

**THE PROCESS OF ENGLISH LANGUAGE TEACHING: A CASE STUDY  
OF THE IMPLEMENTATION OF CURRICULUM 2013 AT SMP N 4  
PAKEM**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for the Attainment of the  
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## ABSTRAK

**ANDAYANI, A. T:** *Proses Pengajaran Bahasa Inggris: Sebuah Studi Kasus tentang Implementasi Kurikulum 2013 di SMP Negeri 4 Pakem. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2018.*

Penelitian ini bertujuan untuk mendeskripsikan proses pengajaran Bahasa Inggris yang dilaksanakan oleh guru di SMP N 4 Pakem, dengan fokus bagaimana guru-guru Bahasa Inggris tersebut menyiapkan rencana pembelajaran, menyampaikan pembelajaran dan menilai pencapaian belajar siswa.

Penelitian ini merupakan studi kasus yang dilaksanakan di SMP N 4 Pakem, Kabupaten Sleman pada Juli hingga Agustus 2018. Penelitian ini melibatkan tiga partisipan yakni guru Bahasa Inggris yang mengajar kelas berbeda. Data dari penelitian ini diperoleh melalui wawancara, observasi kelas, dan analisis dokumen, dan dianalisis melalui data kondensasi, penyajian data, kesimpulan, dan verifikasi.

Hasil temuan menunjukkan beberapa strategi dilakukan oleh guru Bahasa Inggris dalam proses pengajaran di antaranya sebagai berikut. Dalam proses perencanaan, para guru mempertimbangkan aspek-aspek yang berkaitan dengan perencanaan pembelajaran (RPP), membuat RPP secara mandiri, mengadaptasi serta mempertimbangkan RPP sebelumnya, mempertimbangkan karakteristik siswa dan materi, dan membuat serta menyusun RPP menggunakan komponen yang sesuai dengan Kurikulum 2013. Dalam penyampaian pembelajaran, para guru mengimplementasikan proses mengajar dalam tiga fase (pembukaan, inti, dan penutup), menyediakan umpan balik, mengembangkan pendidikan karakter, menyiapkan dan menggunakan media belajar, memberikan ruang bagi siswa untuk belajar aktif, menggunakan Bahasa Inggris di dalam kelas, melakukan peran yang bervariasi, mengaplikasikan pembelajaran induktif, dan mengintegrasikan teknologi. Dalam penilaian pencapaian siswa, para guru melakukan penilaian yang mencakup sikap, pengetahuan, dan keterampilan, menggunakan penilaian autentik, memvariasikan tipe penilaian, dan melaksanakan program pengayaan dan remedial. Dari temuan yang telah disebutkan, ditemukan satu karakteristik yang unik dari proses pengajaran di SMP N 4 Pakem yakni semua guru di sekolah tersebut secara mandiri memenuhi tuntutan Kurikulum 2013 untuk melaksanakan proses belajar mengajar. Mereka melakukan proses perencanaan, penyampaian dan penilaian melalui usaha sendiri untuk menciptakan proses pengajaran yang maksimal. Hal ini diindikasikan dari adanya instrumen pengajaran buatan sendiri yang meliputi RPP, materi belajar, dan instrumen penilaian.

**Kata Kunci:** *penilaian hasil belajar, penyampaian pembelajaran, proses pengajaran Bahasa Inggris, RPP*

## ABSTRACT

**ANDAYANI, A. T:** *The Process of English Language Teaching: A Case Study of The Implementation of Curriculum 2013 at SMPN 4 Pakem.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2018.

This study aims to describe the process of English language teaching carried out by teachers at SMP N 4 *Pakem*, whose focus is to reveal how the teachers plan the lesson, deliver a lesson and assess students' achievement.

This research was a case study conducted to investigate the process of English language teaching at SMP N 4 *Pakem* in Sleman Regency from July to August 2018. The participants were three English teachers teaching students of different grades. The data were collected through shorter case-study interviews, direct-classroom observations, and documents. The data were then analyzed under the data analysis adopted from Miles, Huberman, and Saldana (2014) including data condensation, data display, conclusion drawing and verifying.

The findings revealed that there were several strategies used by the teachers in teaching. In planning lesson, the teachers considered aspects of lesson planning, designed own lesson plan, adapted the other teachers' lesson plans, considered previous lesson plans, discussed with the other teachers, considered the characteristics of the students and the materials, and designed lesson plan with numbers of components. In delivering lesson, the teachers implemented the process of teaching through three stages, provided feedbacks, fostered character building, prepared and used media for learning, gave space for students to actively learn, used English in the classroom, figured out various roles, applied inductive learning, and integrated technology. In assessing students' achievement, the teachers conducted assessment for attitude, knowledge and skills, used authentic assessment, varied different types of assessment, prepared assessment devices, integrated technology in assessment, and established enrichment and remedial programs. The research concluded that the most unique characteristic of the teaching process was that all teachers at SMP N 4 *Pakem* independently fulfilled the requirement of Curriculum 2013. They did the process of lesson planning, lesson delivery and students' achievement assessment by themselves to reach the maximum result of English language teaching. This was indicated by the existence of self-designed teaching instruments including lesson plans, learning materials, and assessment devices.

**Keywords:** *English language teaching process, lesson planning, lesson delivery, students' achievement assessment*

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Yogyakarta, November 14<sup>th</sup>, 2018

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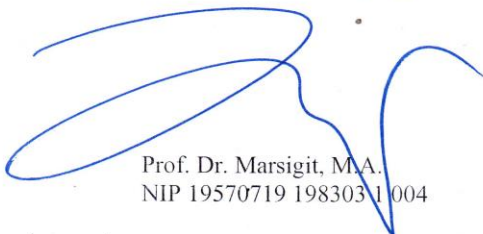
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Yogyakarta, November 14<sup>th</sup>, 2018

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