consisted of 23 students in the class; 7 male students and 16 female students. The teacher started by open the class meeting and checked the students' attendance list. The teacher also asked the students that have they any homework or not. After the students answered that they did not have any homework, the teacher recalled the previous material. After that, the teacher continued to the next material and asked the students to open their LKS. The teacher did the apperception by asking the students regarding the meaning of the narrative, the function of the narrative, and the characteristics of the narrative. The teacher also asked one of the students to read the generic structure of the narrative text, and then, the student read the generic structure of the narrative text aloud. The teacher also gave the example of the famous narrative text (Malin Kundang) using the Indonesian language. The teacher asked the students toward the moral value of the story. After that, the students answered the moral value based on their opinion. The teacher also explained the moral value of the story and connected to the experience in the real life. After that, the teacher divided the class into five groups. The teacher gave the

students a task to make a story based on the picture that they got and to role-play their story in front of the class. The teacher monitored their work. The teacher closed the class before they had done their task because the time was up.

Vignette 10

Date : 18th February 2017

Time : 12.30 – 13.50

Place : XI IPA 4

The teacher opened the class meeting, and then she reminded the students regarding the presentation that should be done by the students. The teacher also asked the students about the previous material, but the students forgot the previous material about a report text. The teacher re-explained the generic structure and language future of report text using the Indonesian language. The teacher asked the students to gather together with their group, and then the students prepare the presentation with their group. One of the groups presented their project using power point presentation in front of class around 30 minutes. After presenting the task, the teacher opened the questions and answer section. The questioners would get an additional score. The teacher gave appreciation to the presenters on that day and gave the evaluation of the presentation process, and then the teacher gave the motivation to be confident in speaking English.

APPENDIX 4:
SYLLABUS

SILABUS MATA PELAJARAN BAHASA INGGRIS

(Pilihan Wajib)

Satuan Pendidikan : SMA MUHAMMADIYAH WONOSOBO

Kelas : XI

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional					
2.3. Mengembangkan perilaku jujur, disiplin, percaya diri, dan					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> Saran dan tawaran: <i>Why don't you talk to your parents?</i> <i>What about seeing a doctor now?</i> <i>You should let them know.</i> <i>You can use my PC.</i> <i>Do you need any</i>	Mengamati - Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan maupun format penyampaian/penulisannya. - Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Menanya - Dengan pertanyaan pengarah dari guru, siswa mempertanyakan antara lain, perbedaan antara berbagai ungkapan memberi saran dan tawaran dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, dan kemungkinan menggunakan ungkapan lain dsb	Kriteria Penilaian - Pencapaian fungsi sosial memberi saran dan tawaran dan responnya - Kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi - Kesesuaian format penulisan/ penyampaian Cara Penilaian Kinerja (Praktik) - Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan	2 x 2jp	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>help?</i> <i>Unsur kebahasaan</i> (1) Kata kerja terkait dengan pemberian saran atau tawaran (2) Preposition + verb ing (3) Ucapan, tekanan kata, intonasi, (4) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	Mengeksplorasi - Siswa secara mandiri mencari beberapa teks yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya - Siswa berlatih menggunakan ungkapan tersebut - Siswa memberi saran dan tawaran melalui tulisan Mengasosiasi - Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. - Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengomunikasikan - Siswa mendemonstrasikan memberi	tawaran dan responnya . - Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: - Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Kesantunan dan kepedulian dalam melaksanakan komunikasi Portofolio - Kumpulan catatan kemajuan belajar berupa catatan atau rekaman dialog.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		saran dan tawaran serta meresponnya secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks - Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas. - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).	- Kumpulan rekam percakapan siswa memberi saran dan tawaran - Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: jurnal, komentar, atau bentuk penilaian lain		
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> menyatakan pendapat/pikiran	Mengamati - Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya - Siswa mengikuti interaksi menyatakan pendapat dan pikiran - Siswa menirukan model interaksi menyatakan pendapat dan pikiran - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).	Kriteria Penilaian - Pencapaian fungsi social ungkapan menyatakan pendapat dan pikiran - Kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi - Kesesuaian format penulisan/ penyampaian Cara Penilaian	2 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resourcel_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	<i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i> <i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi	Menanya - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. - Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. Mengomunikasikan - Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.	Kinerja (Praktik) - Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: - Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.		- http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).	- Kesantunan dan kepedulian dalam melaksanakan komunikasi Portofolio - Kumpulan catatan kemajuan belajar berupa catatan atau rekaman dialog. - Kumpulan rekaman percakapan siswa menggunakan ungkapan menyatakan pendapat dan pikiran. - Kumpulan hasil tes dan latihan. Penilaian Diri Bentuk: jurnal, belajar		
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya	Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang	Mengamati - Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa dengan ungkapan bersayap (<i>extended</i>) - Siswa mengikuti interaksi harapan dan doa dengan ungkapan bersayap (<i>extended</i>)	Kriteria Penilaian - Pencapaian fungsi sosial ungkapan menyatakan harapan dan doa - Kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap	2 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	lain <i>Ungkapan:</i> harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	- Siswa menirukan model interaksi harapan dan doa dengan ungkapan bersayap (<i>extended</i>) - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa dengan ungkapan bersayap (<i>extended</i>) (fungsi sosial, struktur teks, dan unsur kebahasaan). Menanya Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan harapan dan doa dengan ungkapan bersayap dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber	- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi - Kesesuaian format penulisan/ penyampaian Cara Penilaian Kinerja (Praktik) - Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap - Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responn Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: - Upaya menggunakan		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		lain. - Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. Mengomunikasikan - Siswa menyatakan harapan dan doa dengan ungkapan bersayap dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).	bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Kesantunan dan kepedulian dalam melaksanakan komunikasi Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna	Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana <i>Fungsi Sosial</i> Mengundang secara resmi <i>Struktur</i>	Mengamati - Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). - Siswa berlatih menentukan gagasan utama, dan informasi rinci - Siswa membacakan contoh-contoh	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,	3 x 2 JP	- Berbagai undangan dalam bahasa Inggris - CD/ Audio/ VCD - Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<i>Lisan</i> - <i>Would you like to join us to our art exhibition</i> <i>Tulis</i> - <i>You are invited to the graduation party</i> - <i>We would like to invite you to the wrap up meeting.</i> Unsur kebahasaan: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Rujukan kata	teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Menanya • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. Mengeksplorasi • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa mengundang dengan bahasa Inggris dalam konteks simulasi, role-play dan kegiatan terstruktur Mengasosiasi • Siswa menganalisis berbagai macam undangan terkait dengan tujuan,	ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Cara Penilaian: Unjuk kerja • Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian		Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undangan yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok Mengkomunikasikan • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Dengan menggunakan multimedia, siswa membuat kartu undangan	dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca undangan Portofolio • Kumpulan catatan kemajuan belajar berupa catatan • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
3.5 Menganalisis fungsi sosial, struktur teks,	Surat pribadi sederhana	Mengamati • Siswa memperhatikan berbagai surat	Kriteria penilaian: • Ketercapaian fungsi	4 x 2 JP	• CD/ Audio/ VCD

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Fungsi Sosial - Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis - Memberi informasi kepada teman Struktur a. <i>Date</i> b. <i>Salutation: Dear</i> c. <i>Opening paragraph: Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan</i> d. <i>Content: Mengabarkan hal yang sudah/ akan terjadi</i> e. <i>Closing: Menutup</i>	pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). - Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. - Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. - Siswa berlatih menentukan gagasan utama, dan informasi rinci Menanya - Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan antara lain fungsi sosial, struktur dan unsur kebahasaan yang digunakan dalam surat pribadi. - Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mengeksplorasi - Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber	sosial dalam menyampaikan surat pribadi - Kelengkapan dan keruntutan struktur teks surat - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Cara Penilaian: Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: - Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan - Perilaku tanggung jawab, peduli, kerjasama, dan cinta		- Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	surat dengan harapan untuk bertemu kembali <i>f. Signature</i> <i>Unsur kebahasaan:</i> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Rujukan kata (5) simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	- Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu - Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. Mengasosiasi - Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi Mengomunikasi - Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. - Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru - Siswa memperoleh penguatan dari guru	damai, dalam melaksanakan komunikasi - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio - Kumpulan catatan kemajuan belajar - Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi - Kumpulan hasil tes dan latihan. - Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur	Teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i>	Mengamati Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip.	Kriteria penilaian: Pencapaian fungsi sosial	4 x 2 JP	Manual dari berbagai produk

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	menyelesaikan pekerjaan, secara lengkap danurut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur Kebahasaan</i> (1) simple present tense (2) imperative, (3) Nomor yang menyatakan urutan (4) kata keterangan (5) ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	- Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan dari teks prosedur yang dibaca, dibacakan, ditonton, dan didengar Menanya - Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur Mengeksplorasi - Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis - Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat - Secara individu siswa menyalin beberapa tips Mengasosiasi - Siswa membandingkan beberapa manual dan tips - Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. - Siswa memperoleh balikan	- Kelengkapan dan keruntutan struktur teks prosedur - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Cara Penilaian Observasi Tujuan untuk memberi balikan. Sasaran penilaian adalah: - Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio - Kumpulan catatan kemajuan belajar berupa catatan		- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		(<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. Mengomunikasikan - Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber - Siswa membuat jurnal belajar	- Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur berbentuk manual dan tips - Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: jurnal, komentar, atau bentuk penilaian lain		
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan	Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya <i>Struktur Teks</i> <i>Insects are considered</i>	Mengamati - Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. - Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan	Kriteria penilaian: - Pencapaian fungsi sosial - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kelengkapan dan keruntutan struktur teks - Kesesuaian format penulisan/ penyampaian Cara Penilaian: Observasi: Penilaian untuk tujuan	3 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dangerous animals. <i>Tsunami is caused by earthquake affecting the seabed.</i> <i>Unsur kebahasaan</i> (1) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. (2) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <i>Topik</i> Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). Menanya Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi - Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. - Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. Mengasosiasi - Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.	memberi balikan. Sasaran penilaian adalah: - Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio - Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar - Kumpulan hasil tes dan latihan. - Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		sh.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. Mengomunikasi - Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.	Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang,	Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang	Mengamati - Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. - Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format	2 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/p eristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	pengandaian jika terjadi suatu keadaan/kejadian/p eristiwa di waktu yang akan datang <i>Struktur Teks</i> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you excercise regularly, you will get the benefit physically and mentally</i> <i>Unsur Kebahasaan</i> - If Clauses dalam simple present - Main Clause dengan modals can/ will <i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/	kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). Menanya Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.	penulisan/ penyampaian Cara Penilaian: Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan		english.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	peristiwa diwaktu yang akan datang	Mengasosiasi - Siswa menganalisis ungkapan pengandaian yang dipelajari dengan memperhatikan format penulisannya melalui strategi yang digunakan. - Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan pengandaian dalam bahasa ibu atau bahasa Indonesia. - Secara berkelompok siswa mendiskusikan ungkapan pengandaian yang mereka temukan dari sumber lain - Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur dan unsur kebahasaan yang disampaikan dalam kerja kelompok Mengomunikasikan - Siswa menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa dimasa yang akan datang dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian	latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.			
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Fungsi sosial</i> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <i>Struktur</i> - Klasifikasi Umum tentang binatang/ benda	Mengamati - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Menanya - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. - Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/ membaca/membacakan teks ilmiah	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks ilmiah faktual - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Cara Penilaian Observasi Penilaian untuk tujuan memberi balikan. - Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Ketepatan dan kesesuaian dalam menyampaikan dan	4 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with - Penggambaran mengenai bagian, sifat dan tingkah lakunya <i>Unsur kebahasaan</i> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam (be, have etc) - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda	faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. Mengasosiasi • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mendiskusikan gagasan pokok, informasi tertentu dan informasi rinci dari teks report. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Mengomunikasi • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa	menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan			
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab <i>Struktur teks</i> a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan	Mengamati • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis Menanya • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Cara Penilaian Kinerja (Praktik) • Melakukan monolog dari teks eksposisi analitis yang ditemukan • Ketepatan dan kesesuaian menggunakan struktur	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut <i>Unsur Kebahasaan:</i> - Kalimat Simple Present - Conditional Clauses - Modals	• Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat Mengasosiasi • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengomunikasikan • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial,	dan unsur kebahasaan dalam menyampaikan tips observasi: Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		struktur dan unsur kebahasaannya. - Siswa mempresentasikannya di kelas - Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami dalam jurnal belajar.	Portofolio - Kumpulan catatan kemajuan belajar - Kumpulan hasil tes dan latihan. - Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: jurnal belajar		
3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna	Teks biografi pendek dan sederhana tentang tokoh terkenal <i>Fungsi Sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan <i>Struktur</i>	Mengamati - Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya - Siswa mengamati keteladanan dari teks biografi yang dipelajari. - Siswa belajar menemukan gagasan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian	4 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks biografi pendek dan sederhana tentang tokoh terkenal	a. Menyebutkan tindakan/peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. <i>Unsur Kebahasaan</i> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense	utama, informasi rinci dan informasi tertentu dari teks legenda Menanya • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks biografi kepada teman dengan menggunakan	Observasi: Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman		english.state.gov/files/ae/resources_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	- Penyebutan kata benda - Modal auxiliary verbs	unsur kebahasaan yang tepat Mengasosiasi • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengomunikasikan • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'	penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya • Klipping teks biografi Penilaian Diri dan Penilaian Sejawat Bentuk: jurnal belajar, komentar, atau bentuk penilaian lain.		
3.12 Menyebutkan	Lagu <i>Fungsi sosial</i>	Mengamati • Siswa mendengarkan lagu yang	Pengamatan (observations):	2 x 2 JP	• CD/ Audio/ VCD

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> - Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <i>Topik</i> Keteladanan tentang perilaku yang menginspirasi.	diperdengarkan - Siswa menirukan model secara terbimbing. - Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut Menanya - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu - Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut Mengeksplorasi - Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari - Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat - Siswa berdiskusi tentang pesan lagu yang didengar Mengasosiasi - Secara individu siswa	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: - kesantunan saat melakukan tindakan - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Portofolio - Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu - kumpulan hasil tes dan latihan.		- Koran/Majalah berbahasa Inggris - Buku lagu bahasa Inggris - Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/research_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar - Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin - Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari Mengomunikasikan - Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. - Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut - Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	- Catatan atau rekaman penilaian diri dan - penilaian sejawat, berupa komentar atau cara penilaian lainnya		

APPENDIX 5:
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- A. Nama Sekolah : SMA NEGERI 1 WONOSOBO
B. Mata Pelajaran : Bahasa Inggris /Wajib
C. Kelas : X / 1
D. Materi Pokok : Teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri
E. Alokasi Waktu : 2 x 2 JP (180 menit)
F. Kompetensi Inti :
- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 - KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 - KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 - KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

G. Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam **semangat** belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
- 3.1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya
- 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

H. Indikator :

(Sikap Spiritual)

- 1.1.1. Menunjukkan semangat mengikuti pembelajaran (A5)
- 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran (A5)

(Sikap Sosial)

2.1.1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman (A5)

2.1.2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman (A5)

(Pengetahuan)

3.3.1. Mengidentifikasi ungkapan pemaparan jati diri (K1)

3.3.2. Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1)

3.3.3. Menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. (K1)

3.3.4. Membandingkan perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. (K2)

3.3.5. Mengidentifikasi pengucapan dan isi teks yang memaparkan jati diri (K2)

3.3.6. Menemukan berbagai macam teks pemaparan jati diri dari berbagai sumber dalam konteks yang berbeda-beda (K3)

3.3.7. Menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. (K4)

(Penerapan)

4.4.1. Menyusun teks pemaparan jati diri secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3)

4.4.2. Melakukan percakapan dan menulis teks pemaparan jati diri secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari. (P4)

I. Tujuan Pembelajaran :

(Sikap Spiritual)

1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

2.1.1. Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.

2.1.2. Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi ungkapan pemaparan jati diri.

3.3.2. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya

3.3.3. Siswa dapat menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.

3.3.4. Siswa dapat membandingkan perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.

- 3.3.5. Siswa dapat mengidentifikasi pengucapan dan isi teks yang memaparkan jati
- 3.3.6. Siswa dapat menemukan berbagai macam teks pemaparan jati diri dari berbagai sumber dalam konteks yang berbeda-beda.
- 3.3.7. Siswa dapat menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.

(Penerapan)

- 4.4.1. Siswa dapat menyusun teks pemaparan jati diri secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3)
- 4.4.2. Siswa dapat melakukan percakapan dan menulis teks pemaparan jati diri secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari. (P4)

J. Materi :

- Teks Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri
- Fungsi sosial : Menjalin hubungan dengan guru, teman dan orang lain
- Ungkapan : *My name is... I'm ... I live in ... I have ... I like* dan semacamnya
- Unsur Kebahasaan : Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi, Kata kerja dalam simple present tense: *be, have* dalam simple present tense, Kata tanya *What? Who? Which?*, Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi, Rujukan kata

K. Metode :

Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.

L. Media :

Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

M. Sumber :

- Buku Pathway to English for Senior High School Grade X (General Programme)
- Audio CD/VCD/DVD
- Suara guru
- Koran/majalah berbahasa Inggris
- [www. dailyenglish.com](http://www.dailyenglish.com)
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en>

N. Langkah-langkah Pembelajaran :
Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar tentang seseorang yang memaparkan dirinya.	- siap mengikuti pelajaran tentang pemaparan jati diri	15'
- memberikan sejumlah pertanyaan berkaitan dengan pemaparan jati diri	- menjawab pertanyaan guru berkaitan dengan pemaparan jati diri	
- meminta siswa untuk menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	- menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	
- Memperdengarkan percakapan tentang pemaparan jati diri dan meminta siswa menjawab pertanyaannya	- Mendengarkan percakapan tentang pemaparan jati diri dan menjawab pertanyaannya	
- Memperdengarkan ungkapan tentang pemaparan jati diri dan meminta siswa meresponnya	- Merespon ungkapan pemaparan jati diri dari teks yang diperdengarkan	

b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk siswa berdiskusi tentang perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	- Membaca tentang perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	15'
- memberikan kesempatan untuk siswa memberitahukan hasil perbedaan diskusi yang dilakukan	- berdiskusi dengan teman kelompok dan memberitahukan hasil diskusi tentang perbedaan	

	pemaparan jati diri secara lisan	
- memberikan kesempatan untuk siswa bertanya tentang pengucapan dan isi teks yang memaparkan jati diri dengan memperdengarkan percakapan pemaparan jati diri dan menjawab pertanyaannya	- bertanya tentang berbagai konteks pemaparan jati diri	
- memberikan kesempatan untuk siswa mempelajari contoh-contoh ungkapan pemaparan jati diri	- Membaca contoh-contoh ungkapan pemaparan jati diri	
c. Mengeksplorasi (Exploring)		
- Meminta siswa untuk membuat kliping tentang bentuk identitas pemaparan diri dari berbagai sumber.	- Membuat kliping tentang <i>personal identification forms</i>	15'
- Meminta siswa berpasangan memasang pertanyaan pemaparan diri dengan respon yang tepat	- berpasangan memasang pertanyaan pemaparan diri dengan respon yang tepat	
- Meminta siswa untuk menjawab pertanyaan secara individu dan meresponnya dengan ungkapan pemaparan jati diri	- menjawab pertanyaan secara individu dan meresponnya dengan ungkapan pemaparan jati diri	
- Meminta siswa untuk melengkapi informasi diri temannya dan melengkapi teks pemaparan diri	- melengkapi informasi diri temannya dan melengkapi teks pemaparan diri	
d. Mengasosiasi (Associating)		
- memberi siswa ungkapan pemaparan jati diri sesuai dengan fungsinya	- Memasang ungkapan pemaparan jati diri dengan fungsinya	5'
e. Mengkomunikasikan (Communicating)		
- Meminta siswa secara berpasangan menyusun percakapan memaparkan jati diri	- secara berpasangan menyusun percakapan memaparkan jati diri	20'
- meminta siswa secara berpasangan berlatih melakukan percakapan memaparkan jati diri	- secara berpasangan melakukan percakapan memaparkan jati diri	
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- meminta siswa menuliskan	- menuliskan permasalahan	

permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam lembar refleksi diri.	dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam lembar refleksi diri.	
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3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
- Mereview ungkapan pemaparan jati diri	- Menjawab dan merespon ungkapan pemaparan jati diri yang diberikan oleh guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- meminta siswa untuk mengidentifikasi <i>terms family dan relatives</i>	- melengkapi kalimat dengan <i>terms family dan relatives</i>	15'

- meminta siswa untuk melengkapi teks pemaparan diri dengan <i>terms family dan relatives</i>	- melengkapi teks pemaparan diri dengan <i>terms family dan relatives</i>	
- meminta siswa untuk berpasangan melakukan tanya jawab berdasarkan family tree yang tersedia	- berpasangan melakukan tanya jawab berdasarkan family tree yang tersedia	
- meminta siswa untuk memasang gambar dengan hobby yang tepat	- memasang gambar dengan hobby yang tepat	
- meminta siswa berpasangan berlatih percakapan membicarakan hobby mereka	- berlatih percakapan menggunakan model tentang membicarakan hobby	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk mempelajari penggunaan <i>to be dan to have</i> dalam teks pemaparan jati diri	- Mendapat penjelasan tentang penggunaan <i>to be dan to have</i> dalam teks pemaparan jati diri dan melengkapi teks dengan <i>to be dan to have</i> yang tepat	15'
- memberikan kesempatan untuk siswa mempelajari penggunaan <i>pronouns</i>	- Mengidentifikasi penggunaan pronouns dengan membaca dan menganalisa penggunaan pronouns dan melengkapi teks dengan pronouns yang tepat	
- memberikan kesempatan untuk siswa memahami pronouns dengan melengkapi teks	- Melengkapi teks pemaparan diri dengan pronouns yang tepat	
- memberikan kesempatan untuk siswa memahami penggunaan kata tanya <i>What? Who? Which?</i>	- Melengkapi dialog pemaparan diri dengan kata tanya <i>What? Who? Which?</i>	
c. Mengeksplorasi (Exploring)		
- memberi siswa beberapa teks tentang pemaparan jati diri	- membaca sebuah teks tentang pemaparan jati diri	10'
- meminta siswa untuk memaparkan dirinya secara individu yang dipilih secara acak	- memperkenalkan diri di depan kelas secara individu	
d. Mengasosiasi		
- memberi siswa sebuah artikel tentang pemaparan jati diri dan memintanya	- membaca artikel pemaparan jati diri dan menjawab pertanyaan	10'

menjawab pertanyaan		
- meminta siswa berpasangan dan membaca surat pen-pan dan membuat balasannya	- berpasangan dan membaca surat pen-pan dan membuat balasannya	
e. Mengkonunikasikan		
- Meminta siswa secara mandiri untuk menuliskan sebuah surat pemaparan jati diri untuk penpalnya	- secara mandiri menulis sebuah surat pemaparan jati diri untuk penpalnya	20'
- meminta siswa lain saling memberikan komentar /masukkan atas surat yang dibuat	- meminta siswa lain saling memberikan komentar /masukkan atas surat yang dibuat	
- meminta siswa untuk merevisi bagian-bagian yang masih kurang baik dalam surat tersebut	- merevisi bagian-bagian yang masih kurang baik dalam surat tersebut	
- memberi masukan baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	- mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>)..	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan kegiatan mandiri tidak terstruktur untuk mencari penpal dengan menulis surat dari negara berbeda.	- mencari penpal dengan menulis surat dari negara berbeda.	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

O. Penilaian :

- 1) Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui
Kepala SMA1 Wonosobo

Wonosobo, 1 Juli 2016,
Guru Mata Pelajaran

SABAR RIYANTO, S.Pd, M.T
NIP. 19710615 200003 1 004

NURSANTI RETNO B, S.Pd
NIP. 19620503 1998 2 001

Lampiran 1 :

Lembar pengamatan penilaian sikap spiritual

No	Indikator	Nomor daftar hadir siswa kelas X -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan semangat dalam mengikuti pembelajaran														
2	Siswa menunjukkan keseriusan dalam mengikuti pembelajaran														

Kriteria penilaian semangat :

3 = telah menunjukkan semangat (tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar) dalam mengikuti pembelajaran

2 = mulai menampakkan semangat(tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar)dalam mengikuti pembelajaran, namun belum sepenuhnya.

1= belum menampakkan semangat(tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar)sama sekali dalam mengikuti pembelajaran

Kriteria penilaian serius :

3 = telah menunjukkan serius(berkomitmen tinggi, sedia bekerja keras,bersungguh-sungguh) dalam mengikuti pembelajaran

2 = mulai menampakkan serius tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar dalam mengikuti pembelajaran,namun belum sepenuhnya.

1= belum menampakkan serius tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar sama sekali dalam mengikuti pembelajaran

Lembar pengamatan penilaian sikap sosial

No	Indikator	Nomor daftar hadir siswa kelas X -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan														

	guru dan teman.															
2	Siswa menunjukan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.															

Kriteria penilaian perilaku santun :

3 = telah menunjukan perilaku santun (mengatakan ” tolong” dan ” terima kasih” , menghargaidan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

2 = mulai menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih”, menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam melaksanakan Komunikasi interpersonal dengan guru dan teman, namun belum memakai kaidah-kaidah kesantunan (misalnya, *please, thank you, Can I...?.*)

1= belum menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih”, menghargaidan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Kriteria penilaian perilaku peduli :

3 = telah menunjukan perilaku peduli (menawarkan bantuan pada teman dan tidak egois) dalam

dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

2 = mulai menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) dalam

dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

1= belum menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) sama

sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Lampiran 2 :

Kisi-kisi soal pengetahuan dan penerapan

No	Kompetensi Inti	Kompetensi Dasar	Kelas/semester	Materi Pokok	Indikator soal	Nomor soal
1	KI. 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	KD 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	X/1	Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri	Diperdengarkan sebuah teks pemaparan jati diri, siswa dapat memilih jawaban yang tepat dengan menentukan : - Informasi tertentu - Informasi rinci - Informasi tersurat	1-5 (PG)
					Diberikan sebuah teks pemaparan diri, siswa membaca dan memilih jawaban yang tepat dengan menentukan : - Informasi tertentu - Informasi rinci - Informasi tersurat - Rujukan kata	6-10 (PG)

2	KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	KD.4.1. Menyusun teks lisan dan tulisan sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	X/1	Teks lisan dan tulisan sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri	Berdasarkan Catatan diri siswa, siswa diminta menyusun tulisan sederhana tentang pemaparan diri	11 (uraian)
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Lampiran 3 :

SPEAKING RUBRIC ASSESSMENT

Name :
/
 Name :
/
 KKM : 75

Class/Number :

Class/Number :

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
	Total score				
	Final Score = Total score : 4				

WRITING RUBRIC ASSESSMENT

Name :
/
 Name :
/
 KKM : 75

Class/Number :

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Text Organization	Doesn't use the correct text organization of recount text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	

4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
	Total score				
	Final Score = Total score : 6				

APPENDIX 6:

PICTURES



Students' presentation



Students Presentation



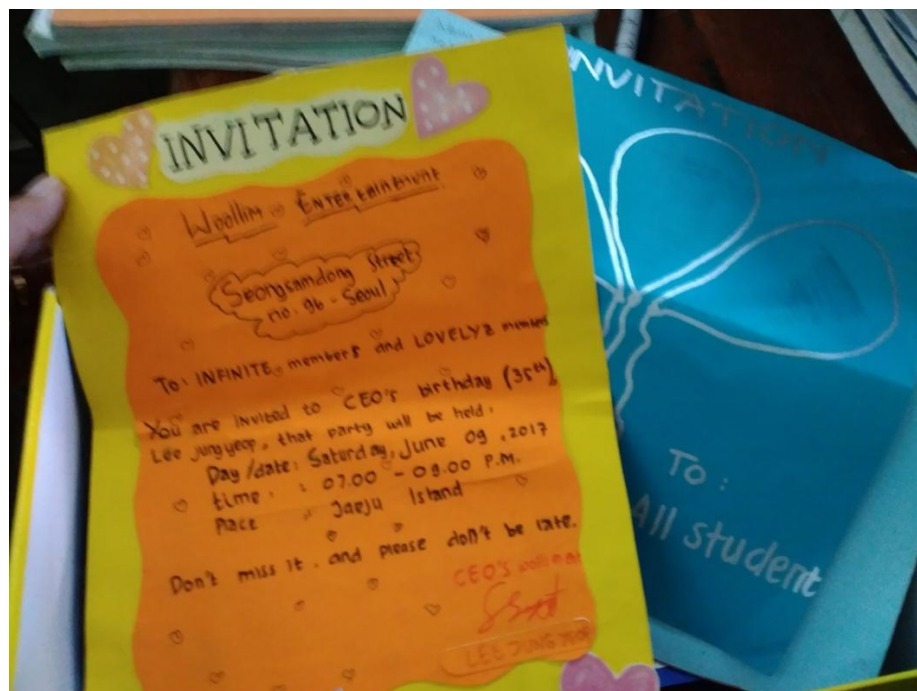
Group discussion



Learning activity in the classroom

NILAI (PENGETAHUAN, KETRAMPILAN DAN SIKAP)									
MATA PELAJARAN BAHASA INGGRIS UNTAS MINAT KELAS X IPA SEMESTER GENAP									
SMA MUHAMMADIYAH WONOSOBO TAHUN PELAJARAN 2016/ 2017									
PEMERIAH : IZZATUL MUHAMMADIYAH									
KURSI : X IPA									
ABSEN									
PENGETAHUAN					KETRAMPILAN				
Uraian : tgl pelaksanaan tgl mengumpulkan tugas	Nilai	Rendg	Part	Ben	No KD	Bentuk Tugas/PR	Tp	setor	Nilai
Ulangan Harian Test 1 Too...to...enough to...					4.6	Membuat percakapan dengan struktur bahasa yang baik yang melibatkan unsur Too...to...enough to... dan mempraktekkannya di depan kelas. (Speaking)			
Ulangan Harian Test 2 Reading comprehension tentang Short Functional Text Advertisement dan language features.					4.7.1, dan 4.7.2	Membuat Advertisement dengan struktur bahasa yang baik. (Writing)			
Ulangan Harian Test 3 Reading comprehension tentang Report Text dan language features.					4.8.1, dan 4.8.2	Membuat teks report lengkap dengan analisis struktur teks dan unsure bahasanya. (Writing)			
Ulangan Harian Test 4 Proverb and Riddle.					4.9	Mencari dan memahami isi proverb serta mempraktekkannya di depan kelas. (Speaking)			
Ulangan Harian Test 5 Song					4.10	Mencari lagu berbahasa Inggris beserta liriknya serta menangkap makna lagu. (Writing)			
Listening									
Diri					Deskripsi				
teman					Baik sekali				
guru					Rentan				

Assessment form



Documentation of students' work