

**THE IMPLEMENTATION OF 2013 CURRICULUM  
IN TEACHING ENGLISH AT *SEKOLAH MENENGAH KEJURUAN*  
MADINATUL ULUM JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
in partial fulfillment of the requirements  
For Bachelor Degree Of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Program of English Education



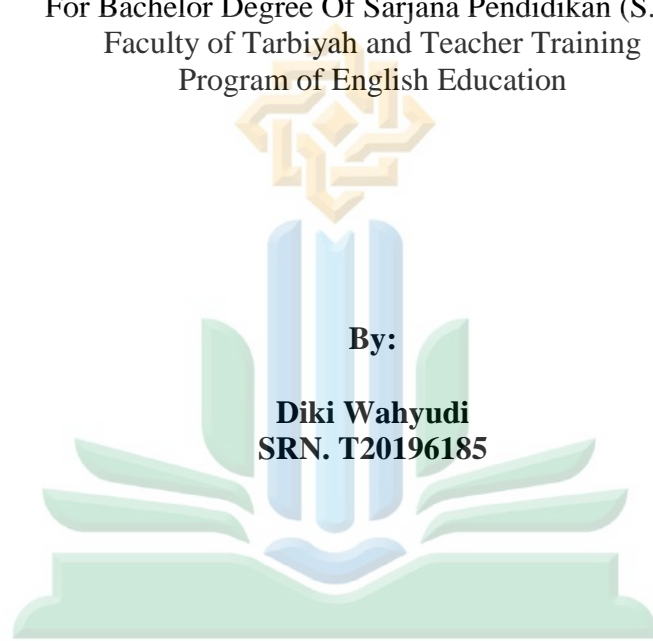
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KIAI HAJI ACHMAD SIDDIQ  
By:  
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER  
NOVEMBER 2023**

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JEMBER

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**THE IMPLEMENTATION OF 2013 CURRICULUM  
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**THESIS**

It has been examined and approved by the board of examiners in a partial fulfillment of the requirements for bachelor degree of education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Program of English Education

Day : Wednesday  
Date : 01 November 2023

The board of examiners

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## MOTTO

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ<sup>ج</sup> وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا<sup>ط</sup> وَمَا  
يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ﴿٢٦٩﴾

*he granteth wisdom to whom He pleaseth; and he to whom wisdom is granted  
receiveth indeed a benefit overflowing; but none will receive admonition but men  
of understanding. (QS AL BAQARAH 269)<sup>1</sup>*



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<sup>1</sup>ALJAMIL Al-qur'an Tajwid Warna, Terjemah Per kata, Terjemah Inggris RI, (Bekasi: Cipta bagus segara, 2012) 45 .

## DEDICATION

Appreciatively, I dedicate this thesis to:

1. My beloved family; especially my mother and father who always support my way, and my elder sister with my nephew who always treat me well.
2. My Teachers from Madinatul Ulum Islamic Boarding School who have guided me to this goal.
3. UKPK UIN KHAS Jember , from this organization, thank for giving me experiences, knowledges and friends
4. My best friend zone, Gus Wahdi, Pak Affan, Toji, Cak Rudi, Mantum Icat, Bos Habib and Imam always give me time to share story and having nice discussion



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## ABSTRACT

**Diki Wahyudi. 2023.** *The Implementation of 2013 Curriculum in Teaching English at SMK Madinatul Ulum Jember.* Thesis. English Education Program. Tarbiyah and Teacher Training Faculty. Kiai Haji Achmad Siddiq State Islamic University Jember.  
Advisor: Dr. Ninuk Indrayani, M.Pd

**Keywords: Implementation, 2013 Curriculum, Teaching English.**

Curriculum is a set of plans and arrangements regarding learning materials that can be used in teaching and learning activities. It is a document that includes the substance of the curriculum, which is a formulation of goals, objectives, and learning outcomes. Curriculum is an important tool for achieving educational goals and serves as a guide for teachers in formal schools. It is not limited to classroom activities but also includes all activities outside of school. Curriculum is a dynamic concept that follows the development of time, interests, needs of students, science and technology, and demands in society. From several Curriculum, 2013 curriculum is the implemented in school that follows the development of time. Teacher should be able to implement 2013 curriculum to know the effectiveness and appropriateness.

Thus, the problems in this research are; 1. How is the teaching and learning plan in the implementation of 2013 curriculum?, 2. How is the teaching and learning process in the implementation 2013 curriculum?, 3. How is teaching and learning assessment in the implementation of 2013 curriculum? The objective of this research are; 1. to relate the implementation of 2013 curriculum in teaching and learning plan, 2. To relate the implementation of 2013 curriculum in teaching and learning process, 3. To relate the implementation of 2013 curriculum in teaching and learning assessment.

This research used Descriptive evaluative research by Qualitative approach. The subject of this research are English teacher, Waka Curriculum and Head Master at SMK Madinatul Ulum Jember . The data were collected by Observation, Interview and Document review. The data were analyzed by using technique of Miles and Huberman. The technique consists of data collection, data condensation, data display and conclusion drawing. Data validity is examined by used source triangulation and method triangulation.

The finding of this research are; 1. English teacher's understanding has helped to implement 2013 curriculum in preparation, using lesson plan as target guide the learning process. 2. Teaching and learning process in implementing 2013 curriculum in teaching english has been carried out generally adjust the trend used modern media 3. The assessment is generally focus on students' lesson understanding that related with the curriculum objectives.

## ACKNOWLEDGMENT

In The Name of Allah the most gracious the most merciful, the Almighty One God. Whose mercies and blessings have been extended to and felt by every single human in the universe.

The prayers and greetings may always be extended to the greatest Prophet Muhammad SAW. His existence has the power to transform the word of darkness to the lightness.

All praises be to Allah SWT. for all his miracles and guidances which enabled the author to finish this thesis entitled “ Analysis of Curriculum 2013 Implementation in teaching English at SMK Madinatul Ulum Jember” to achieve an undergraduate degree from the faculty of education and teacher training at UIN KHAS Jember.

The author is aware that completing this thesis would not have been possible without any helps and supports from others. Therefore, in this occasion, the author would like to express his gratitude to:

1. Prof. Dr. H. Hefni Zain, S.Ag., MM., CPME as the rector of Kiai Haji Achmad Siddiq State Islamic University who has supported me in this undergraduate program.
2. Dr. H. Abdul Mu'is, S.Ag, M.Si as the Dean of Tarbiyah and Teacher Training Faculty who has given me permission to conduct this research.
3. As'ari, M.Pd.I as the Head of English Education Program who has permit me to have this research.
4. Dr. Ninuk Indrayani, M.Pd as my advisor of this thesis who has given me a lot of motivations and suggestions in conducting this research.
5. Lora Imdad Fahmi Azizi, S.H.I who has given me acces to conduct this research at SMK Madinatul Ulum Jember.
6. And All people who have participated during the proces.

However, the author understands that this research is not complete or far from perfect. Hopefully, it will be useful not only for rthe english teachers but also for th readers and the next researchers.

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## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Education is a mean to interact in the teaching and learning process.

The purpose of education is so that teachers can share knowledge to students.

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَآفَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴿١٢٢﴾

The meaning; It's not appropriate for those mu'min people to go all the way (to the battlefield). Why not go from each of the factions among them some to deepen their knowledge of religion and to warn his people when they have returned to him, that they may take care of him. (Q.S. At-Taubah, 122)<sup>2</sup>

In the teaching and learning process, teachers are required to be able to have good abilities, knowledge, attitudes, values and personal traits so that they are expected to make lessons. The teaching and learning process is a process that occurs between students and teachers in the classroom to cause an interaction with each other, both of which have the same purpose, namely students learning and teachers teaching.

The curriculum is a set of plans and arrangements, content, and materials and methods used as guideliness for teaching activities.<sup>3</sup> The curriculum is always dynamic and is constantly influenced by changes in the underlying factors. The curriculum is one of the important guidelines in the

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<sup>2</sup>ALJAMIL Al-qur'an Tajwid Warna, Terjemah Per kata, Terjemah Inggris RI, (Bekasi: Cipta bagus segara, 2012) 206.

<sup>3</sup>Imam Gunawan, *Indonesian Curriculum 2013: Instructional Management, Obstacles faced by Teacher in Implementation and the way Forward. Proceedings of the 3rd International Conference on Education and Training (ICET) (Malang: Atlantis Press, 2017), 56.*

learning process. so that the government continues to strive to improve the quality of the curriculum so that education can be achieved according to predetermined goals. The purpose of 2013 curriculum is that students are required to have a creative, innovative, fast, and responsive mind, also in the 2013 curriculum students are required to cultivate courage in themselves and students are also trained in the ability to have a logic in solving problems. The uniqueness of this 2013 curriculum is that it has 5 concepts which students are told to find information for themselves, find information to express opinions in front of the class, to evaluate, and to draw conclusions as active and independent learners.

The 2013 curriculum actually has been implemented since July 2013, but it still needs the concern of those involved in education in the implementation.<sup>4</sup> To change and implement a new curriculum is not an easy task. There are three barriers to the successful implementation of a Curriculum. First, many parties will resist with this changing. Second, the trial will take time. The last, the successfulness of implementation of the new curriculum will not fully guarantee to achieve the learning goal.

What the English teachers do in the class depends on the curriculum that is used. School teacher cannot use random material as the teaching material. The teachers have to follow the curriculum that is given by the government. As Richards said, curriculum is a set of course or teaching program plan which includes the purpose of learning, the contents of learning

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<sup>4</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 6.

program, procedure, activities, means assessing the program, and how far has the program achieved the purpose of the learning.<sup>5</sup> The researcher's interview with English teacher at SMK Madinatul Ulum Jenggawah Jember found that the teacher still had a little difficulty with the demands that were in accordance with the 2013 curriculum which facing lack of Handbook and lack of facilities, insufficient teaching hours, students'high diversity.

Since the outbreak of the pandemic due to Covid-19 in Indonesia, there have been many ways by the government to prevent its spread. One of them, several local governments have decided to implement a student leave policy and have started implementing an online learning system method. This government policy came into effect in several fields. provinces in Indonesia on Monday 16 March 2020 which were also followed by other provinces. The learning crisis is growing as the covid-19 pandemic causes learning loss and growing learning inequality.<sup>6</sup> *Kurikulum Merdeka* or Independent Curriculum will be used as recovery of educational crisis because of pandemic. This curriculum has not been fully implemented in nationwide until 2024.<sup>7</sup> On 2022 pandemic was over and teachers have choices to choose curriculum in teaching such as 2013 Curriculum, Emergency Curriculum, and Learning Independent Curriculum.

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<sup>5</sup> Jack c. Richards and Richards schimds, *Loongmand Dictionary Od Language Teaching and Aplied Linguistics* (Edinburgh gate: loongman 2010), p.151.

<sup>6</sup> Reffy Ananda Rizki, Lulu Fahkrunisa, *Evaluation of Implementation of Independent Curriculum*,(Jawa Barat; STAI NIDA EL-ADABI, 2022) page 32.

<sup>7</sup> Vira Lafhiola, *A Survey Of Students' Perceptions Of The Use Of Google Classroom In Online Learning On English Lesson At SMA N 5 TEBO In Academic Year2020/2021*. (Jambi: 2021), 2.

Including the difficulty of determining a learning model that was in accordance with Basic Competencies, as well as difficulties in effective assessment with such a large number of students, and confusion in determining learning in material that was not practiced. Teachers as one of the persons in charge at school play an important role in managing factors that affect student learning.

Based on the background explanation above, the researcher take the aims of this study are to discover the problems related to the Implementation of the 2013 curriculum implemented in school. By considering from the background, the researcher conducted qualitative evaluative research entitled " **The Implementation Of 2013 Curriculum In Teaching English At SMK Madinatul Ulum Jember** ". Furthermore, it is hoped that later the results of the research can make a positive contribution to school in an object of evaluation can be maintained, enhanced, repaired or even dismissed along with the data obtained.

#### **B. Research Questions**

In line with the purpose and objective above, thus the problems in this research are formulated into the following research questions:

1. How is the teaching and learning plan in the implementation of 2013 curriculum in teaching English at SMK Madinatul Ulum?
2. How is the teaching and learning process in the implementation of 2013 curriculum in teaching English at SMK Madinatul Ulum?



3. How is the teaching and learning assessment in the implementation of 2013 curriculum in teaching English at SMK Madinatul Ulum?

### **C. Research Objective**

Based on the statement of research questions above, the objective of this research were:

1. To relate the implementation of 2013 curriculum in teaching and learning plan at SMK Madinatul Ulum.
2. To relate the implementation of 2013 curriculum in teaching and learning process at SMK Madinatul Ulum.
3. To relate the implementation of 2013 curriculum in teaching and learning assessment at SMK Madinatul Ulum.

### **D. Significance of the Research**

This study appears to be one of the first attempts to relate the application of the implementation of 2013 curriculum in the classroom learning process at SMK Madinatul Ulum Jember. The results of this study are expected to bring several advantages for teaching and learning English. It is hoped that the results of this study will provide more information to English teachers about strategies for implementing the curriculum.

First, theoretically this study can enrich the literature on lesson planning in the context of English teaching in Indonesia. Secondly, practically this study may provide teachers with practical strategies in the implementation of 2013 curriculum in order to improve their quality of teaching. Finally, professionally it is hoped that the findings of this study

would be used as a basic information for evaluating the Curriculum for the improvement in teaching at the school.

#### **E. Scope of the Research**

This research focus on the scope of the implementation of 2013 curriculum in teaching English at *Sekolah Menengah Kejuruan* Madinatul Ulum based on theory of Clark Hull. Also, this research limits to three steps of teaching and learning in implementing 2013 Curriculum. They were teaching and learning Plan, Teaching and learning process, and teaching and learning assessment.

#### **F. Definition of key terms**

To get a general understanding about the aim of this research, the researcher would clarify the following terms, namely:

1. The 2013 curriculum

The 2013 curriculum is the improvement of Education Unit Level curriculum in 2006. Law no. 20 of 2003 on the national education system says that the curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum as a plan is used as a guide in the implementation of teaching and learning process by teachers. The curriculum as setting the objectives, the content, and the way in which they are used is an effort to achieve the goals of national education.

## 2. Teaching English

Teaching is giving material and English is Languages spoken by English.<sup>8</sup> Teaching English is a process of giving English knowledge to the learners that is the act of imparting instructions to the learners in the classroom situation and To show or help someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand either use media or not. Using curriculum as a plan is a guide in the implementation of teaching and learning process by teachers. The curriculum as setting the objectives, the content, and the way in which they are used is an effort to achieve the goals of national education in teaching english.



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<sup>8</sup> “Arti kata Mengajar dan Inggris – Kamus Besar Bahasa Indonesia (KBBI) Online.”

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Previous research attempts to find sources of comparison and find new inspiration for future research. In this section, the researcher lists some of the results of previous research related to the research carried out by researchers, both published and unpublished research.

Some of the studies that have been carried out related to research are as follows:

1. Suswati Hendriyani (2015) under the title “English teacher problem for implementing the 2013 curriculum in SLTA of the Tanah Datar district” she stated Implementing the curriculum 2013, which is problems that come from within themselves and those that come from outside themselves. The problem of the teacher itself includes: the teacher's lack of skill in using IT, the difficulty with the teacher composing an RPP, the limited teacher's ability to implement a PBM, and the judging, and the lack of teacher skills in selecting and using a kurtilas base teaching media. The problems that came from Beyond themselves alone covers: the lack of supporting infrastructure, not yet Juknis assessments are available Protege, juknis is not available For the way and reporting models results

Learning participants, not yet Lesson per matter division guide Semester, and no guidelines For a matriculation program.<sup>9</sup>

2. Laili Rohmah (2019) Research under the title “CHALLENGES IN IMPLEMENTING THE 2013 ENGLISH CURRICULUM FACED BY ENGLISH TEACHERS AT JUNIOR HIGH SCHOOLS IN SURABAYA” in the Academic Year 2019/2020, from her research, she stated that The most challenging parts in implementing the curriculum 2013 were coming from the students. The internal challenges which came from the teachers were the challenges dealt with (1) The usage of ICT (Information and Communication Technology) tools, (2) The time allocation for remedial program which had arranged by the teachers in the lesson plan, (3) The implementation of the scientific approach and the other methods and (4) The unwillingness of students in the teachers-made media. She also stated the solutions, The solutions to address the challenges which originated from the teachers were (1) self- learning from many resources to address a challenge which dealt with ICT, (2) giving a task for the students who did not join the remedial program, (3) using the other suitable teaching method in ELT process and (4) the decision not to use any teaching media when the students did not interest to the teachers-made media.<sup>10</sup>

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<sup>9</sup> Suswati Hendriyani, “English teacher problem for implementing the 2013 curriculum in slta of the Tanah Datar district”, (Sumatra Barat;Ta’dib Volume 18, No. 1, 2015) Page 67-76.

<sup>10</sup> Laili Rohmah, “Challenges In Implementing The 2013 English Curriculum Faced By English Teachers At Junior High Schools In Surabaya” (Surabaya;2019) page 1-75.

3. The third research relevant with this topic was conducted by Neng Siska Fitriyani (2022) under the title "Implementation of the curriculum 2013 in Teaching English at Junior High Schools in Pekanbaru", she stated that five results were found toward the implementation of curriculum 2013 at Junior High School 8 and Junior High School 34 Pekanbaru. The results are the curriculum 2013 has developed students to learn active and independent, the curriculum 2013 is not only emphasized the cognitive aspect, but also the character and attitude of the student; the curriculum 2013 applies the "student center" teaching methodology and the role of teacher is as a facilitator, students can improve the social and spiritual aspect through the curriculum 2013; the teachers have not any obstacles in designing the lesson plan of the curriculum 2013.<sup>11</sup>
4. The fourth research is THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON CURRICULUM 2013 AT THE SECOND GRADE STUDENTS AT MAN 1 BUKITTINGGI by Rendi Saputra Salman (2020). He stated that the teacher teaches English based on curriculum, since the curriculum 2013 using the scientific approach and the teacher does the scientific approach too in the classroom. The problems that was encountered is the students do not search or learn the material before hand even though the teacher asked them to. They only gather information only from textbook.

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<sup>11</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022), Page 1-141.

Furthermore the students motivation to ask question in the classroom is still low.<sup>12</sup>

5. Heri Gunawan, Afrianto Daud (2018) *The Implementation Of curriculum 2013 In English Teaching: Stories From Rural Areas*. an occurrence of some problems during the implementation was inevitable. Among some other problems, insufficient teaching hours and students' extreme diversity were the main issues the teachers expressed. In addition to the problem, the mismatch between the contents of the curriculum 2013 and of the National Exam seems to be another major issue in the implementation. In regard of the time allocation that seems to be one of difficulties that can impede the success of the scientific approach implementation, it is suggested to the government or the policy makers to reconsider the time allocation especially for English subject.<sup>13</sup>

**Table 2.1**  
**Similarities and Differences of Previous Research**

No.	Name/Title of Research	“The Implementation Of 2013 Curriculum In teaching English at <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember” Diki Wahyudi	
		Similarities	Differences
1	2	3	4
1.	Suswati Hendriyani, entitled “English teacher problem for implementing the curriculum 2013 in SLTA of the Tanah Datar district”	- Both researchers research about Implementing the 2013 curriculum	1.) The previous study has Conducted in SLTA of The Tanah Datar District, while this study implemented in

<sup>12</sup> Rendi Saputra Salman, *The Implementation Of Teaching English Based On 2013 Curriculum At The Second Grade Students At Man 1 Bukittinggi* (Bukittinggi;2020) page 1-49.

<sup>13</sup> Heri Gunawan, Afrianto Daud, *The Implementation Of 2013 Curriculum In English Teaching: Stories From Rural Areas. an occurrence of some problems during the implementation was inevitable*, (Riau; Universitas Riau, 2018) page 65-75.

No.	Name/Title of Research	“The Implementation Of 2013 Curriculum In teaching English at <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember” Diki Wahyudi	
		Similarities	Differences
1	2	3	4
			<p><i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember.</p> <p>2.) The previous study design of research used Quantitative Describative research while this study used Descriptive Evaluative Qualitative</p>
2.	Laili Rohmah,entitled “Challenges In Implementing The 2013 English Curriculum Faced By English Teachers At Junior High Schools In Surabaya”	- Both researchers research about Implementing the 2013 curriculum	<p>1.) The previous study design of research used Quantitative Describative research while this study used Descriptive Evaluative Qualitative</p> <p>2.) the previous study has Conducted at Junior High Schools in Surabaya, while this study implemented in <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember</p>
3.	Neng Siska Fitriyani, entitled “Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru”	- Both researchers research about Implementing the 2013 Curriculum	<p>1.) The previous study design of research used Quantitative Describative research while this study used descriptive Evaluative Qualitative</p> <p>2.) the previous study has Conducted at Junior High Schools in Pekanbaru, while this study implemented in <i>Sekolah Menengah</i></p>



No.	Name/Title of Research	“The Implementation Of 2013 Curriculum In teaching English at <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember” Diki Wahyudi	
		Similarities	Differences
1	2	3	4
			<i>Kejuruan</i> Madinatul Ulum Jember
4.	Rendi Saputra Salman (2020). The Implementation Of Teaching English Based On 2013 Curriculum At The Second Grade Students At Man 1 Bukittinggi	- Both researchers research about Implementing the 2013 Curriculum	1.) The previous study design of research used Quantitative Describative research while this study used Descriptive Evaluative Qualitative 2.) the previous study has Conducted at The Second Grade Students At Man 1 Bukittinggi, while this study implemented in <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum
5.	Heri Gunawan, Afrianto Daud (2018) The Implementation Of 2013 Curriculum In English Teaching: Stories From Rural Areas.	- Both researchers research about Implementing the 2013 curriculum	1.) The Previous study design of research used Quantitative Interpretive research while this study used Descriptive Evaluative Qualitative 2.)the previous study has conducted at a high school in Siak Regency, while this study implemented in <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum

Based on the table above, we can see that all studies have their way of analyzing the research object. The similarity of the five previous studies that

have been compiled above with this research is they all focus on 2013 Curriculum Implementation as the object of research. The difference between this study and the five previous studies is the design of the research and theory used to analyze the data and the educational level and research area.

## **B. Theoretical Framework**

In analyzing this research, it is necessary to have several theories related to the researcher's research. This theoretical framework helps researchers to answer research questions. However, it will be explained as follows:

### **1. Teaching and Learning in The Implementation of 2013 Curriculum**

#### ***a. Teaching and learning Plan***

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class time. Then you can design appropriate learning activities and develop strategies to get feedback on student learning. Having a carefully constructed lesson plan for each three-hour lesson enables you to enter class with more confidence and maximize your opportunity to have a meaningful experience with your students. A successful lesson plan address and Integrate three key components: the purpose of learning, learning activities, assessments for examining students' understanding. When planning learning activities you should consider the type of activities, students will need to be involved, in order to develop the skills and knowledge necessary to demonstrate effective learning in the course.

Learning activities should be directly related to the purpose of the learning from the course, and provide Experiences that will allow students to engage in, practice, and get feedback about specific progress toward those goals.

As you plan your learning activities, estimate how much time you will spend on each activity. Arise in time for additional explanations or discussions, but also be prepared to move quickly to different applications or issues, and to identify strategies that check for understanding. It is important that each learning activity in the lesson must (1) be in harmony with the purpose of lesson learning, (2) meaningfully involve students in active, constructive, authentic, and collaborative ways, and (3) useful where students are able to take what they have learned from engaging in that activity and using it in another context, or for another purpose.

The components of RPP 2013 curriculum include:

- 1.) *Identitas Sekolah*: This includes the name of the educational institution.
- 2.) *Identitas Mata Pelajaran atau Tema/Subtema*: This includes the name of the subject or theme/subtheme.
- 3.) *Kelas/Semester*: This includes the class and semester.
- 4.) *Materi Pokok*: This includes the essential material to be taught.

- 5.) *Alokasi Waktu*: This includes the time allocation for each material.
- 6.) *Tujuan Pembelajaran*: This includes the learning objectives.
- 7.) *Kompetensi Dasar*: This includes the basic competencies that students should achieve.- Indikator Pencapaian Kompetensi: This includes the indicators of competency achievement.
- 8.) *Metode Pembelajaran*: This includes the learning methods.
- 9.) *Media Pembelajaran*: This includes the learning media.
- 10.) *Sumber Belajar*: This includes the learning resources.
- 11.) *Langkah-Langkah Pembelajaran*: This includes the learning steps.
- 12.) *Penilaian Pembelajaran*: This includes the learning assessment.

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These components are important to be included in the RPP to guide the learning activities and ensure that the learning objectives are achieved. The RPP should be developed by the teacher or group of teachers with the aim of directing the learning activities given to each student so that they can achieve the basic competencies. All teachers or educators in the school or educational unit must complete and systematic in developing this RPP so that the learning activities can run interactively, inspiringly, fun, challenging, efficient, motivating

students to participate actively, and provide enough space for initiatives, creativity, and independence according to the talents, interests, and physical and psychological development of students.<sup>14</sup>

### ***b. Teaching and Learning Process***

The term is widely known and has been used since ancient times. Teaching understanding is, in general, a complex activity that not only conveys information from a teacher to a student but also involves much action that must be done to bring the results of learning to the desired effect. As Nasution says, "teaching is an activity that organizes (unites) the best environment and connects with students so that learning occurs."<sup>15</sup>

According to Mackey, all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition.<sup>16</sup> This understanding may be concluded that teachers (including homeroom teachers) must make the best of an atmosphere so that students can study well. Teachers must guide in learning activities and try to properly create situations and learning conditions, which is by adding a student's method of study.

In guiding students to learn, teachers must seek to make the obtained results effective and efficient. The mastery of the azas that is

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<sup>14</sup> Ridwan Hamzah, "Komponen-Komponen Penting RPP Menurut Kurikulum 2013." November 19, 2019, <https://ridwanbh.wordpress.com/2019/11/19/komponen-komponen-rpp-menurut-kurikulum-2013/>.

<sup>15</sup> Nasution, *Alat Peraga Dalam Pembelajaran*, (Jakarta: Rineka Cipta, 1985),page 26.

<sup>16</sup> Bambang Setiyadi, *Teaching English As a Foreign Language 2nd Edition*,(Yogyakarta: GRAHA ILMU, 2020)

a common rule of teaching is an obligation to the teacher. But the success of learning teaching is not determined only by that, meaning that the azas of the taught will not forever add to the success of a teaching without the support of other factors the teacher's own, the student's own, and the school environment.

**c. *Teaching and Learning Assessment***

In the 2013 curriculum perspective the teacher is not the only evaluator, but the evaluation is also done by the participant himself and to other students. This means that there are many forms of learning assessment choices in the 2013 curriculum.

Assessment in the 2013 curriculum focuses on three aspects of assessment, namely the assessment of attitudes (social and spiritual), knowledge and skills. Three aspects of this assessment can be done during the learning process and at the end of learning, or commonly known as formative and summative assessment. In essence the assessment is activity in finding information, analyzing and interpreting student learning outcomes.<sup>17</sup>

The learning assessments in the 2013 curriculum must refer to the standards Founded by the ministry of education and culture. In this regard, the ministry of education and culture has adopted a law on high school standards of assessment in the 2016 ministry of education and culture no. 22. The intended evaluation is the learning result

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<sup>17</sup> Daryanto, *Pendekatan pembelajaran saintifik kurikulum 2013*, (Yogyakarta: Penerbit Gava Media, 2014)

assessment. The assessments of learning by educators are the process of gathering information about student learning knowledge, competence, and skill competence exercised in a planned and systematic way, during the learning process and after use.

Results in spiritual competence and social attitudes, According to the 2016 regulation of minister of education and culture no. 22, the results of assessments of attitude are assessments made by educators to provide a descriptive information on student behavior. The assessment of knowledge is an activity done by educators to measure student mastery over knowledge, while the assessment of the skill is an activity done by the educator to measure the student's ability to apply knowledge in performing certain duties. Therefore, the principle of judgment is that it must be valid, objective, fair, integrated, Open, holistic, systematic, accountable, and instructive, so this evaluation is what we call an authentic evaluation.

The assessment of the process that USES an authentic assessment approach (an authentic assessment) that assesses student readiness, the process, and the results of learning in its entirety. The unified assessment of the three components will illustrate the results of the ability, style, and learning of the capable students produce instructional effects (the impact of instruction) on aspects of knowledge and the accompanying impact on those aspects of attitude. Authentic assessments are used by teachers to plan remedial,

enrichment, or counseling services programs. In addition, authentic judgments are used as a basis for improving the learning process according to the standards of educational assessment. A learning process evaluation is carried out during the learning process using tools: observation sheets, questionnaires, recordings, anecdotes, and reflections. Extensive use assessments are made during the learning process and at the end of the lesson unit using methods and tools: oral/deed test, and written test. Final evaluations are obtained from a combination of process assessments and learning assessments.<sup>18</sup>

**d. 2013 curriculum**

**1) Definition of 2013 curriculum**

Etymologically, curriculum is derived from the Latin word "curriculum" meaning the distance a runner has to run in a race. In the past, the curriculum was defined as a period of education that students had to pick up to produce diplomas as runners who had to take the race distance to get to the finish line. Literally, the curriculum has various interpretations from the perspective of each scholar. Based on studies conducted by many experts, curriculum definitions can be viewed from two different sides; It's an old look and a new look.

In addition, Kunandar states that the definition of curriculum is a set of plans and settings on the purpose, content, and teaching

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<sup>18</sup> Permendikbud, *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*, (2016).



methods as a guide to the implementation of learning activities to achieve specific educational goals by the 2005 rule of the 19 government.<sup>19</sup> in addition to the curriculum of cahyono and widiati (2011) is the established plan and arrangement Includes education, content, learning materials and The method of learning is intended as a guide in applying the teaching and learning process to achieve a set goal. This means that anything relating to the educational system is documented, serving as a guide for the study.

From those definition, it can be built that the curriculum is set for general plans and the setting of instructional actions that include the purpose of education, content, learning materials, and learning methods and strategies that serve as guidelines in teaching in achieving the desired goals. Because some meaning is the definition of the curriculum described earlier, basically it has a function as a guide or reference. The curriculum function in every participant is different, such as teachers, students, principals, supervisors, parents, and society.

For teachers, the curriculum should serve as a guidance in implementing the learning process. For students, the curriculum serves as a review of guarantees. For the principal and supervisor, the curriculum serves as a guideline in leading the supervisor. For parents, the curriculum serves as a guideline in guiding children to

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<sup>19</sup> Kunandar k, *Evaluasi Program Pengembangan dan Implementasi Kurikulum Tindakat Satuan Pendidikan (KTSP)*. Jep- JurnalEvaluasi Pendidikan,(2011).

study at home. Meanwhile, for the community, the curriculum serves as a guide to provide assistance to the implementation of educational processes at school.

The Curriculum change is the process of making things or a condition to be a better curriculum change occurring for reasons and goals, to make it a more relevant curriculum change may respond to demand for education to be able to adjust the dynamics that develop in society.

## 2) *Structure of 2013 Curriculum*

The 2013 curriculum structure that is defined in meaning and meaning 2013 Curriculum structure is the competence organizing center, Basic competence, content learning, subjects, and learning burdens on every educational unit and education program.<sup>20</sup> A curriculum structure is also an application of concepts organizing content in the learning system and organizing the learning load in the learning system. The organization content in the learning system that is used in the future curriculum is the semester system, while the learning system load learning is based on lesson hours per semester.

The curriculum structure of the 2013 manner in which the curriculum was organized, including the area of subjects or learning when they should be studied and patten' where they

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<sup>20</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 31.

should be studied. Curriculum may be organized, for example, from the core. And elective detracts between values.

### 3) *The Characteristic of 2013 Curriculum*

According to Permendikbud number 59 years (2014), the 2013 curriculum characteristics are:

- a) Aim to provide a compilation of spiritual and social attitudes, knowledge, and skill. All aspects that are applied in this school or environment situation.
- b) Provide a school as part of the community to apply what students learn in school to the community and apply the community as a source of learning.
- c) Provide opportunities to develop student attitudes, knowledge, and skills.
- d) Developing basic competence derived from core competence to implement the teacher learning process.
- e) Developing class competence into governing the basic competence elements. All basic competence and learning processes are developed to achieve competence that is set forth in core competence.

- f) Developing basic competence based on principles accumulated, reinforcing and enriching the subject and level of education between members (horizontal and vertical organizations).<sup>21</sup>

#### 4) *Scientific Approach of 2013 Curriculum*

The scientific approach is one of those learning approaches Promoted by 2013 curriculum. The scientific approach is the process of searching for information in science by testing ideas through experiment and making decisions based on results. In a sense, this approach can be called the technique of investigating, observing, acquiring, and also of integrating phenomena with previous knowledge. Generally, this approach is used by scientists to do research related to scientific or natural phenomena. The term is used by scientists because it is trustworthy to take in knowledge. A scientific approach is used to observe phenomena and has used it to explain, predict, and control physical phenomena.<sup>22</sup>

Using the scientific approach as a method of research means that the researcher must follow the right course. There are some steps in the scientific approach to follow. The learning approach can be regarded as a scientific approach if it includes some of the criteria outlined by the ministry of education and culture. It is: (1) teaching materials come from facts or phenomena that can

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<sup>21</sup> Permendikbud, *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*, (2016).

<sup>22</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 34.

logically be explained, (2) teachers' explanations, and students' interactions based on objectivity, (3) teaching materials build students' important thoughts and accuracy in identifying, understanding, and solving problems, (4) It encourages and inspires students to think hypothetically in seeing the differences, contour and links for each given learning material, (5) they encourage students to understand, apply, and develop a pattern of rationalization and objective thinking of the learning materials, (6) they should be based on concepts, theories, and facials, and (7) the purpose of learning is set in simple, clear and appealing (department bud, 2013a).

The ministry of education and culture (2013) describes that scientific approach in the teaching and learning process. The learning stage in the scientific approach in the context of the 2013 curriculum is generally divided into five major stages. They observe, question, experiment, mingle, and communicate. (abidin, 2014, p.132; Hosnan, 2014, p.37; Foreign ministry, 2013; Mulyasa, 2014; Suharyadi, p.1350; Saddhono, 2013, p.441; Bud no winner, 103 in 2014).<sup>23</sup> Each stage will be deciphered. The steps in the scientific approach to doing research are described:

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<sup>23</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 35.

a.) Observations

Observation as a process is finding something in those phenomena. The discovery of a phenomenon will occur because observers have an interest in it. The discovery may have been a matter of chance, though the observer was forced to reach a conclusion.

b.) Question

The next step after the researcher makes that observation is questioning. Observation will lead to some questions that need to be answered. The purpose of the discerning question is to answer the curiosity of humans.

c.) Hypothesis

Observing it results in the formulation of scientific questions that can be answered to form a hypothesis. A hypothesis is a process that answers questions that have been formulated. Hypotheses cannot be developed without research problems. Development can be achieved by characterizing the subject of investigation. Hypotheses are generally consistent with existing knowledge and the motivation for further investigation.

d.) Experiment

The process of an experiment designed to prove or disprove the hypothesis if the prediction is correct, hypothesis will not be able to be rejected.

e.) Evaluation

An evaluation is important to make sure that conclusions have been made unsound. This is usually done by presenting it in a scientific meeting. So it can be reviewed if something is amiss in the research paper. This process of evaluation is essential for scientists to make their research accurate, innovative, and comprehensive.

The above - mentioned steps are used by scientists who use a scientific approach similar to the process of thinking in each human in producing ideas. Considering the relevance and reliability, the scientific approach is adopted for teaching and learning activities. In addition, students' learning results will increase by using this approach. Therefore, students who learn active participation and their knowledge will be increased.

**5) *The Purpose of 2013 Curriculum***

The goal of the curriculum is basically the purpose of each educational program given to the students. Any goal to be achieved. The curriculum is a tool for achieving educational

goals.<sup>24</sup> The goal of the 2013 curriculum is to prepare Indonesians have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the lives of the people, countries, state, and world civilization.

#### 6) *The Content of 2013 Curriculum*

The curriculum content is the arrangement of study materials and lessons to achieve the national education goals, which include lesson material and subject. According to Saylor and Alexander (1966) The curriculum content is a fact, observation, perception, sharpness, sensitivity, design and solutions described from what people think of the obtained from experience and all that is a component that makes the academy rearranging and reinforcing the results of this experience into customs and knowledge, ideas, concepts, generalizations, principles, plans, and solutions.<sup>25</sup>

#### 7) *The 2013 Curriculum Implementation Strategy*

Strategies related to the implementation of the curriculum implemented in education institutions. This strategy aims at an Inuit to look for a harmony between a national goal and a student's. Teachers try to help students discover their interests and needs.

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<sup>24</sup> Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: Rineka Cipta, 2004), page 22.

<sup>25</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 38.



The students match their interests and needs. Students follow their interests both in the pleno and the groups seek to solve the social problems encountered. The strategy in this case is closely related to accomplishment Curriculum at an educational institution. Thus, in developing a curriculum in an educational institution the strategy is necessary to achieve the agreed curriculum in the education institution.

#### 8) *The Evaluation of 2013 Curriculum*

An evaluation is the process of giving consideration to the value and meaning of something considered.<sup>26</sup> A basic assessment of the needs and worthiness of the curriculum is a systematic, systematic activity to assess all forms of need. In this regard, methods and instruments are used as the gathering of reliable data and information that ultimately underlies the development of curriculum education design and development according to a particular level of education and has adequate worthiness levels in the context of achieving goal education.<sup>27</sup>

#### 9) *Implementation of 2013 Curriculum*

Implementing a curriculum is one of the efforts made by the government (Kemdikbud RI) to improve the quality of education.

It is a necessity, because the curriculum needs to be adjusted

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<sup>26</sup> Said Hamid Hasan, *Evaluasi Kurikulum*. (Jakarta: Depdikbud -Dirjen Dikti P2LPTK, 1988).13.

<sup>27</sup> Oemar Hamalik, *Dasar-dasar pengembangan kurikulum (cet. Ketiga)*, (Bandung: PT Remaja Rosdakarya, 2013) page 52-53.

periodically to: (1) the vision and mission of the institution of education providers; (2) the demands of society (including the job market); and (3) the development of science and technology.<sup>28</sup>

According to Mulyasa, the implementation of the 2013 curriculum is independent that learner can increase and use their knowledge, assess the value of character good morality in order they will exhibit positive attitudes in their daily behavior.<sup>29</sup>

Basically, for the implementation of the 2013 curriculum, the as a guide or curriculum itself, we can say that he curriculum serves as a reference. For the teachers, the curriculum should serve as guidance in implementing the learning process. For the principals and supervisors, the curriculum is a serves as guidance in carrying out the supervision or control. For the parents, the curriculum should serve as guidance in guiding their children learn at home. In

the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at school. On the other hand, Kurniawan (2017) states that a number of the studies had been conducted to recognize how the implementation of the curriculum 2013. The biggest problem faced by the teachers at that school was a handbook. The problem faced

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<sup>28</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 46.

<sup>29</sup> Mulyasa, *Pengembangan dan Implementasi kurikulum 2013*, (Bandung: PT. Remaja Rodakarya, 2013), page 7.

by the teachers was the lack of handbooks either for the teachers or students.

The implementation of 2013 Curriculum in the English language teaching and learning does not completely run well and in an appropriate order. The teachers have not fully implemented the scientific approach and authentic assessment. This is due to the teachers understanding of the curriculum which still lacking and their limited teaching time. In the English language teaching and learning, the English language teachers have some difficulties in the implementation of the 2013 Curriculum. These difficulties include lesson time, which is relatively 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 2013 Curriculum, and the English language teachers made some efforts to overcome the difficulties in question.<sup>30</sup>

The factors that influences, support and determine the successfull 2013 curriculum implementation comes from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum. Marsh said that there are three factors, those are the support of the principal, teachers, peer support, and internal support in the

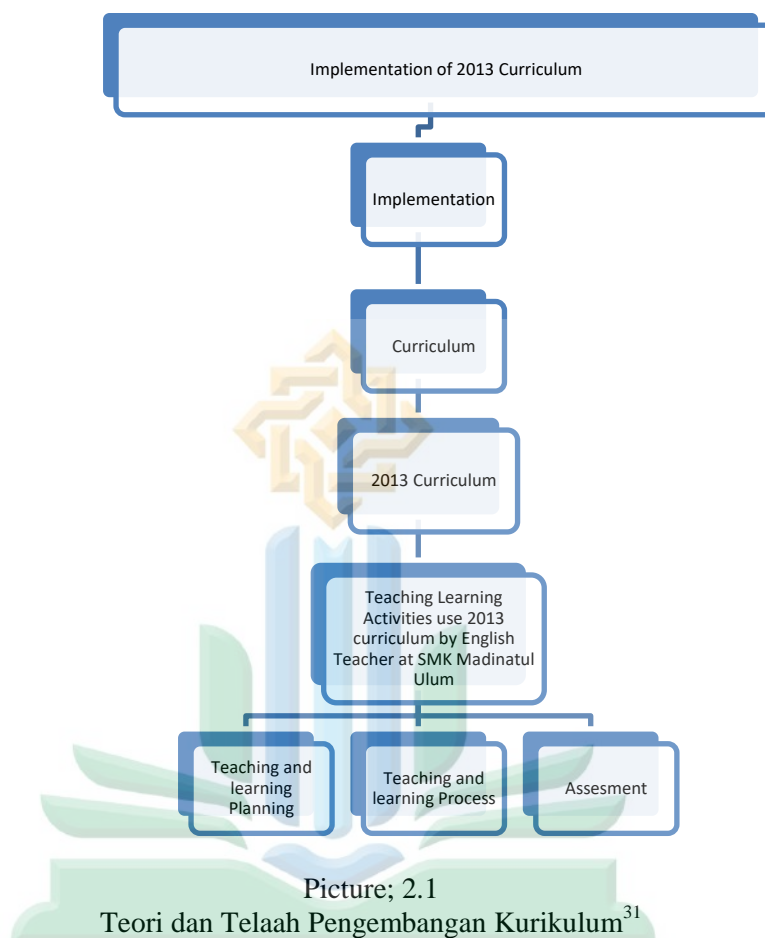
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<sup>30</sup> Neng Siska Fitriyani, *Implementation of the 2013 Curriculum in Teaching English at Junior High Schools in Pekanbaru*, (Pekanbaru; 2022),Page 48.

classroom. From these various factors, the teacher is the major and the main determining factor in the implementation of the 2013 curriculum. The success of implementation 2013 curriculum in the schools in depend on the participation of the teachers. The teachers know the real condition of the students in the school. Based assumption above, it can be concluded that the teacher has an important role in the implementation of the 2013 curriculum because the teacher can know the difficulties or obstacles in the implementation of the 2013 curriculum.



### C. Conceptual Framework



The Implementation of 2013 curriculum in teaching and learning uses curriculum 2013 in SMK Madinatul Ulum has three steps, those are: 1.) teaching and learning Plan. 2.) teaching and learning process. 3.) Teaching and learning Assesment.

<sup>31</sup> Handbook Teori dan Telaah Pengembangan Kurikulum(2018)

## CHAPTER III

### RESEARCH METHODS

#### A. Approach and Type of Research

The research approach is a scientific way of obtaining data, purpose, and uses. Based on the scientific method, scientific data, objectives, and uses.<sup>32</sup> The approach used in this research is a qualitative research approach.

Qualitative research intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically, and thorough descriptions in the form of words and language, in particular natural contexts and by utilizing various natural methods.<sup>33</sup> While the type of this research is Descriptive Evaluative research.

Descriptive Evaluative research is a type of research that aims to describe and evaluate a particular phenomenon or situation. In the context of learning is a design or procedure in systematic collecting and analyzing data to determine the benefits of an educational practice.<sup>34</sup> Evaluative research is aimed at gathering information on what is happening that is the concrete condition of the plans that require evaluation. Along with that definition, suchman (1967) defines evaluative research to determine results obtained with several activities made to gain an objective of the values or performance

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<sup>32</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

<sup>33</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2014), 6.

<sup>34</sup> Sukmadinata N.S, *Metode Penelitian Pendidikan*, (Bandung: UPI, 2009)

of learners. Danim (2000) evaluative research is intended to measure the success of a program, product or teaching activity.

Evaluative studies explain that there is a study activity that is of its nature evaluating something object, which is usually the implementation and plan of the learning program. Based on these few descriptions, it can be concluded that evaluative research is a systematic scientific procedure conducted to measure the results of programs or projects in learning is adapted to a planned purpose, by collecting, objective analyzing and reviewing. Then formulating and determining Policies that first consider positive values and the advantages of a program.

#### **B. Research Location**

This research is conducted in SMK Madinatul Ulum Cangkring, Kec. Jenggawah Kabupaten Jember, Jawa Timur. The choice of place was due to one of the schools that implementing 2013 Curriculum in Teaching English.

#### **C. Research Subject**

In this study, the sample of data sources was selected by purposive, with source sampling techniques with certain considerations to facilitate researchers exploring the objects or social situations studied.<sup>35</sup> Purposive sampling is useful when the researcher wants to focus in depth on a relatively small sample. In this case the subject amounted to 3 people consisting of the principal, Waka Curriculum and the English teacher.

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<sup>35</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2018), 136.

## D. Data Collection Technique

This section explains how the researcher collect the data.

### 1. Observation

The first collected data was an observation that the researcher observing the location, Institution and the Teacher. According to Djam'an Satori and Aan Komariah on their book, observation means an on going monitor activity. Through observation the resarcher will understand the content of data in all situation.

### 2. Interview

The analysis data was about the implementation of the 2013 Curriculum in Teaching English at SMK Madinatul Ulum. the researcher will do an interview with the English teacher, waka Curriculum and Head master of SMK Madinatul Ulum. To obtain the required data then the Researcher uses an interview method with the Indepth Review engineering that is an interview in depth as a data collection technique. The type of interview performed is semi structure. In its implementation, the interview was done more freely than the structured interview. The purpose of this type of interview is to find more problems.

### 3. Document Review

Document review is an effort tocollecting the data by reviewing existing documents relate to the topic.<sup>36</sup> Record events that have passed

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<sup>36</sup> Evaluation Research Team, "Evaluation Briefs," August 18, 2018.



during the observation. It can be form in pictures and profile of the school.

## E. Data Analysis

The analysis data was about the implementation of the 2013 Curriculum in Teaching English at SMK Madinatul Ulum. The first collected data was an observation that the researcher observing the location and English teachers. After the observation, the researcher did an interview with the English teachers SMK Madinatul Ulum and the interview transcribed. The last is documentation that the researcher will take in the classroom.

According to Miles and Huberman, Johnny Saldana " there is four concurrent verification flow of activity in the model such as data collection, data condensation, data display, and data conclusion drawing and verification".<sup>37</sup>

### 1. Data Collection

After identifying the problem, the researcher collects the data by questionnaire and interview as information. In this case, the researcher interviews the students and observes the teaching and learning process to gain information more and supporting data. All the data (recording data and observation data) that was collected then the researcher wrote the transcription of the data, In this stage, the researcher to find out the students' experience of using discovery learning in narrative text in the teaching and learning process.

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<sup>37</sup> Hasnidar, "*Students' Perception of Using Online Learning Materials*" (A Thesis of Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial of Requirement for thr Degree of English Departement, 2020), 30

## 2. Data condensation

Data condensation according to miles is referred to as the process of selecting, focusing, simplifying, abstracting, and transforming the data in written-up field notes or transcripts.<sup>38</sup> In this stage, the researcher needs to separate the accurate from the inaccurate ones. Through the data condensation, the researcher focuses on the data that will be analyzed. It can be easier for the researcher to continue collecting the data.

## 3. Data Display

The next step is data display which is an important thing to do after data condensation. In this stage, the researcher will be easier to understand what is happening and also to do something further analysis on that understanding. It is also well-known as the process of showing data only in the form of words, narrative, able to get the appropriate conclusion at the end. So, in this research, the researcher uses an essay and charts in displaying the data which is very commonly used in qualitative research.

## 4. Conclusion Drawing and Verification

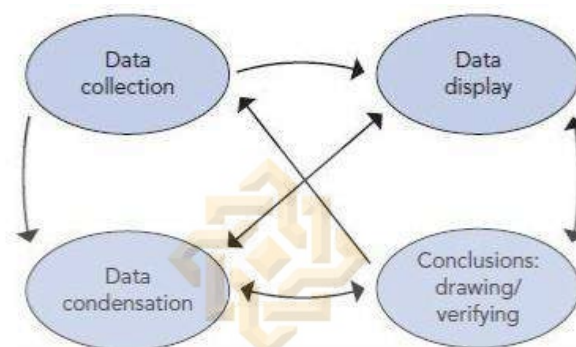
The last step is the stage of drawing conclusions based on findings and verifying data. As explained above are still temporary and are changed if substantial evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification.

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<sup>38</sup> Miles, Matthew & Huberman, A. Michael. *Analisis Data Kualitatif* (Jakarta: UI Press, 1992), 20

Based on this reason, the stage of data analysis can be showed in this table:

**Table 3.1**  
Interactive Analysis Model for Qualitative Research<sup>39</sup>



## F. validity of data

### 1. The member check

a process of checking the data obtained by researchers to the data provider's goal of the check-in was to know how far the data obtained according to what the data has provided. The data is the data of interviews result with three respondents, principal, waka curriculum and English teacher. If the data found agreed by the data boards means the data is valid. The implementation of the check member can be done after a period of data collection is completed, or after a finding, or conclusion (Sugiyono, 2013).

### 2. Triangulation

triangulation is defined as data checking and various sources in various ways and various times (Sugiyono, 2013). In this study will be

<sup>39</sup> Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd Edition* (California: SAGE Publications, 2014), 33.

done with a source triangulation technique which means to get data from different sources ie from the principal, waka curriculum and the English teacher with the same technique of interview.

## G. Research Stages

The research stages was the section, in which the researcher describes the way of the study will be carried out.<sup>40</sup> Here were the steps on conducting the research:

### 1. Preliminary Research

The researcher asked a permission to the principal or the vice principal of the Schools and explained the purpose of the study. Then, the researcher asked the English teacher that would be the participants whether the English teachers have the challenges in implementing 2013 curriculum or not. During the survey, the researcher found that the English teacher at SMK Madinatul Ulum got the difficulties in implementing 2013 curriculum, while the teacher at SMK Madinatul Ulum said that the implementation of the 2013 curriculum has done well, but there was still some challenge in implementing the 2013 curriculum.

### 2. Deciding the Research Design

Previously, the researcher has decided the title and the research problems. Then, the researcher described the phenomenon and the limitation of the study. Afterward, the researcher chose the research design that is qualitative research and went to the outline of the research.

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<sup>40</sup> Donald Ary et al., *Introduction to Research*. 588.

### 3. Conducting the Research

The researcher gained the data through the Observation and interview with three Informants : teacher, Head Master, and Waka kurikulum from School and also document review.

### 4. Analysing the Data

The researcher analysed the data as stated in the data analysis technique above. The result of the data was correlated with the theory in the Chapter.

### 5. Concluding the Data

After all of the data were collected, the result would be gained as the final report of the research for conclusion.



## **BAB IV**

### **FINDING AND DISCUSSION**

This chapter presents an analysis of the implementation of 2013 Curriculum in teaching English at SMK Madinatul Ulum Jember. The purpose of this study is the implementation of the English teaching process based on 2013 curriculum by the English teacher. The analysis is conducted using a descriptive evaluative approach, which aims to provide a comprehensive and critical evaluation of the implementation of the curriculum.

#### **A. RESEARCH FINDING**

This chapter explains result of the research. It begins from the explaining observation's result, teaching and learning process until evaluating the english teaching at SMK Madinatul Ulum.

##### **1. Description of SMK Madinatul Ulum**

Based on the data from Observation, the researcher gain informations about SMK Madinatul Ulum Jember. SMK Madinatul Ulum which is located at Jl. Tempurejo No.20-24, Krajan, Cangkring, Kec. Jenggawah, Kabupaten Jember is one of the educational units under the shade of Madinatul Ulum Islamic Boarding School. SMK Madinatul Ulum has B-accreditation. SMK Madinatul Ulum has founded in 2010 -09-03 by School establishment certificate 421.5/1363/310/2010 and has got operational permits certificate in 2019-09-06 by certificate number 421.5/5470.17/101.3/2019.



Picture 4.1 Building of SMK Madinatul Ulum

SMK Madinatul Ulum has three expertise competencies. Those are Akuntansi keuangan lembaga (Accounting), Agribisnis ternak unggas (poultry agribusiness) and Tata boga (cullinary art). The facilities and infrastructure owned by SMK Madinatul Ulum will be mentioned as follow:

- a. 14 Unit classrooms
- b. 1 library
- c. 1 laboratorium of computer
- d. 1 laboratorium of Cullinary Art
- e. 1 laboratorium of poultry agribusiness
- f. 1. Administration room
- g. 1 Teacher room
- h. 1 head master room
- i. 1 hall
- j. 1 Canteen

- k. 1 Mosque
- l. 1 Poskestren (Boarding School Medical Station)
- m. 1 Parking Area

The facilities above support The Teachers and Students to do teaching and learning process at this School. Especially, for implementing 2013 curriculum.

The school have the Vision and mission which related with the vision and mission of the Madinatul Ulum Islamic Boarding School;

a. school vision

Intellectually intelligent. Emotionally intelligent, morally sound. Evenly superior, skillful, characterless and competitively competitive in the work world.

b. school mission

- 1) conduct KBM with professional competence standards to excite and activate the intellectual and emotional capacities
- 2) to provide proper instruction, skill and training training to become good educated participants, competitive smes
- 3) give good and proper religious education and practice islamic feeling and practice as a source of inspiration for life to become a person of character.<sup>41</sup>

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<sup>41</sup> SMK Madinatul Ulum Jember, Sejarah SMK Madinatul Ulum Jember, 2 mei 2023.



## 2. Data Presentation

### a. Teaching and Learning Plan in Implementing 2013 Curriculum in Teaching English

Lesson plan helps the teacher to organize the teaching and learning process. It is essential to achieve the learning objective. When the teachers still face difficulties in making lesson plan based on 2013 Curriculum, government change the curriculum. It make the teachers must learn again the new syllabus and change the lesson plan. They still face difficulties to make new lesson plans whereas the lesson plan is very important to teaching learning process. A good plan will bring good lesson in teaching and learning. In SMK Madinatul Ulum RPP is one supporting item for the english teacher to get preparation before teaching.

*“Kurikulum 2013 adalah kurikulum pendidikan nasional yang diterapkan di Indonesia sejak tahun 2013. Sebagai Kurikulum pengganti Kurikulum Tingkat Satuan Pendidikan (KTSP) yang sebelumnya digunakan, Kurikulum 2013 menekankan pada pengembangan karakter, keterampilan, dan pengetahuan siswa. Tapi udah mau ganti lagi mas, ke kurikulum merdeka belajar” (Head Master)<sup>42</sup>*

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<sup>42</sup> Imdad Fahmi Azizi, diwawancarai oleh penulis, Jember, 22 mei 2023.

The information above makes the researcher knows that the 2013 Curriculum has been in the end and almost changed by *Curriculum Merdeka Belajar* next year.

*“Menyiapkan semua bahan pembelajaran dan juga media pembelajaran serta perangkat pembelajaran.”* (English Teacher)

*“RPP sudah sesuai dengan Kurikulum dari sekolah yaitu K-13, mas. Sumber pembelajarannya saja yang harus digali lebih luas, kalau ada LKS bisa jadi pegangan, ini sourcenyanya banyak dari internet”* (English Teacher)

*“Ya,sudah untuk seluruh kelas x / xi dan xii”* (English Teacher)<sup>43</sup>

*“semua guru siap tidak siap ya harus buat RPP buat target pembelajarannya agar tidak meluas karena sekolah kami sudah menerapkan K-13 dan Alhamdulillah sejalan dengan Visi Misi sekolah.”* (Waka Kurikulum)<sup>44</sup>

This School has implemented 2013 Curriculum, it means all of the teachers not only the english teacher use it and prepare the RPP to support their teaching lesson in the class. The teachers collect the lesson material from many sources such as; youtube, ruang guru, LKS and other website that support their subject.

<sup>43</sup> Eko Pambudi, diwawancarai oleh Penulis, Jember, 29 mei 2023.

<sup>44</sup> Endro kiswanto, diwawancarai oleh penulis, Jember 8 mei 2023.

## **b. Teaching and Learning Process in Implementing 2013 Curriculum in Teaching English**

The observation process shows the researcher that the English learning process in the 2013 curriculum Implementation at SMK Madinatul Ulum conducted by the english teacher in the class must be in accordance with the standard process such as preliminary activities, core activities, and closing activities.

*“Strategi yang digunakan sudah efektif dengan implementasi kurikulum 2013 yang sudah berlangsung selama pembelajaran didalam kelas.”* (English Teacher)

*“saya tidak selalu menggunakan media seperti proyektor karena disini hanya ada 4 proyektor dan 2 lab komputer,dan satu lab agribisnis dan tataboga, urgent baru pakai.tapi untuk lab biasanya udah ada jadwalnya mas, disini kan kejuruan.”* (English Teacher)

*“Metode langsung dipraktakan didalam kelas dengan disesuaikan materi pembelajaran yang ada dan melihat kemampuan siswa dari proses pembelajaran tersebut sehingga dengan cara dipraktakkannya langsung bisa melihat keaktifan siswa saat belajar.”* (English Teacher)<sup>45</sup>

To make effective teaching and learning process the english teacher has used the Implementation 2013 Curriculum In the activity of appreciation and motivation that can make students psychologically and

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<sup>45</sup> Eko Pambudi, diwawancarai oleh Penulis, Jember, 29 mei 2023.

physical resources, it can attract students' attention to learning and more importantly, teachers conclude competence and plans for learning activities to students so they have high motivation to follow the sequence of high learning process. The english teacher just use media not for every day, it means any days without media and using direct and traditional teaching and learning process.

*“Aktif, sudah, siswa dapat mengikuti yang dimulai dengan mengamati, mengumpulkan informasi, mengasosiasi, menyimpulkan dan menginformasikan kembali sesuai dengan temuannya. Saya tetap menerapkan pendekatan saintifik, tetapi saya hanya menerapkan beberapa kegiatan yang sesuai dengan materi yang akan diajarkan kepada siswa. Jika pendekatan tidak cocok dengan materi, itu akan dimasukkan dan itu tidak akan nyaman.”* (English Teacher)

Core activities are conducted with a scientific approach that includes observations, requesting, trying, reasoning, presenting, and creating activities combined with learning models that match the scientific approach such as learning discovery. Learning inquiry, project-based learning, use of media resources and learning appropriate for learning purposes, as well as assessment, knowledge and skills (original) during the learning process. If the approach does not fit in with the material then the English teacher will not include it in the study.

*“Kurangunya waktu dan tidak semua siswa yang biasa aktif (student center) pada saat pembelajaran didalam kelas.” (English Teacher)<sup>46</sup>*

Less of time to learn in this school, it happen because of the student have many agenda scheduled in their daily activity at Islamic Boarding School, so they have less time to learn common subject like english in their Islamic Boarding School. Make the teacher in the Closing activity must give good conclusion and stimulation to know the extent to which the learning process has provided an effect in improving student knowledge and skills by facilitating students to conclude learning outcomes, providing feedback about learning processes and results, and provide follow-up plans and next lesson plan.

### c. Assesment

The 2013 curriculum aims to prepare the Students to have ability to live as individual and citizen who faithful, productive, creative, innovative, and affective, and to be able to contribute to the life of society, nation, state, and world civilization.

*"Kurikulum 2013 bertujuan untuk mempersiapkan siswa agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan afektif, mas. serta mampu berkontribusi pada kehidupan bermasyarakat nanti kalo wes lulus."*

*“Strategi yang digunakan sudah efektif dengan implementasi kurikulum*

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<sup>46</sup> Eko Pambudi, diwawancarai oleh Penulis, Jember, 29 mei 2023.

*2013 yang sudah berlangsung selama pembelajaran didalam kelas.”*

(English Teacher)

*“Iya tentu dengan menilai secara langsung seperti melakukan penilaian sikap, penilaian pengetahuan dan penilaiain keterampilan.”*

(English Teacher)

2013 Curriculum assessment is not only focused on aspects of knowledge (cognitive) alone but also covers aspects of attitudes (affective) and aspects of skills (psychomotor). On the aspects of knowledge and skills, in the 2013 curriculum. For the assessment of knowledge, teachers can assess through written tests, oral tests, and assignments. In the aspect of skills, teachers can assess through performance assessment that is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portofolio assessment.

*“Iya memberikan tugas dan meremedial bagi siswa yang mendapat nilai belum tuntas pada saat melakukan ulangan dan ujian semester.”(English Teacher)<sup>47</sup>*

The other challenge that faced by the english teacher is to score the students that have not done the examination because extremely the student in Islamic boarding shool have many reasons to avoid the examination and they must join the make-up exam and remedial.

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<sup>47</sup> Eko Pambudi, diwawancarai oleh Penulis, Jember, 29 mei 2023.

## B. RESEARCH DISCUSSION

### 1. Teaching and Learning Plan in Implementing 2013 Curriculum

Based on researcher's observation, teacher completed his teaching preparation (Lesson Plan). An activity will run smoothly and well if there is a good plan. And every agency must have a strategy that is undertaken to achieve the goals that these institutions hope to achieve. Likewise with the institution, in this case a teacher, particularly an English teacher in the empowering of good education, also has a strategy, so that the empowering process can run according to the goals it wants to achieve. Based on the interview result The teacher has carried out 2013 Curriculum well as completing the sections of the lesson plan and fulfilled all that required in the lesson plan.

The planning stage of the implementation of 2013 Curriculum in teaching English is evaluated based on the following aspects<sup>48</sup>:

#### a. Teachers' Understanding of the 2013 Curriculum

Endang Daris Stated that all participants seem to have a comprehensive understanding on these points such as; integrating value systems, knowledge and skills, as an orientation on developing the learners' competencies, as the changing of teaching-learning methodology toward teaching-learning process which gives priorities on the learning experiences through observing, inquiring,

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<sup>48</sup> Endang Darsih, "English Teachers' Understanding of the 2013 Curriculum" 2017, Social Science, Education and Humanities Research (ASSEHR), volume 82, 244-245, <http://dx.doi.org/10.2991/conaplin-16.2017.54>

associating, and communicating, so as to enhance the values of competitiveness and build prime characters.

b. Benefits of the 2013 Curriculum Implementation

first, 2013 curriculum is able to improve the quality of learners, not only of their cognitive aspects, but also of their characters, skills, and attitudes due to the integrated character education in the learning process. Second the teachers' teaching load is not too heavy, especially the nature of the student-centered learning, is a convenience for teachers because students find and apply his own ideas, so they use their own learning strategies for learning. Third, the book provided by the government helpsteachers much, because it becomes their guidelines in teaching. Fourth, it becomes their guidelines in teaching. Last, assessment based on the 2013 curriculum is fair since all aspects of students are assessed.

c. Challenges of the 2013 Curriculum Implementation

challenges such as in applying scientific approach, authentic assessment and in designing lesson plan are several challenges that mentioned by Endang Darsih.

The analysis shows that the planning stage of the implementation of 2013 Curriculum in teaching English is generally well-designed and well-planned by understanding the 2013 Curriculum components. The curriculum objectives are clear and aligned with the national education



goals. The curriculum materials and resources are adequate and appropriate for the target learners in the guidelines in teaching.

## 2. Teaching and Learning Process in Implementing 2013 Curriculum

Based on the researcher's observation the teacher has done it appropriate with lesson plan, such as started lesson with opened by greeting and prayer, giving explanation systematically and clearly althoiht not perfect. And from the interview result the learning process still have limited time in doing it because the uncondition of student's present. The learning process of the implementation of 2013 Curriculum in teaching English is evaluated based on the following aspects<sup>49</sup>:

### a. Effectiveness of the teaching methods

Teaching methods play a crucial role in bringing instruction to life while encouraging students to actively engage with content and develop their knowledge and learning outcomes. There are several teaching methods available, each with its own advantages and disadvantages. The effectiveness of each teaching method depends on a variety of factors, including the subject matter, the needs and abilities of the students, and the teacher's experience and skills. Ultimately, the most effective teaching method will depend on the specific learning goals, the needs of the students, and the teaching context.

Experiential learning: This method involves learning through hands-on experiences, such as experiments, group projects, and sports

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<sup>49</sup> Heri Gunawan, Afrianto Daud, The Implementation of 2013 Curriculum in English Teaching: Stories from Rural Areas, Vol. 1, No. 2, 2018, pp. 65-75 E-ISSN: 2621-6485

coaching. It encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences.

Guided instruction: This method involves modeling and scaffolding learning, allowing students to ask questions and receive clarifications, and using formative assessment to check for understanding. It can be effective for students who need more support or who are learning complex concepts.

To choose the most appropriate teaching method, instructors should consider learning outcomes, student needs, and the learning environment. Teacher at SMK Madinatul Ulum has considered the learning outcomes but the teacher should also be flexible in their approach, willing to experiment with different methods, and adapt their teaching strategies to meet the needs of their students.

b. Appropriateness of the learning activity

Learning activities are an essential part of teaching and learning experiences. They should be carefully planned and designed to ensure that they are appropriate for the learners' age and stage of development. Here are some factors to consider when determining the appropriateness of learning activities:

- 1) Developmentally appropriate practices: Teaching and learning experiences should be grounded in what we know about how children learn at different ages and stages of development. Based

on understanding the characteristics of a “typically-developing” child and recognizing that children vary within that norm, these practices require careful and deliberate planning.

- 2) Clear learning goals and objectives: Learning activities should align with the learning outcomes for the course/program overall and with the students’ needs at this stage of their learning. They should provide experiences that will enable students to engage, practice, and gain feedback on specific outcomes.
- 3) Active and reflective learning: Learning activities should be designed to foster both active and reflective learning. Active learning involves doing or observing something, while reflective learning involves reflecting on the meaning of the learning.
- 4) Individualization: Teachers should get to know their students well and understand their individual skills, ideas, and joys. This can be done through time spent together, observation, assessment, work samples, etc.
- 5) Motivation: Learning activities should be designed to motivate students to engage in the activities. Teachers should consider what would motivate their students to do these activities.

Examples of appropriate learning activities include content-focused activities, interactive activities, critical thinking activities, production activities, problem-solving activities, and reflection activities. It is important to note that the list is not exhaustive, and

teachers should consider the appropriateness of each activity for their learners.

c. Quality of the learning outcomes

Learning outcomes are statements that describe the knowledge, skills, and abilities that students should possess and be able to demonstrate upon completion of a learning program or course. The quality of learning outcomes is essential to ensure that students achieve the intended learning objectives. Here are some characteristics of high-quality learning outcomes:

- Specific and well-defined:** Learning outcomes should be clear and concise, explaining in specific terms the skills that students should be able to demonstrate, produce, and know as a result of the program's curriculum.
- Realistic and attainable:** Outcomes should be reviewed in light of students' ability, developmental levels, initial skill sets, and the time available to attain these skill sets. All passing students should be able to demonstrate the knowledge or skill described by the learning outcome at the conclusion of the course.
- Focused on the learner:** Good learning outcomes describe knowledge or skills that the student will employ and help the learner understand why that knowledge and those skills are useful and valuable to their personal, professional, and academic future.
- Emphasize application and integration of knowledge:** Instead of focusing on coverage of material, learning outcomes articulate how the described knowledge and skills may be used by the learner now and in

the future. Measurable: Learning outcomes should be specific enough to exclude the greatest number of possible alternatives so that they can be measured. Effective learning objectives indicate a degree of accuracy, a quantity of correct responses, or some other type of measurable information. SMART: Learning outcomes should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Clear learning outcomes help students understand why and how specific activities will contribute to their understanding. They establish student expectations and increase motivation when students understand the reason for and value of what they are doing. To ensure that learning outcomes are student-centered, a good objective should appropriately complete the statement "The student will". Through assessment, learning outcomes can become fully integrated into course design and delivery, and assignments and exams should match the knowledge and skills described in the course's learning outcomes

d. Engagement of the learners in the learning process

Engaging learners in the learning process is crucial for their success and motivation. Learner engagement is the measure of a learner's participation in their courses and every other aspect of their educational program. Engaged learners care about the subject, feel motivated or excited to learn, and take ownership of their own learning.

Here are some strategies to engage learners in the learning process:

- Tap into students' prior knowledge : This helps students connect new information to what they already know, making it more meaningful and easier to remember.
- Learn students' interests : Incorporating students' interests into the curriculum can increase their motivation and engagement.
- Organize classroom discussions : Discussions can encourage students to think critically, share their ideas, and learn from each other.
- Design highly relevant learning activities : Activities that are relevant to students' lives and interests can increase their engagement and motivation.
- Integrate modern technology : Using technology in the classroom can make learning more interactive and engaging for students.
- Promote active learning: Active learning is an instructional approach in which students actively participate in the learning process, as opposed to sitting quietly and listening. Common strategies include question-and-answer sessions, discussion, interactive lectures, quick writing assignments, and experiential learning.
- Create a positive learning environment: A positive learning environment can increase students' engagement and motivation. This includes building positive relationships with students, providing clear expectations, and giving feedback that is constructive and supportive.

Overall, engaging learners in the learning process requires a combination of strategies that are tailored to the learners' needs and interests.

The analysis shows that the learning process of the implementation of 2013 Curriculum in teaching English is generally effective and appropriate. The teaching methods are varied and engaging, and the learning activities are appropriate for the target learners. The quality of the learning outcomes is generally good, and the learners are engaged in the learning process.

### 3. Assessment

Based on the researcher's observation the assessment was alignment with the Curriculum Objectives that students learn what is intended and that assessments accurately measure their learning. And from the interview result the student still have second chance such as remedial for their score. The assessment of the implementation of 2013 Curriculum in teaching English is evaluated based on the following aspects<sup>50</sup>:

#### a. Alignment of the assessment with the curriculum objectives

Aligning learning objectives with assessment methods is a key aspect of designing and delivering effective e-learning courses. Learning objectives define what learners should be able to do or know by the end of the lesson, while assessment methods measure how well they have achieved those objectives. Alignment is important for

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<sup>50</sup> Arif Bulan,a, Maman Suryaman, Enung Nurhasanah,b, Mardiah,c, and Hasan, Assessment of English Language Learning in 2013 Curriculum, Vol. 2, No. 1, January 2020, pp. 91-97

several reasons. First, it ensures that your course content and activities are relevant and meaningful for your learners, and that they match their expectations and needs. Second, it helps you evaluate the quality and impact of your course, and identify areas for improvement or feedback. Third, it enhances the credibility and validity of your course, and demonstrates your adherence to e-learning quality standards and criteria.

b. Appropriateness of the assessment methods

English Teacher Choosing assessment tools for his lesson is at the heart of curriculum planning. These tools will drive student learning as they will be the first things that attract your learners' attention! The following diagram illustrates the importance of assessing students using an Integrated Course Design model, where established learning goals are supported by appropriate learning activities and assessment methods.

There are four considerations to examine when designing an appropriate assessment method that will reflect the established learning goals and activities at SMK Madinatul Ulum:

1. Reliability

Reliability is the extent to which a questionnaire, test, observation or any measurement procedure produces the same results over a period of time.



## 2. Standardization

Standardization establishes a set precedence, therefore enhancing an assignment, test or projects' reliability.

## 3. Validity

Validity is defined as, the extent to which the instrument measures what it sets out to measure. Teachers at SMK Madinatul Ulum should identify the expected learning outcomes and goals of the course in order to appropriately assess student work.

## 4. Practicality

Practicality refers to the action of the assessment method and its relevance to the overall learning goals in SMK Madinatul Ulum. It also addresses whether or not the workload for the instructor is reasonable.<sup>51</sup>

### c. Reliability and validity of the assessment

Reliability is a measure of consistency. It is the degree to which student results are the same when they take the same test on different occasions, when different scorers get the same item or task, and when different but equivalent tests are taken at the same time or at different times. Reliability is about making sure that different test forms in a single administration are equivalent; that retests of a given test are equivalent to the original test, and that test difficulty remains constant year to year. When a student must take a make-up test, for example,

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<sup>51</sup> Michael J. Miller, Reliability and Validity. Western International University, 2000-2009.

the test should be approximately as difficult as the original test. There are many such informal assessment examples where reliability is a desired trait. The main difference is how it is tracked. For informal assessments, professional judgment is often called upon; for large-scale assessments, reliability is tracked and demonstrated statistically. Whether it is high-stakes assessments measuring end-of-course achievement, or assessments that measure growth, reliability is critical for any assessment that will be used to make decisions about the educational paths and opportunities of students.

One question that is often asked when talking about assessments is, “Is the test valid?” The definition of validity can be summarized as how well a test measures what it is supposed to measure. Valid assessments produce data that can be used to inform education decisions at multiple levels from SMK Madinatul Ulum, improvement and effectiveness to teacher evaluation to individual student gains and performance. However, validity is not a property of the test itself; rather, validity is the degree to which certain conclusions drawn from the test results can be considered “appropriate and meaningful.”

The validation process includes the assembling of evidence to support the use and interpretation of test scores based on the concepts the test is designed to measure, known as constructs. If a test does not measure all the skills within a construct, the conclusions drawn from

the test results may not reflect the student's knowledge accurately—and thus, pose a threat to validity. To be considered valid, “an assessment should be a good representation of the knowledge and skills it intends to measure,” and to maintain that validity for a wide range of learners, it should also be both “accurate in evaluating students' abilities” and reliable “across testing contexts and scorers.

d. Usefulness of the assessment for improving learning outcomes

Assesment can play a positive role in supporting successful learning by approaching the topic of assessment broadly, at SMK Madinatul Ulum, school and teacher should help students to understand better the benefits of assessment such as;

1. Improve long-term recall

practice testing and distributed practice, or practicing over longer periods of time, were two of the most effective strategies to

improve long-term recall, Practice testing is a form of retrieval practice—the act of calling information to mind. The Learning Scientists, if we practice retrieval we are more likely to remember the information later, and also more likely to be able to use and apply the information in new situations.

2. Inform instruction

assessment for learning, is what teachers do in their classrooms to gather information about how students are learning. It can be formal, like a quiz, or informal such as a verbal question

and answer session with students. Teachers must understand what students know, what they can do, and what they still need to learn, Everyday formative classroom assessments can provide that information.

### 3. Provide evidence of learning

Many formats of assessment questions, from multiple-choice to constructed-response to performance-based, may be used. A system of well-constructed formative and summative assessments allows students to demonstrate their abilities and knowledge and then reflects how close they are to meeting educational goals and standards.

Evidence from assessments can be directly beneficial to students. When assessment activities are aligned with instructional activities and content standards, teachers can provide students with information about which concepts and skills they need to learn. Then teachers can use assessment results to help students understand what they already know and what they still need to work on.

The analysis shows that the assessment of the implementation of 2013 Curriculum in teaching English is generally well-aligned with the curriculum objectives. The assessment methods are appropriate and reliable, and the assessment is useful for improving learning outcom

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on an extensive examination and analysis of the material presented in Chapter IV, the researcher has derived three distinct conclusions. The research questions in Chapter I serve as the foundation for this study. The following four conclusions are elucidated as:

follows:

##### 1. Teaching and Learning Plan

The initial phase of the implementation of 2013 Curriculum in the context of English language instruction is characterised by a comprehensive and meticulous planning process. The curriculum objectives exhibit clarity and demonstrate alignment with the overarching national education goals. The provided curricular materials and resources demonstrate sufficient adequacy and appropriateness for the intended audience of learners.

The English teacher understanding has helped to implement 2013 curriculum in preparation, using lesson plan as target guide the learning process. By effectively setting goals and standards, educators may guarantee that their curriculum is in line with the expectations and results that are crucial for the academic achievement and overall development of their students.

## 2. Teaching and Learning Process

The pedagogical activities included in the implementation of the 2013 curriculum for teaching English have been consistently conducted during each instructional session. To facilitate the learning process, the instructor has employed engaging instructional techniques. This technique necessitates the active engagement and utilisation of pupils. Experiential learning is an educational approach that emphasises the acquisition of knowledge and skills by direct engagement in practical activities, including but not limited to experiments, collaborative projects, and athletic instruction. Furthermore, The guided instruction approach encompasses the utilisation of modelling and scaffolding techniques to facilitate learning. It entails providing students with the opportunity to ask questions and seek clarifications, while employing formative assessment strategies to gauge their comprehension.

The efficacy and suitability of the implementation of 2013 Curriculum in the teaching of English generally yield positive results. The pedagogical approaches employed exhibit a diverse range and are designed to captivate the attention of the students. Furthermore, the learning tasks are well-suited to the specific needs and abilities of the intended recipients. The learning outputs exhibit a commendable level of quality, and the learners demonstrate active engagement in the process of acquiring knowledge.

### 3. Assesment

The evaluation of student learning is a crucial component in the development and implementation of successful educational practises. The learning objectives establish the expected knowledge and skills that learners should possess at the conclusion of the lesson. The evaluation of the integration of 2013 Curriculum in the instruction of English at SMK Madinatul Ulum demonstrates a typically strong alignment with the objectives outlined in the curriculum. The chosen evaluation methods demonstrate appropriateness and reliability, hence rendering the assessment valuable for enhancing learning outcomes

### B. Suggestion

#### 1. For Institution

For SMK Madinatul Ulum Jember, the researcher just give some suggestions relate to the implementation of 2013 curriculum. Providing media such as proyektor to support every meeting in the class is a way to get student intension in learning.

#### 2. For English Teacher

For the english teacher exactly in the teaching process, using media in every meeting is suitable way to support student interest in english. It must be better not to stuck on book.

#### 3. For The Other Researcher

For the other researchers are should be ready before collect data in the field. It just prepares the observation and interview well.

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## Appendix 1

### Frequency of Observation

No	Date	Activity	Description
1	8 maret 2023	Preliminary Study	Check location and condition of the school and gain some informations about the school
2	2 mei 2023	Observation of School Condition	Check English teaching and learning Curriculum
3	8 mei 2023	Interview	Asking some Question to the Teachers



## Appendix 2

### Field note

**Agenda** : Preliminary Study  
**Day/Date** : Wednesday/ March, 8th 2023  
**Time** : 09.30-12.00

SMK Madinatul Ulum which is located at Jl. Tempurejo No.20-24, Krajan, Cangkring, Kec. Jenggawah, Kabupaten Jember is one of the educational units under the shade of Madinatul Ulum Islamic Boarding School. Researcher met one of teacher at that school. The teacher is a person in charge of school facilities and infrastructure. So, before check the facilities of class directly on the next day researcher asked anything about the school to gain some informations. SMK Madinatul Ulum has some facilities such as 14 classrooms, 1 library, 3 laboratories, and 9 sanitations. This B-accredited school has implemented 2013 Curriculum. Teaching and learning procces at SMK Madinatul Ulum are carried out for six working days.



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### Appendix 3

#### OBSERVATION SHEET

Agenda : Observation

Day/ Date : Thursday/ may, 4th 2023

Time : 09.10-10.30

Class : X Akuntansi

NO	Indicator	qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities		✓			
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process		✓			
7	Process teaching and learning using 2013 curriculum			✓		

### OBSERVATION SHEET

Agenda : Observation

Day/ Date : Thursday/ may, 4th 2023

Time : 09.10-10.30

Class : X Agribisnis

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities		✓			
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class			✓		
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process		✓			
7	Process teaching and learning using 2013 curriculum			✓		

## OBSERVATION SHEET

Agenda : Observation

Day/ Date : Wednesday/ may, 3rd 2023

Time : 09.10-10.30

Class : X1 Akuntansi

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities			✓		
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process			✓		
7	Process teaching and learning using 2013 curriculum			✓		

### OBSERVATION SHEET

Agenda : Observation

Day/ Date : Wednesday/ may, 3rd 2023

Time : 09.10-10.30

Class : X1 Agribisnis

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities		✓			
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process		✓			
7	Process teaching and learning using 2013 curriculum			✓		



## OBSERVATION SHEET

Agenda : Observation

Day/ Date : Tuesday/ may, 2nd 2023

Time : 09.10-10.30

Class : XII Akuntansi

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities		✓			
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process			✓		
7	Process teaching and learning using 2013 curriculum			✓		

### OBSERVATION SHEET

Agenda : Observation

Day/ Date : Tuesday/ may, 2nd 2023

Time : 09.10-10.30

Class : XII Agribisnis

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities	✓				
3	Teacher's ability to use media in teaching english using 2013 curriculum			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process			✓		
7	Process teaching and learning using 2013 curriculum			✓		

## Appendix 4

### INSTRUMENT OF INTERVIEW

#### Respondent : Head Master

1. Apa yang anda pahami tentang kurikulum 2013?
2. Apa tujuan penerapan kurikulum 2013 di sekolah ini?
3. Apa saja pembentukan program untuk guru dalam rangka implementasi kurikulum 2013?
4. Apakah pelaksanaan kurikulum 2013 di sekolah ini sudah stabil?
5. Apakah Kurikulum 2013 sudah diterapkan di sekolah ini?
6. Bagaimana perencanaan kurikulum dalam mengembangkan kreativitas siswa di sekolah ini?
7. Bagaimana perencanaan yang dilakukan dalam pembuatan kurikulum bahasa inggris?
8. Apakah ada kendala dalam implementasi kurikulum 2013 di sekolah ini?

#### Respondent : English Teacher

1. Apakah Anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas? Jika sudah di kelas berapajaja?
2. Bagaimana strategi implementasi Kurikulum 2013 dalam proses pembelajaran?
3. Apakah penerapan kurikulum 2013 efektif membentuk karakter siswa?
4. Persiapan apa saja yang Anda lakukan terlebih dahulu sebelum mengajar?
5. Apakah RPP yang Anda susun sudah sesuai dengan tujuan Kurikulum 2013?
6. Apakah pembelajaran yang Anda laksanakan sudah berpusat pada peserta didik?
7. Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran *scientific*? Seperti apa pendekatan pembelajaran dengan pendekatan *scientific*?
8. Metode-metode apa saja yang selalu Anda gunakan dalam proses pembelajaran?
9. Bagaimana cara Anda menggabungkan metode pembelajaran untuk mendorong keaktifan siswa dalam proses pembelajaran?
10. Apakah Anda selalu menggunakan media dalam proses pembelajaran?
11. Apakah Anda selalu melibatkan peserta didik dalam pemanfaatan media pembelajaran?
12. Sumber belajar apa yang selalu Anda gunakan dalam pembelajaran?
13. Apakah Anda sudah menggunakan penilaian Autentik? Jika iya, bagaimana menjalankan penilaian autentik?

14. Apakah Anda selalu melaksanakan tindak lanjut hasil belajar? seperti apakah tindak lanjut hasil belajar yang selalu Anda terapkan?
15. Kesulitan atau kendala-kendala apa yang selalu Anda rasakan dalam menerapkan Kurikulum 2013?
16. Solusi atau upaya apa yang Anda lakukan untuk mengatasi kesulitan atau kendala dalam implementasi Kurikulum 2013?

**Respondent : Waka Curriculum**

1. Apa yang Anda ketahui tentang Kurikulum 2013?
2. Apa tujuan dilaksanakannya Kurikulum 2013?
3. Apa saja program yang dibentuk untuk guru dalam rangka implementasi Kurikulum 2013?
4. Bagaimana perencanaan Kurikulum dalam mengembangkan kreativitas siswa?
5. Apakah sekolah menyusun Kurikulum setiap tahun ajaran baru?
6. Apakah selama ini penyusunan Kurikulum direncanakan terlebih dahulu?
7. Apakah Bapak/Ibu sudah menerapkan Kurikulum 2013 pada proses pembelajaran bahasa inggris?



## Appendix 5

### FIELD NOTE (Interview)

**Interview** : 1  
**Day/Date** : Monday/May, 8th 2023  
**Time** : 09.30-10-30  
**Informan** : Waka Kurikulum  
**Tempat** : in the office  
**Detail** :

1. Apa yang anda pahami tentang kurikulum 2013?  
*“Kurikulum 2013 adalah kurikulum pendidikan nasional yang diterapkan Sebagai pengganti Kurikulum Tingkat Satuan Pendidikan (KTSP)”*
2. Apa tujuan penerapan kurikulum 2013 di sekolah ini?  
*“Kurikulum 2013 yang diterapkan di sekolah ini bertujuan agar peserta didik memiliki kemampuan yang lebih baik dalam melakukan observasi, bertanya, bernalar, dan mengkomunikasikan, mempresentasikan apa yang diperoleh atau diketahui setelah menerima materi pembelajaran”*
3. Apa saja pembentukan program untuk guru dalam rangka implementasi kurikulum 2013?  
*“ya banyak mas, seringin ke lab komputer biar siswa bisa ngimbangi perkembangan zaman dan biasanya wes start sejak penerimaan santri baru, dari sana sudah difilter bakat minatnya sesuai jurusan yang dipilih.”*
4. Apakah pelaksanaan kurikulum 2013 di sekolah ini sudah stabil?  
*“sudah”*
5. Apakah Kurikulum 2013 sudah diterapkan di sekolah ini?  
*“sekolah kami sudah menerapkan K-13 dan Alhamdulillah sejalan dengan Visi Misi sekolah.”*
6. Bagaimana perencanaan kurikulum dalam mengembangkan kreativitas siswa di sekolah ini?  
*“Sepemahaman saya mas, Kurikulum 2013 menekankan pada proses pembelajaran, bukan hanya hasil akhirnya. Hal ini sudah memungkinkan siswa untuk lebih banyak bereksperimen dan mencoba hal-hal baru, yang dapat membantu mengembangkan kreativitas mereka.”*
7. Bagaimana perencanaan yang dilakukan dalam pembuatan kurikulum bahasa inggris?  
*“semua guru mas, bukan hanya guru bahasa inggris siap tidak siap ya harus buat RPP sebagai perencanaan buat target pembelajarannya agar tidak meluas.”*
8. Apakah ada kendala dalam implementasi kurikulum 2013 di sekolah ini?  
*“Kalo dari sekolah tidak ada, mungkin nanti dari guru-gurunya mas.”*

## FIELD NOTE (Interview)

**Interview** : 2  
**Day/Date** : Monday/May, 22nd 2023  
**Time** : 09.30-10-30  
**Informan** : Head Master  
**Tempat** : in the office  
**Detail** :

1. Apa yang Anda ketahui tentang Kurikulum 2013?  
*“Kurikulum 2013 adalah kurikulum pendidikan nasional yang diterapkan di Indonesia sejak tahun 2013. Sebagai Kurikulum pengganti Kurikulum Tingkat Satuan Pendidikan (KTSP) yang sebelumnya digunakan. cuma Kalau Kurikulum 2013 itu mas, menekankan pada pengembangan karakter, keterampilan, dan pengetahuan siswa. Tapi udah mau ganti lagi mas, ke kurikulum merdeka belajar”*
2. Apa tujuan dilaksanakannya Kurikulum 2013?  
*“untuk mempersiapkan siswa khususnya para santri agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan afektif serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban dunia.”*
3. Apa saja program yang dibentuk untuk guru dalam rangka implementasi Kurikulum 2013?  
*“Guru dapat melakukan asesmen awal untuk mengenali potensi, karakteristik, kebutuhan, tahap perkembangan, dan minat peserta didik pada saat PPDB, Guru dapat mengembangkan program pembelajaran yang sesuai dengan spektrum keahlian pendidikan menengah kejuruan. Dan sejalan dengan perkembangan TIK/ICT, implementasi Kurikulum 13 perlu didukung dengan pengembangan dan produksi perangkat lunak dan perangkat keras ICT.”*
4. Bagaimana perencanaan Kurikulum dalam mengembangkan kreativitas siswa?  
*“Dengan mendorong siswa untuk mencari pengetahuan di luar kelas kelas atau di lingkungan mereka. Ini dapat membantu siswa untuk berpikir secara kreatif dan menerapkan pengetahuan mereka dalam situasi kehidupan nyata”*
5. Apakah sekolah menyusun Kurikulum setiap tahun ajaran baru?  
*“tidak mas, sekolah tidak menyusun tiap tahun ajaran baru.”*
6. Apakah selama ini penyusunan Kurikulum direncanakan terlebih dahulu?  
*“Tidak mas, kita ikut dari pusat sesuai arahan, perihal direncanakan pusat pasti merencanakan”*
7. Apakah Bapak/Ibu sudah menerapkan Kurikulum 2013 pada proses pembelajaran bahasa inggris?  
*“Alhamdulillah sudah”*

## FIELD NOTE (Interview)

**Interview** : 3  
**Day/Date** : Monday/May, 29th 2023  
**Time** : 09.30-10-30  
**Informan** : English Teacher  
**Tempat** : in the class  
**Detail** :

1. Apakah Anda sudah menerapkan implementasi Kurikulum 2013 didalam kelas? Jika sudah di kelas berapasaja?  
*"Ya, sudah untuk kelas x/ xi dan xii"*
2. Bagaimana strategi implementasi Kurikulum 2013 dalam proses pembelajaran?  
*"Strategi yang digunakan sudah bagus dengan implementasi kurikulum 2013 yang sudah berlangsung selama pembelajaran didalam kelas"*
2. Apakah penerapan kurikulum 2013 efektif membentuk karakter siswa? Jika iya sebutkan alasannya.  
*"Iya, membuat siswa menjadi bertanggung jawan, jujur, disiplin dan mandiri dalam proses pembelajaran didalam kelas."*
3. Persiapan apa saja yang Anda lakukan terlebih dahulu sebelum mengajar?  
*"Menyiapkan semua bahan pembelajaran juga media pembelajaran serta pengkat pembelajaran."*
4. Apakah RPP yang Anda susun sudah sesuai dengan tujuan Kurikulum 2013?  
*"Sudah"*
5. Apakah pembelajaran yang Anda laksanakan sudah berpusat pada peserta didik? *"Sudah"*
6. Bagaimana proses pembelajaran didalam kelas? Apakah sudah menggunakan model pembelajaran *scientific*? Seperti apa pendekatan pembelajaran dengan pendekatan *scientific*?  
*"Aktif, sudah, siswa dapat mengikuti yang dimulai dengan mengamati, mengumpulkan informasi, mengasosiasi, menyimpulkan dan menginformasikan kembali sesuai dengan temuannya. Saya tetap menerapkan pendekatan saintifik, tetapi saya hanya menerapkan beberapa kegiatan yang sesuai dengan materi yang akan diajarkan kepada siswa. Jika pendekatan tidak cocok dengan materi, itu akan dimasukkan dan itu tidak akan nyaman."*
7. Metode-metode apa saja yang selalu Anda gunakan dalam proses pembelajaran?  
*"interaktif and experimental learning dan guided instruction, diskusi. Saya mengubah kegiatan dan membuat improvisasi dengan menggunakan metode berbasis lain pada kondisi tertentu. Conditional saja."*

8. Bagaimana cara Anda menggabungkan metode pembelajaran untuk mendorong keaktifan siswa dalam proses pembelajaran?  
*“Metode langsung dipraktekan didalam kelas dengan disesuaikan materi pembelajaran yang ada dan melihat kemampuan siswa dari proses pembelajaran tersebut sehingga dengan cara dipraktekannya langsung bisa melihat keaktifan siswa saat belajar.”*
9. Apakah Anda selalu menggunakan media dalam proses pembelajaran?  
*“Kadang-kadang, karena keterbatasan media disekolah.”*
10. Apakah Anda selalu melibatkan peserta didik dalam pemanfaatan media pembelajaran?  
*“Iya.”*
11. Sumber belajar apa yang selalu Anda gunakan dalam pembelajaran?  
*“Textbook, Kamus,Lks dan semua yang berkaitan dengan materi pembelajaran.”*
12. Apakah Anda sudah menggunakan penilaian Autentik? Jika iya, bagaimana menjalankan penilaian autentik?  
*“Iya tentu dengan menilai secara langsung seperti melakukan penilaian sikap,penilaian pengetahuan dan penilaiain keterampilan.”*
13. Apakah Anda selalu melaksanakan tindak lanjut hasil belajar? seperti apakah tindak lanjut hasil belajar yang selalu Anda terapkan?  
*“Iya memberikan tugas dan meremedial bagi siswa yang mendapat nilai belum tuntas pada saat melakukan ulangan dan ujian semester.”*
14. Kesulitan atau kendala-kendala apa yang selalu Anda rasakan dalam menerapkan Kurikulum 2013?  
*“Kuranganya waktu dan tidak semua siswa yang bias aktif (student center) pada saat pembelajaran didalam kelas.”*
15. Solusi atau upaya apa yang Anda lakukan untuk mengatasi kesulitan atau kendala dalam implementasi Kurikulum 2013?  
*“Melatih semua siswa untuk bisa dan dapat memahami materi pembelajaran dibantu dengan pemanfaatan media pembelajaran seperti pemanfaatan teknologi dan didampingi oleh guru.”*



## Appendix 6

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Madinatul Ulum	Alokasi Waktu	: 2x3 JP
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022-2023
Kelas/Semester	: X/Genap	Materi	: Simple Past and Simple Perfect Tense

#### A. Tujuan Pembelajaran:

Setelah melakukan proses pembelajaran peserta didik dapat

- Menghayati dan mengamalkan ajaran agama yang dianutnya;
- Menunjukkan perilaku (Aktif, Disiplin, Ulet, dan Responsif);
- Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)
- Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### B. Model dan Metode Pembelajaran:

Model: Cooperative learning, Metode: Ceramah dan Diskusi

#### C. Media dan Sumber Pembelajaran:

Media: LKS, Potongan topik terpilih di kertas, Kertas; Sumber. Internet dan Buku Guru

## D. Kegiatan Pembelajaran

Pertemuan 1	<p><b>a. Pendahuluan</b></p> <ul style="list-style-type: none"><li>• Menyampaikan salam dan mengajak peserta didik berdoa.</li><li>• Menyampaikan tujuan pembelajaran pertemuan hari ini.</li><li>• Mengecek kehadiran peserta didik.</li><li>• Melakukan apersepsi yaitu memberi contoh tentang kalimat yang menunjukkan salah satu contoh Simple Past and Perfect Tense.</li></ul> <p><b>b. Kegiatan Inti</b></p> <ul style="list-style-type: none"><li>• Guru membentuk kelompok siswa (Mengamati)</li><li>• Guru membagikan lembaran kertas yang berisi potongan topik yang akan dibuat materi oleh siswa</li><li>• Guru meminta siswa untuk membuat teks dengan topic simple past dan perfect dengan tema yang telah didapat oleh pasangan kelompok</li><li>• Guru meminta perwakilan setiap kelompok menulis teks tersebut dan berdiskusi oleh pasangan kelompoknya (mengkomunikasikan)</li><li>• Guru meminta menunjuk perwakilan kelompok untuk menampilkan hasil dari teks yang dibuat (Mengumpulkan informasi, Mengasosiasi)</li><li>• Setelah beberapa siswa telah tampil, guru mulai menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari kalimat simple past tense and perfect (Mengamati)</li><li>• Guru mereview sambil lalu menyimpulkan materi (Evaluasi)</li></ul> <p><b>c. Kegiatan Penutup</b></p> <ul style="list-style-type: none"><li>• Peserta didik diminta melakukan refleksi terhadap proses pembelajaran.</li><li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li><li>• Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam.</li></ul>
Pertemuan 2	<p><b>a. Pendahuluan</b></p> <ul style="list-style-type: none"><li>• Menyampaikan salam dan mengajak peserta didik berdoa</li><li>• Menyampaikan tujuan pembelajaran pertemuan hari ini.</li><li>• Mengingat kembali tentang pencapaian materi pada pertemuan sebelumnya</li><li>• Guru menyediakan berbagai kalimat past tense dan</li></ul>

	<p>menyuruh perwakilan kelompok menebak pattern atau rumus yang ada didalamnya</p> <p><b>b. Kegiatan Inti</b></p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mengamati contoh past tense atau perfect tense yang tertulis di papan (Mengamati)</li> <li>• Guru dan peserta didik melakukan tanya jawab tentang hasil pencocokan siswa (Menanya)</li> <li>• Guru meminta peserta didik untuk membenarkan jawaban yang salah untuk dikoreksi bersama (Mengumpulkan informasi, mengkomunikasikan)</li> <li>• Guru memberikan contoh teks Panjang dan meminta siswa untuk menganalisis jenis tenses yang ada di dalamnya (Megasosiasi)</li> <li>• Setelah selesai menemukan contoh past tense dan perfect tense, masing-masing perwakilan kelompok yang belum selesai pada pertemuan selanjutnya untuk tampil di depan kelas.(Mengkomunikasikan)</li> <li>• Guru membahas penampilan masing-masing kelompok berdasarkan rubrik penilaian. (Evaluasi)</li> </ul> <p><b>c. Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>• Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran sampai akhir.</li> <li>• Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan.</li> <li>• Guru mengajak peserta didik mengucapkan syukur kepada Tuhan atas semua pencapaian yang sudah diperoleh selama proses belajar.</li> <li>• Guru menyampaikan rencana Ulangan Harian pada pertemuan berikutnya.</li> <li>• Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam.</li> </ul>
Pertemuan 3	<p><b>a. Pendahuluan</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan salam dan mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik.</li> <li>• Mempersiapkan peserta didik untuk melaksanakan Tes Lisan dengan memasang setiap 2 siswa untuk menjadi partner.</li> </ul> <p><b>b. Kegiatan Inti</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan tata tertib tes lisan.</li> <li>• Guru membagikan 2 teks Panjang berbeda.</li> <li>• Guru meminta siswa mencari simple past dan simple perfect tense.</li> <li>• Guru menyuruh beberapa siswa untuk maju dengan partnernya untuk mempresentasikan hasilnya.</li> </ul>

	<ul style="list-style-type: none"> <li>Guru mengelompokan peserta didik menjadi kategori: tuntas dan tidak tuntas ulangan harian.</li> </ul> <p><b>c. Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>Berdoa dan Memberi salam.</li> </ul>
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**E. Penilaian**

Sikap spiritual	Jurnal penilaian diri sendiri
Sikap sosial	Instrumen penilaian sikap sosial
Pengetahuan	Tes tulis dan tes lisan
Keterampilan	Unjuk kerja

Mengetahui,



Ketua Sekolah,

Imdad Fahmi Azizi, S.H.I

Jember, 5 Januari 2023



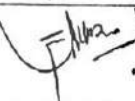
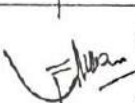


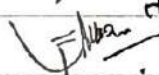
Guru Mata Pelajaran

Eko Pambudi RKA, S.Pd., M.S

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## Appendix 7

### Research Schedule

No	Day, Date	Activity	Informan	TTD
1.	8 March 2023	Preliminary study	Kepala TU dan Waka Kurikulum	
2.	2 may 2023	Observation school condition	Checking field	
		Observation class facilities	Checking class	
		Observation of teaching and learning activity	Checking the activity of teaching	
3.	8 may 2023	Interview 1	Waka Kurikulum	
	22 may 2023	Interview 2	Kepala Sekolah	
	29 may 2023	Interview 3	Guru Bahasa Inggris	

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## Appendix 8



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-1904/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMK MADINATUL ULUM  
Cangkring jenggawah Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196185  
Nama : DIKI WAHYUDI  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai Analysis of 2013 Curriculum Implementation in Teaching English at SMK Madinatul Ulum Jember selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu IMDAD FAHMI AZIZI S.H.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Mei 2023

sa Dekan,

wakili Dekan Bidang Akademik,



## Appendix 9

**YAYASAN PONDOK PESANTREN MADINATUL ULUM**  
**SEKOLAH MENENGAH KEJURUAN**  
**SMK MADINATUL ULUM**  
*Kompetensi Keahlian: Akuntansi Keuangan Lembaga, Agribisnis Ternak Unggas, dan Tata Boga*  
NPSN : 20571086      NSS : 342052410298  
Alamat : Jln. Kyai Achmad Said 20-24 Telp. (0331) 43285556 Cangkring - Jenggawah - Jember.  
Kode Pos : 68171  
e-mail : smkmadinatululum2009@gmail.com

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**SURAT KETERANGAN**  
Nomor: 280/B/SMK.MU/VI/2023

Yang bertandatangan di bawah ini Kepala SMK Madinatul Ulum Jember,

Nama : Indad Fahmi Azizi. S.H.I  
NUPTK : -  
Jabatan : Kepala Sekolah  
Unit Kerja : SMK Madinatul Ulum Jember  
Alamat : Jl. Kh. Ach. Sa'id 20-204 Cangkring

Menerangkan bahwa nama d bawah ini:

Nama : Diki Wahyudi  
NIM : T20196185  
Jurusan/ Program studi : TADRIS BAHASA INGGRIS  
Fakultas/ Univ. : FTIK / UIN KHAS Jember  
Judul penelitian : *Analysis of 2013 Curriculum Implementation In Teaching English at SMK Madinatul Ulum Jember*

Benar-benar telah melaksanakan Penelitian SMK Madinatul Ulum Cangkring Jenggawah Jember. Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

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**JEMBER**

Jember, 3 Juni 2023  
Kepala Sekolah,  
  
Indad Fahmi Azizi, S.H.I



**Appendix 10**

**Documentation**



**Teaching and Learning Plan**



**Teaching and Learning Process**





**Teaching and Learning Process**



**Teaching and Learning Assessment**

## Appendix 11

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Diki Wahyudi  
SRN : T20196185  
Program : English Education Department  
Faculty : Tarbiyah and Teacher Training  
University : UIN Kiai Haji Achmad Siddiq Jember

States that thesis entitled "**Analysis of Curriculum 2013 Implementation in teaching English at SMK Madinatul Ulum Jember**" is truly my original work from the result of conducting a research at SMK Madinatul Ulum Jember, except some resources which are accepted from references mentioned.

Jember, October 3rd 2023  
Stated by  
  
Diki Wahyudi  
T20196185



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## Appendix 12

### CURRICULUM VITAE



Name : Diki Wahyudi  
SRN : T20196185  
Place, Date of Birth : Jember, July 14<sup>th</sup> 1999  
Gender : Male  
Address : Dusun Jambuan RT/RW :002/022 Plalangan Kalisat  
Jember  
Faculty : Tarbiyah and Teacher Training Faculty  
Major : English Education  
Email : [dwahyudi774@gmail.com](mailto:dwahyudi774@gmail.com)

#### **Education Background**

Elementary School : SDN Gambiran 01  
Junior High School : MTS Al- Imam  
Senior High School : SMK Madinatul Ulum

#### **Profesional Experience**

Pengajar metode At-tanzil di Taman Pendidikan Quran Madinatul Ulum Jember

#### **Organizational Experiences**

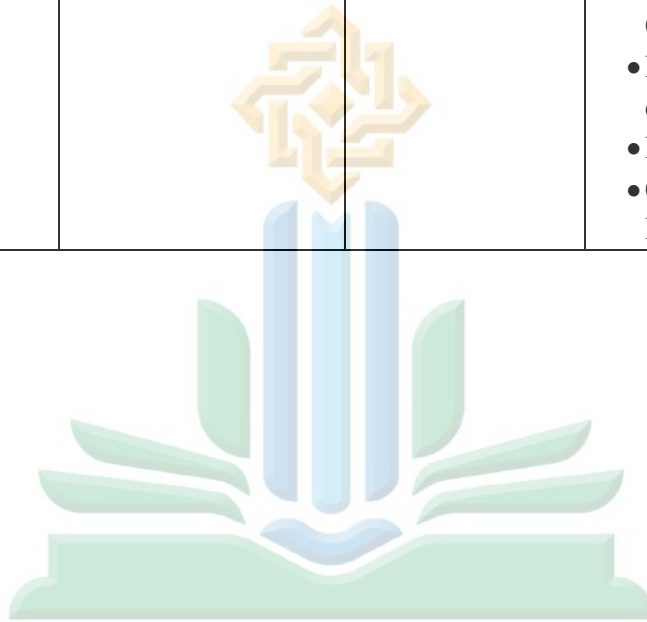
PMR (Palang Merah Remaja) SMK Madinatul Ulum  
UKPK (Unit Kegiatan Pengembangan Keilmuan) UIN KHAS Jember  
FKM MU (Forum Keluarga Mahasantri Madinatul Ulum)  
FPJA (Forum Peduli Jember Aman)

**Appendix 13**

**Matrix of Research**

TITLE	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
<p>The Implementation of 2013 Curriculum In Teaching English At <i>Sekolah Menengah Kejuruan</i> Madinatul Ulum Jember</p>	<p>1. The Implementation of 2013 Curriculum in Teaching English</p>	<ul style="list-style-type: none"> <li>• Teaching and learning plan</li> <li>• Teaching and learning process</li> <li>• Teaching and learning Assessment</li> </ul>	<p>1. Main data</p> <ul style="list-style-type: none"> <li>• Principal of SMK Madinatul Ulum</li> <li>• Waka Curriculum of SMK Madinatul Ulum</li> <li>• English teacher of SMK Madinatul Ulum</li> </ul> <p>2. secondary data</p> <ul style="list-style-type: none"> <li>• school profile</li> </ul>	<p><b>1. Research Approach:</b> Qualitative Approach</p> <p><b>2. Type of Research:</b> Descriptive Evaluative Research</p> <p><b>3. Technique of data collection:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Document review</li> </ul> <p><b>4. Data Analysis technique:</b> (Miles and</p>	<ol style="list-style-type: none"> <li>1. How is the teaching and learning plan in implementing 2013 curriculum in teaching English at SMK Madinatul Ulum?</li> <li>2. How is the teaching and learning process in implementing 013 curriculum 2 in teaching English at SMK Madinatul Ulum?</li> <li>3. How is the teaching and learning assessment in implementing</li> </ol>

			<ul style="list-style-type: none"> <li>• Rpp</li> <li>• Prota</li> <li>• promes</li> </ul>	Huberman, Johnny Saldana) <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Data condensation</li> <li>• Data display</li> <li>• Conclution Drawing</li> </ul>	2013 curriculum in teaching English at SMK Madinatul Ulum?
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