

**IMPLEMENTING CURRICULUM 2013 IN ENGLISH LESSON AT
SMPN 52 MAKASSAR**

SKRIPSI

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**ENGLISH EDUCATION STUDY PROGRAM
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SKRIPSI

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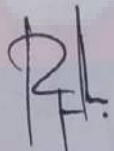
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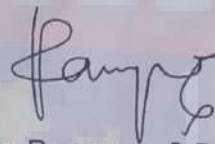
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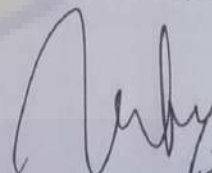
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Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Yang Membuat Pernyataan,



Muhammad Iqbal Maliang

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As human being, the researcher realizes that what she presents in this thesis is still far from being perfect. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer prays may the almighty God bless all of them. Amin.

Makassar, February 23rd 2022

Muhammad Iqbal Maliang

ABSTRACT

Muhammad Iqbal Maliang, 2021. Implementing Curriculum 2013 in English Lesson at SMPN 52 Makassar. Skripsi. The Faculty of Teachers' Training and Education. Bosowa University. (Supervised by Hj. Restu January Hamid and Rampeng.)

The objectives of this study were to find out The Implementation teaching learning planning of 2013 curriculum.

The research was qualitative method. The sample of the research was English teachers of SMPN 52 Makassar. The data of this research were collected by using triangulation technique by combining observation, interview, and documentation technique. The writer used observation guidelines sheet in analyzing the data collected and monitor. The writer used interview guidelines and recorder to record the interviews. The obtained data was analyzed in three major phases namely data reduction, data display and conclusion.

This Result of this study shows that English teachers has already implemented learning the 2013 curriculum in class well. And then, prepare learning tools are in accordance with the standard 2013 curriculum. It can be proved by formation learning tools.

Keywords: curriculum 2013, English lesson.

ABSTRAK

Muhammad Iqbal Maliang, 2021. *Implementasi Kurikulum 2013 dalam Pembelajaran Bahasa Inggris di SMPN 52 Makassar.* Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Bosowa. (Dibimbing oleh Hj. Restu Januarty Hamid dan Rampeng.)

Tujuan dari penelitian ini adalah untuk mengetahui (1). Pelaksanaan Perencanaan pembelajaran kurikulum 2013, (2). Pelaksanaan proses pembelajaran kurikulum 2013, (3). Pelaksanaan evaluasi pembelajaran kurikulum 2013.

Penelitian ini menggunakan metode penelitian kualitatif. Sampel penelitian adalah guru-guru bahasa Inggris di SMPN 52 Makassar. Data penelitian ini dikumpulkan dengan menggunakan triangulasi teknik dengan menggabungkan observasi, wawancara, dan dokumentasi teknik. Peneliti mengumpulkan data menggunakan lembar pengamatan yang dianalisis dan monitor. Peneliti menggumpulkan data menggunakan lembar wawancara dan merekarn hasil wawancara. Setelah data diperoleh, dianalisis dalam tiga fase utama yaitu reduksi data, tampilan data dan kesimpulan.

Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris sudah melaksanakan pembelajaran berbasis kurikulum 2013 di kelas dengan baik. Kemudian, mempersiapkan perangkat pembelajaran sudah sesuai dengan standar kurikulum 2013. Hal ini dapat dibuktikan oleh penyusunan perangkat pembelajaran.

Kata Kunci: kurikulum 2013, pelajaran bahasa Inggris

TABLE OF CONTENT

PAGE OF APPROVAL	i
PERNYATAAN	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
ABSTRAK	vi
TABLE OF CONTENT	vii
CHAPTER I INTRODUCTION	1
A. Background of the Research.....	1
B. Research Question.....	4
C. Objective of the Research.....	5
D. Significance of the Research.....	5
E. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Theoretical Review.....	7
1. Concept of Implementing.....	7
a. Definition of Curriculum.....	7
2. Some Concepts of Curriculum.....	7
a. Definition of Curriculum.....	7
b. Component of Curriculum.....	8
c. Function of Curriculum.....	10
d. History of Curriculum in Indonesia.....	10
3. Some Concepts of Implementing Curriculum 2013... 17	

a.	Definition of Curriculum 2013	17
b.	Characteristics of Curriculum 2013.....	18
c.	Learning Model in Curriculum 2013.....	19
d.	Advantages and Disadvantages of Curriculum 2013	21
e.	Implementing Curriculum 2013	23
4.	Some Concepts of English Lesson	28
a.	Definition of English Lesson.....	28
b.	Criteria of Good English Lesson Material.....	29
B.	The Previous Related Research Findings.....	30
C.	Conceptual Framework	31
CHAPTER III	RESEARCH METHOD.....	33
A.	Research Design	33
B.	Subject of the Research	34
C.	Data and Source of Data.....	34
D.	Technique of Collecting Data.....	35
E.	Technique of Analysis Data	37
F.	Triangulation	38
G.	Schedule of the Research	39
CHAPTER IV	FINDINGS AND DISCUSSION.....	40
A.	Findings	40
B.	Discussion	64

CHAPTER V CONCLUSION AND SUGGESTION	70
A. Conclusion	70
B. Suggestion.....	71
BIBLIOGRAPHY	73
APPENDIXES	76
RESULT OF INTERVIEW WITH ENGLISH TEACHER	77
RESULT OF INTERVIEW WITH HEAD OF CURRICULUM	82
OBSERVATION NOTES	84
DOCUMENTATION	90
BIOGRAPHY	95

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CHAPTER I

INTRODUCTION

In this chapter the writer presents about the background of the research, research question, objectives of the research, significance of the research and scope of the research

A. Background of the Research

Education is important to create the humane and intelligent generation. Education can not be separated from a device to manage the education itself (Mahardhika, 2014:177). The goals of education in Indonesia is to increase students' potentials so they become persons instilled with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizen, are democratic and responsible. To achieve the goals of education, the government gives authority for Minister of National Education sets curriculum (Khurotulaeni, 2019:17).

Curriculum is a set of plans and arrangements regarding the content and lesson materials and ways used as guidelines for the implementation of teaching and learning activities (Malaikosa, 2019:62). It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for 2003 (Gany & Mahjaty, 2017:199).

Indonesia curriculum changes every decade. This is caused by many factors such as the changes of society needs, the new insight of teaching learning process, political issues, development of industry and technology. The main aim of this change is as to improve the quality of teaching-learning process and learning design at school. The curriculum changes from time to time, both in Indonesia and in other countries, because the needs of people who every year are always evolving and the demands of the times are likely to change (Ekawati, 2016:84).

The changes and developments of curriculum have to be done to adapt to the times that always changing. Define curriculum development as problems, process, and progress that lead to the condition of times and future projections. In Indonesia's education history, the curriculum has changed several times since 1945, namely curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest curriculum 2013 (Mustiningsih et al, 2019:135).

The 2013 Curriculum is a new curriculum started to be implemented officially since 2013/2014 academic year. It is a development of the previous curriculums either KBK or KTSP. The 2013 Curriculum emphasizes more on soft skills and hard skills balance. It is developed to improve and balance soft and hard skills consisting of affective, psychomotor, and cognitive aspects. The 2013 curriculum which is assumed to be able to solve problems in Indonesia and to face the development era reaps controversy from many sides in fact. There are several teachers, students, society, and education observers

disagree about it either before or after the implementation (Kurniawan, 2015:131).

The implementation of Curriculum 2013 which was carried out in piloting schools and started in the academic year of 2013/2014 did not show a good implementation. The indication was based on the fact that among many school subjects, only in three subjects the teachers and learning tools are ready. Those subjects are English, Mathematics, Indonesian, and History. As to the other subjects, the syllabus, teachers' books and students' books are not yet ready (Jaedun et al, 2014:15).

In order 2013 curriculum to succeed, it must start from the readiness and optimal implementation. The implementation is related to a training program for teachers in accordance with the model of the implementation of 2013 curriculum, the provision of handbooks for teachers and students, the improvement of the teachers' competence, the strengthening of the school management capacity, developing educational culture based on local content, and the mentoring the teachers in disseminating the curriculum to be implemented (Rumahlatu et al, 2016:5663).

In the implementation of the 2013 curriculum, English lesson is a local content at junior high school. The students of junior high school are expected to speak in mother tongue well before speaking in the second and foreign language. It is one of the reasons why English lesson is not taught anymore. But, it does not mean the English lesson is deleted at all schools in Indonesia. It is determined by the school because the government has given authority to

the each school. By this policy, there are several students' parents disagree about it. They assume that English is very important to learn so, it should be better if English is taught to the students at their early age (Kurniawan, 2015:132).

Based on the survey done, SMPN 52 Makassar has implemented 2013 curriculum. But it's deep the application has not been maximal, in the implementation of teaching and learning activities it turns out English teachers at SMPN 52 Makassar. The implementation of learning has not been fully referred to Minister of Education (Permendikbud) regulation No. 63 of 2013 concerning standard process of primary and secondary primary. There are so many problems faced by English teacher during implementation classroom learning.

In connection with above problems, the writer wants to know how far the implementing curriculum 2013 in English lesson whether English lesson refers to process standard, and how creative the English teacher is in teaching. So, the writer interested in conduct of the research entitled "**Implementing Curriculum 2013 in English Lesson at SMPN 52 Makassar**".

B. Research Question

Based on the previous background, the writer would like to make question of the research. The problem which are discussed in this research can be stated as follow how is the implementing 2013 curriculum in English lesson on the aspect of teaching learning planning at SMPN 52 Makassar?

C. Objective of the Research

The objective of the research is to find out the implementing 2013 curriculum in English lesson on the aspect of teaching learning planning at SMPN 52 Makassar.

D. Significance of the Research

1. The Theoretically

It can be presented as one of the ingredients of the study of theory, curriculum of 2013 which is a part of the system of schooling. Furthermore, this research expected can give contribution the school with regard to the implementing 2013 curriculum in English language learning.

2. The practically

In this study, which provide benefits in:

a. The department of education

It Provides information about the readiness of teachers in implementing curriculum 2013 in the teaching and learning. Such information is expected to be used as a material consideration to determine and set policy in accordance with the conditions of the local area.

b. The teacher

They can provide contributions in the form of advice and input to enhance and improve the role of the teacher in implementing

curriculum 2013. They can provide contributions in the form of reflection to evaluate the performance of the teacher in achieving the goals of the 2013 curriculum, in particular English language learning.

Identify the inhibiting factors in implementing curriculum 2013.

c. The school

It can be a donation for the head of the school to prepare educational personnel who is able to design and develop a learning plan that is effective as a means of support to implement the curriculum in 2013. As a stimulus for future studies regarding the issue of curriculum.

d. The writers

They can add information, insight and enrich the knowledge about the development of the curriculum. Thus, as a prospective math teacher ready to carry out the task in accordance with the requirements.

E. Scope of the Research

This research focuses on Implementing 2013 curriculum in English lesson in 2020/2021 academic year which is discussed in this research is broken to three aspects are; planning, process, and evaluation.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses some theories related to the research. There are some theories, which require careful and perceptive reading, and attention to detail discusses on the review of the literature. This chapter contains about some referents ideas, the previous related research findings and conceptual framework.

A. Theoretical Review

1. Concept of Implementing

a. Definition of Implementing

An implementing is a realization of the strategy. Implementing is an important element in the planning process because by doing implementation, the effectiveness of a plan will be shown (Novita, 2017:19).

2. Some Concepts of Curriculum

a. Definition of Curriculum

According to Windarti (2016:10), The etymology meaning of curriculum rooted from the word “currir” which mean runner and “curere” mean a place for run. So, curriculum is a distance which must be taken on by the runner from the start until finish. This word is known in the sport world and then adopted to the education.

Nikmah (2017:11) says that curriculum is a set of plans and arrangements regarding the purpose, content, and teaching material and methods as a guide of the implementation of learning activities to achieve specific educational goals.

Meanwhile, Ulya (2015:148) defines curriculum is a general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field.

b. Component of Curriculum

According to Apsari (2018:12), there are some components in new Curriculum. They are the objectives, teaching materials, teaching learning process, and assessment and evaluation.

1) The Objective

The term “objectives” refers to *what the teacher want the students able to do as the result of learning outcomes*. The teaching of English includes the four language skills: listening, speaking, reading and writing.

2) Teaching Material

One measure which is used to make the process of teaching and learning effective is related to selecting and adapting materials. There is a high correlation between those who read a lot and those who improve in their comprehension and vocabulary acquisition

when they read. Thus, the teacher should provide the students' preferable text in order to encourage them to keep reading.

3) Teaching and Learning Process

Teaching skill can be developed by the following ways: observation of experienced teachers, observation of training videos, short theory courses, practice teaching under the supervision of experienced teachers, and working with a mentor teacher. In short, it can be inferred that exploration of teaching is crucial to enhance the quality of teaching. The exploration of teaching can be done by applying some steps, namely collecting samples of teaching, analyzing the samples of teaching, appraising teaching based on the analysis, and deciding on changes in teaching behavior. Referring to the arguments above, it can be inferred that in teaching of EFL, the value of the teachers depend not just on their ability to use language but also on their knowledge about language and their understanding on how to implement the knowledge to facilitate their students' learning.

4) Assessment and Evaluation

The last component of curriculum is assessment and evaluation. The importance of evaluation is supported by Nunan states that no curriculum model would be complete without an evaluation component. It means that the teachers and learners need to be involved in the evaluation process.

c. Function of Curriculum

The function of the curriculum in order to achieve the goals of education is as a tool or effort to achieve educational goals. In detail, Tebai (2017:8) states that the function of the curriculum can be viewed from various perspectives as follows. The first, the function of the curriculum in achieving the goals of education is a tool in form human being accordance with the vision, mission, and goals of national education. The second, function of curriculum for the headmaster is a guideline to regulate and guide the daily activities at the school. The third, the function of the curriculum for every level of education is a function of continuity and power setup function. The fourth, the function of the curriculum for teachers, in practice, the teacher is spearheading the development of the curriculum and as well as the implementation of the curriculum. And the last, the function of the curriculum for supervisors can be used as a guidance, benchmarks in guiding the activities of teachers in schools.

d. History of Curriculum in Indonesian

According to Wahyuni (2016:75), the historical development of education in Indonesia is indicated by the development of the curriculum. As stated previously that curriculum change is a logical consequence of the change the political system, social, cultural, economic and science. The national educational curriculum has

experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013.

1) Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947 (a Subject Plan 1947/ Rencana Pelajaran 1947). As quoted by Hien, the curriculum was outlined into three columns: class, Contact-hour per week, and teaching materials. The curriculum was organized to replace Netherlands educational system, and developed to establish the Indonesian people character.

In 1952, there was improvement of curriculum in Indonesia which is known as unravel Subject Plans 1952 (Rencana Pembelajaran Terurai 1952). The 1953 curriculum leads to the curriculum of national education system in which every lesson plan must consider the content of the subjects connected to everyday life. It was outlined in five columns: Class, Number of Contact Hours per week, Topic, Lesson and remark.

In 1964, Indonesia government improved the national educational system. The name was the Education Plan 1964, and the learning program focused on Pancawardhana. Concerning Pancawardhana, Tilaar stated that it is an educational policy which contains principles of the development of patriotism based on national, international, and religious orientation. It is implemented

for the development of intelligence, emotion handcraft, and physical.

The next curriculum development was in the year 1968 (curriculum 1968). The curriculum change was colored by the political change from the Old Order to the New Order. Basic views and concepts relating to the educational foundation, objectives and contents were reformulated. The education foundation was Pancasila, the objective was to form Indonesian people who applied the spirit of Pancasila, and the contents of education were to solidify the students' morality, mentality and faithfully, to enhance the student's intelligence and skills as well as to develop the students physique

2) Curriculum 1975, 1984, and 1994

The Ministry of Education and Culture established the curriculum 1975 to substitute the curriculum 1968 under the Ministerial Decree No.008d/U/1975 and 008e/U1975 dated on January 15, 1975. This curriculum generally aimed at enhancing the quality of the Indonesian national education, and specifically this curriculum was objective-oriented in the sense that the teacher needed to know the students' objective in learning a certain item of knowledge, science or skill (goal/ objective oriented). Integrated approach was adapted, and structuralism philosophy was as foundation of the curriculum. It was influenced by behavior

psychology that emphasizes the stimulus to response and training (drill).

In 1984, the curriculum 1984 was established to rectify the curriculum 1975. The previous curriculum was considered no longer compatible with the needs of community and the demands of science and technology. The structural approach applied in the curriculum 1975 had not been successful yet, especially viewed from the students' need to have communicative competence. The curriculum 1984 oriented to instructional goals, and learning in the classroom must be functional and effective. The teaching approach was student-centered through students' active learning system (Cara Belajar Siswa Aktif— CBSA) to improve students' communicative competence.

By the year 1994, the curriculum 1984 was considered that it needed to be revised. The learning process in the previous curriculum emphasizes the theory of learning and less attention to the content of lesson. The curriculum 1994 was established as the completion of the curriculum 1984 with the Education Law No.2 in 1989 about National Educational System. This curriculum applied a meaningful-based approach, communicative approach, and the system of learning time was changed from the semester to the quarter system. However, during the implementation of the curriculum, there were some problems because of too many

approach should be oriented, the number of subjects and too much substance of each of the subject

3) Competence-Based Curriculum (CBC, The Curriculum 2004).

As a response to the structural change in the government from centralistic to decentralist, the curriculum 1994 needed to be refined. It was a logical consequence the implementation of The Act No. 22 and 25 in 1999 about Regional Autonomy. The curriculum developed at the time was called Competence-Based Curriculum which focused on developing ability to do (competence) duties in accordance with certain performance standards that had been set. Based on Decree of the Minister of Education No. 045/U/2002 about Core Curriculum, Competence is a set of intelligent action, so a competence person has full responsibility as a condition to be considered capable by the society in carrying out tasks in a particular field of work.

Competency-based education emphasizes the ability to be possessed by graduates of an education. Competence is often called a standard of competence is the ability of graduates in general must be mastered. Competence (ability) is the main capital of graduates to compete on a global level, because competition is happening is the ability of human resources. Therefore, the application of competency-based education is expected to produce graduates who can compete at a global level. The implications of competency-

based education are the development of the syllabus and competency-based assessment system. A competence-based education program should contain three main elements, namely, (1) the selection of appropriate competencies, (2) specification of evaluation indicators to determine the success of the achievement of the competence, and (3) the development of learning system.

Technically, the CBC developed Puskur (2001) grouped into three levels of competence, namely (1) competence of graduates (KL—Kompetensi Lulusan), namely the competencies that should be owned by students after they complete a certain level of education (SD / MI, SMP / MTs, SMU / MA), (2) general competencies (KU—Kompetensi Umum), namely the competencies that should be owned by students after they followed certain subjects at certain educational levels, and (3) basic competence (KD—Kompetensi Dasar), which is essential competencies that should be owned students when they follow a particular subject at a particular time unit. In practice, the three levels of competence has become the reference in carrying out instructional duties in schools.

4) School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school). Development

Education Unit Level Curriculum (KTSP) refers to the various national education standards to ensure the achievement of national education goals. The government regulation is landing on the need to provide structured and carried out eight national education standards: (1) content standard, (2) process standard, (3) graduate competence standard, (4) educational personnel standard, (5) facilities and infrastructure standard, (6) management standard, (7) financial standard, and (8) educational assessment standard. Two of the eight national education standards, namely the Content Standards (SI—Standar Isi) and the Graduates Competency Standards (SKL—Standar Kompetensi Lulusan) are the main reference for the education unit in developing the curriculum and the components of Education Unit Level Curriculum (KTSP) consist of (1) Purpose of Education School, (2) Structure and Curriculum Content, (3) Education Calendar, (4) Syllabus, and (5) Learning Implementation Plan (RPP).

5) The Curriculum 2013

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013; however, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and

knowledge. The difference between the curriculum 2006 and curriculum 2013 is in the learning plan. In the curriculum 2006, the syllabus development is under education unit's (school) authority; however, in the curriculum 2013, the development is the central government's authority, except for special subject which is developed by certain school. Even though the syllabus is from the central government, the teachers still have authority to design lesson plan and develop the materials given for operationalizing in learning.

3. Some Concepts of Implementing Curriculum 2013

a. Definition of Curriculum 2013

According to Albana (2016:7), curriculum 2013 is the newest curriculum implemented in Indonesian education after the existence of 2006 curriculum for about seven years. The revision toward 2006 curriculum started in 2012.

Wati (2015:16) says that curriculum 2013 is a curriculum that prioritizes on the understanding, skills, and character education. Students are demanded to understand the materials, active in the discussions and presentations as well as have manners and discipline.

Meanwhile, Dahnia, et al (2017:51) defines curriculum 2013 is designed based on culture and nation characteristic, civilization and competency. then, curriculum 2013 is considered to be able to create prestigious, polite, cultured, character, belief, and pious to Lord, good

attitude, healthy, bookish, capable, creative, independent, and become democratic, responsible human being and be able to face various future obstacles.

b. Characteristics of Curriculum 2013

Beacco et al (2016:15) on the module of training implementation materials curriculum 2013 explain some characteristics of a curriculum based competence are:

- 1) The content of curriculum is expressed in terms of Core Competence (KI), subjects further detailed in the Basic Competency (KD).
- 2) Core Competencies (KI) is an overview of categorical of the competencies that should be studied by the learners for a level school, class and subject.
- 3) Basic Competency (KD) is a competence that studied by the learners for a lesson in a particular class.
- 4) The Emphasis competence of attitude sphere, cognitive skills, psychomotor skills, and knowledge for an educational unit and the number of subjects is characterized by a KD subjects.
- 5) Core Competency become an element of organizational competencies is not a concept , generalization , topics or something that comes from a " disciplinary - based curriculum " or "content - based curriculum ".

- 6) Basic competence is developed based on the accumulative principle, mutually reinforcing and enriching between subjects.
- 7) The learning process is based on an attempt to mastery competencies at a satisfactory level by notice the characteristics of the content of competence which knowledge is the content that complete (mastery). Cognitive skills and psychomotor skills is the ability to mastery of the content that can be trained. While the attitude is the ability to mastery the content that more difficult to develop and require indirect educational process.
- 8) Assessment of learning outcomes covering all aspects of competence, is formative and the result is immediately followed by remedial learning to ensure mastery of competencies at a satisfactory level (Criteria completeness Minimal / KKM can be used as a satisfactory level).

c. Learning Model in Curriculum 2013

According to Archer (2017:6), learning model is a conceptual framework of a pattern of systematic procedures were developed based on the theory and use in organizing the learning process to achieve the learning objectives. Learning model can be said as the framework of learning activity and it is processed based on theory. The decision of kind of learning model notices some aspects such as the purpose of learning, environment and the students.

Schreiber & Siege (2016:26) emphasizes that scientific approach will be obvious when it use in certain model of learning such as: (Project Based Learning), Problem Based Learning, Discovery Learning.

1) Problem Based Learning (PBL)

PBL is a learning model which involves the students to solve a problem through some stages of scientific method. Based on the definition, it is seen that the students is hoped can be independent in learning, it is also indirectly sharpen students' skill in solving problem. Problem based learning stimulates the students to think about their problem and how to solve it. It will really useful for the students' daily life.

2) Discovery Learning

Discovery learning is the materials are not given in final form, so the students are stimulated to identify what they want to know. In this model of learning students must search information related with the material and then construct it to ordered information.

Discovery learning is good to make the students be more active in the process of learning and it also can build students' creative thinking. They will be more responsible with their work.

3) Project Based Learning

Project based learning is model of learning which have purpose students' able create or make something valuable. This model of learning involve the students to solve problem and some real tasks. The students are given an autonomy to construct their learning process and at the climax is they can produce valuable and reliable product. Project based learning need more time because the students through some stage to create the product. They need time to prepare the material, understand the problem, and then making the product.

d. Advantages and Disadvantages of Curriculum 2013

According to Hidayanti (2015:15), there are some important things from changes or improvements in curriculum 2013, the advantages and disadvantages.

1) The curriculum 2013 advantages:

- a) Students are required to be more active, creative, and innovative in any problem solving which is faced at school.
- b) There is assessment of all aspects.
- c) The determination of value for students is not only in test scores but also in the value of civility, religion, practices, attitudes and other.
- d) The emergence of character education and character education has been integrated into all courses.

e) The existence of competence in accordance with the requirements of the function and purpose of national education.

f) Competence is described as holistic domain attitude, skill and knowledge.

g) A lot of the required competencies in accordance with development needs such as character education, methodology of learning active, a balance of soft and hard skills, entrepreneurial skills.

h) The most exciting thing from 2013 is very curriculum responsive to phenomenon and social change. This started from the social changes that occur at the level of local, national, and global. Look if in elementary school level, the application of attitude is still in the scope of the surrounding environment, while for junior level application of the attitude required to apply his intercourse environment wherever the may be. Meanwhile, to the level of senior high school or vocational high school, due to have the attitude of a personality that reflects the personality of the nation in the Association world.

2) The curriculum 2013 disadvantages:

a) A lot of teacher who are not ready mentally to the curriculum 2013 yet. It is because this curriculum demands teachers more

creative. In the fact, it is so very few teachers like that, so it takes a long time to open horizons teacher and one of them thinks of training and education in order to change the paradigm of the teacher as the given of the material into a teacher who can motivate students to creative members.

- b) Less understanding of teachers about concept of scientific approach.
- c) Less of teacher skill to plan RPP.
- d) The teacher is not much mastering authentic assessment.
- e) The teacher never involved directly in the process of developing a curriculum 2013, because the Government is likely to see teachers and students have same capacity.

e. Implementing Curriculum 2013

According to Nurkhamidah (2017:26), implementing curriculum 2013 on learning activity in school by the teachers such as planning of the learning.

1) Planning of the Learning

Development of an implementation of learning formulas about what will be done by teachers and learners in the learning process to achieve the goal or basic competencies that have been determined, prior to teaching and learning activities implemented. The planning process of learning includes the syllabus and lesson plan containing at least the purpose of learning, teaching materials,

teaching methods, learning resources and assessment of learning outcomes. For that, the syllabus and plan the learning process needs to be carefully before teachers begin teaching.

2) Developing of the Syllabus

The syllabus is a planning on a group of subjects / specific theme which includes standards of competence, basic competence, subject matter / learning, learning activities, indicators of achievement of competencies for assessment, valuation, allocation of time, and learning resources. Syllabus can defined as the big lines, review, or thr main of the cntent ar the subject matter. However, the curriculum in 2013, the term of competency standards was unknown and emerging with the new term called core competencies.

In the curriculum 2013, developing of the syllabus is no longer charged by the teacher, but has been prepared by a team of curriculum developers, both on the level of the regions and the center. Thus, teachers just develop the lesson plans based on the books teacher guide, student guide books and resource books that have been prepared. However, for a school that has the ability to create a syllabus that can independently in accordance with the conditions and needs after obtaining approval from the Department of Education and the local culture. The minimal of the components of the sylabus such as : 1) identity of the syllabus, 2) Kompetensi

Inti, 3) Core competencies, 4) Indicators, 4) The materi of the learning, 5) Learning Activity, 6) Assessment, 7) time allocation, and 8) The source of the learning. That components above will be showed in the form as vertically or horizontally.

3) Developing of the Lesson Plan

Learning, it can simply be interpreted as an attempt to teach students and the students' learning activities can occur with planned (by designed). Planning is an educational activity that is in them that learning is consciously designed to assist students in developing their potentials through a number of competencies to which it refers in any learning process that followed. Thus, the core of the learning plan is the process of selecting, specifying and developing, approaches, methods and techniques of learning, offer teaching materials, provide meaningful learning experiences, as well as measure the degree of success of the learning process in achieving the learning outcomes.

Meanwhile, according to Rochmahwati (2017) entitled English Curriculum and Material Development says that the plan is a systematic process of making decisions about actions which could be done in the future. It is also stated by Hadari Nawawi is still in the same article that planning means put in place measures implementation of the resolution of a problem or a work focused on achieving a specific goal. In conclusion, the effectiveness of the

plan relating to the preparation of a series of activities to achieve the goal, can be measured by the fulfillment of what is contained in the formulation of planning.

Referring to the understanding above, it means that the learning plan is basically a decision that is realized in the preparation steps for the achievement of learning objectives that students have meaningful learning experiences. And in a wider scope, planning lessons can also be defined as the process of preparation of the subject matter, the use of instructional media, the use of the approach and methods of learning, and assessment in the allocation of time to achieve its intended purpose.

As for the signs of formulation of the Rencana Pelaksanaan Pembelajaran (RPP) which refers to the standard process using a scientific approach and authentic assessment describes the steps are minimal preparation Rencana Pelaksanaan Pembelajaran (RPP), starting from Identity include lesson plans, core competencies, basic competencies, Indicators Achievement of Competence, learning objectives, learning materials, learning methods, learning activities, learning resources and assessment. Where each component has a direction of development - each, but everything is a unity. In that signs also explained that the standard process, the learning activity consists of the steps are that contains elements of

the introduction activities, main activities and closing activities (Westbrook et al, 2013).

a) Introduction / Opening activity

In the introduction/opening activity, there is activity that expected.

- (1) Orientation: learners focus on the material that will be taught by showing objects of interest, giving illustrations, read the newspapers, featuring a slide animation, natural phenomena, social phenomena and other phenomena.
- (2) Apperception is provide initial perception to students about the material to be taught.
- (3) Motivation: The teacher gives an overview of the benefits of studying such materials.
- (4) Provision of reference: usually associated with what will be learned. Reference may be an explanation and description of the subject matter of the subject matter in outline.
- (5) Distribution of study groups and explanation mechanisms for implementing the learning experience (according to the steps of learning).

b) Main activity

Implementation of the main activities of the learning process to achieve core competence and basic competences performed interactively, inspiring, fun, challenging, motivating

learners to actively participate and provide sufficient roared for innovation, creativity and independence in accordance with their talents, interests and physical development and psychological learners, but still effective.

Main activities using methods adapted to the characteristics of learners and subjects, which may include the exploration process, elaboration and confirmation.

c) Closing activity

In closing activities in the RPP, included in what way the teacher directs students to make a summary / conclusion. Giving a test or assignment, and provide follow-up direction of learning, may be activities outside the classroom, at home, or tasks as enrichment / remedial.

4. Some Concepts of English Lesson

a. Definition of English lesson

According to Gultom (2016:224), English lesson is one of the subjects taught in the formal education starting from the elementary school until university.

Purnamasari (2015:17) says that English lesson is refers to a process of producing and using the material for English language including material evaluation adaptation, design, production, exploitation and research.

Meanwhile, Aqli, et al (2013:1) defines English lesson is an activity of organizing students' activity and provides English learning facilities.

b. Criteria of Good English Lesson Material

Defining good materials can be done by first defining the objective of them, the purpose of the materials. This begins from a question "what are materials supposed to do?" Rohmah (2015:26) identify some principles of the materials objectives:

- 1) Materials attract the students to learn. They give a stimulus to learning, good materials should have interesting texts, fun activities, many chances for the students to actualize their knowledge and skills, and content which can involve the students and teacher together.
- 2) Materials should be systematic, well-organized to support the teaching-learning process. They provide coherent unit structure which will guide the students through various activities to maximize the chances to learn. A material must be clear and flexible without ignoring creativity and variety.
- 3) Materials consider the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can provide a useful function that makes the teacher possible to expand her training basis.
- 6) Materials should provide correct and appropriate language use.

B. The Previous Related Research Findings

According to Khasanah (2015:33), some relevant research that almost have same topic or idea with this research are:

1. Maria Goreti Istty Wijayati. She conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English Teachers of SMA N 2 Wonogiri". This research focused on teachers' method in English teaching process by implementing the School Based Curriculum. The result from this research is there was still teachers' less understanding about the School Based Curriculum.
2. Agustina Dian K., conducted the research entitled "The English Teachers' Problems in the Implementation of School Curriculum (KTSP)". This research focused on the teachers' problem in their teaching learning process which did not imply the School Based Curriculum (KTSP). The writer gave a result from her research that there was still teachers' less understanding about the School Curriculum.

The differences between the previous research and this research are both of the relevant research conducted the implementation of KTSP and they focused on the teaching learning process only. This research conducts the implementation of 2013 curriculum by the English teachers and focuses on three dimensions (teaching learning planning).

C. Conceptual Framework

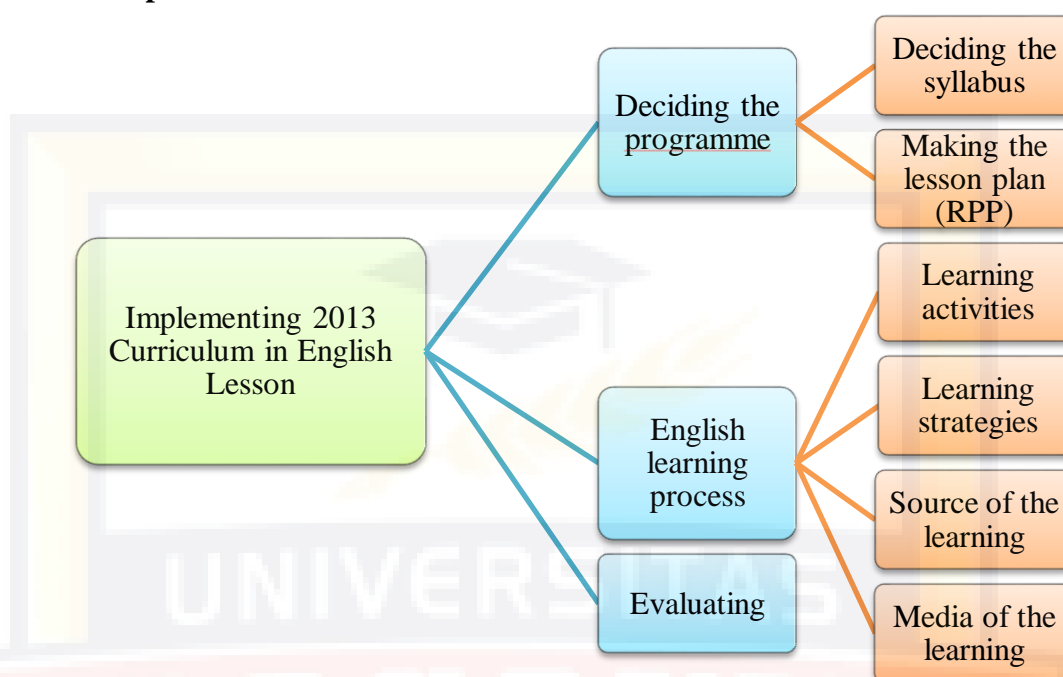


Figure 1.1 Frame of Thinking of the Research

This research begin from the understanding the basic concept of curriculum 2013 and discussed the implementing 2013 Curriculum such as the explanation on the document that taken from the module of guidance Implementing 2013 Curriculum and other sources. Beside that, this research will discuss the English learning process in that school when the curriculum 2013 was implemented.

There are some stages in the English learning process on the implementing 2013 curriculum. And the stages are begin from deciding the program. The program here is a document that contain of the planning about what will the teacher do in the learning, what the material that will be given, time allocation, and how to evaluate after doing the leaning process. The programs that decide by

the teacher before the learning process are deciding the syllabus and deciding the lesson plan (RPP).

The second stage in the English learning process in the implementing 2013 curriculum is the English Learning process in the class. In the English learning process there are some point that the teacher should be focused. The first is learning activities. Learning activities here are talk about what the teacher and the students do in the class when the learning one of materials. This can be divided in the three activities, there are opening, core activity and the closing. The second is learning strategies. Here will discussed what the strategies that the teacher do in the English learning process in the implementing 2013 curriculum. The third is source of learning. It's mine from what the sources the teacher and the students taken the materials. And the last is media of learning. This is about what the media or the tools that used by the teacher to help their activities on the learning. And the last stage on the English learning process in the implementing 2013 curriculum is evaluating, how the teacher doing the evaluation to the students to get the information the their understanding of the material.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the methodology of this research. The discussion includes research design, subject of the research, data and source of data technique of collecting data, method of analyzing data, triangulation, schedule of the research.

A. Research Design

This research used descriptive qualitative method since main objective is to describe the English teacher' implementing 2013 curriculum in the classes. According to Sugiyono (2011:36), states descriptive method is the method of the research that simply looks intense accuracy at the phenomena of the moment and then describe precisely what the writer saw. Emzir (2013:78) states reports based on qualitative method include purely descriptive problem about programs and experiences in the research environment. Qualitative research involves an in depth understanding of human behavior and the reasons behind various aspects behaviors. It can be concluded that qualitative research is analyzing about data that is collected in the form of the situation of natural object. Descriptive data such as spoken or written by using qualitative research.

B. Subject of the Research

The subject of the study was the English teachers on implementing 2013 curriculum in English lesson.

C. Data and Source of Data

1. Data

a. Primary Data

Based on Sugiyono (2016:47), Primary data is taken by writer from respondent and informant, primary data also consist of the information data about school problems that is researched. Primary data is the data obtained by the writer from respondent and informant or some facts that are observed, also primary data is the data taken directly by the writer from the respondents without mediator. Primary data collection is internal parts of the research process and often needed for the purpose of decision making. Primary data is considered more accurate, because this data is presented in detail (Purhantara, 2010:32). In this research the primary data were interview with English teachers, teaching documents, natural teaching learning process, and learning evaluation observed by writer. Besides, the writer also did the interview with the head of curriculum of SMPN 52 Makassar as a supporting data.

b. Secondary Data

Secondary data was a data source which does not directly provide data to the data collector, for example passing other people or

through documents (Sugiyono, 2011:47). In this research the secondary data are documentation the implementing 2013 curriculum on the planning, teaching-learning process, and learning evaluation.

2. Source of Data

Data source was the subject of where the data can be obtain. The writer got the data from English teachers on implementing 2013 curriculum in English lesson at SMPN 52 Makassar.

D. Technique of Collecting Data

Data collection technique is the most strategic step in the research, because the main goal of the research is to obtain the data. This activity requires a research instrument to obtain the data. In qualitative research, the writer is the instrument of research. Qualitative writer as a human instrument, serve to fix the focus of research, selecting informants as a source of data, doing data collection, assessing the quality of data, doing data analysis, interpreting the data, and making conclusions on the findings. Here are the data collection techniques among with the research instruments used in this research (Sugiyono, 2011:53):

1. Observation

In this research, the data will be collected by doing an observation in the classrooms. Sugiyono (2011:53) stated observation is the basis of all science. Scientist can work based on data, namely fact about the world of reality obtained through observation. Observation is a technique of data collection which is done on conducting through research, as well as

systematically recording. Sugiyono (2011:53) stated through observation, the writer learn about behavior and meaning attached to those behavior.

In observation activities, the writer does not involve in teaching learning process which was done by the English teacher and his students. The writer only serves and monitors. Besides, the writer made a recording as well. Recording is use full to help the writer in re-observing by herself before making the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

2. Interview

In order to dig information deeply about the data, the writer also takes an interview. According Sugiyono (2011:53), interview is meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

In this section, the writer tried to find answer by used depth interview away. By doing an interview with the English teachers, the more explicit information the writer gets. It was use full to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with 2013 curriculum. As supporting data, the writer also be an interview with the head of curriculum about the English teachers implementing 2013 curriculum. Research instrument used

in the interview is an interview guideline and tape recorder to record the interviews.

3. Documentation

Documents is a record of events that have been valid. This document can be in the form of writing, pictures, or monumental works from someone (Sugiyono, 2011:54). Documentation was one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject. Documents provided information about the state, rules, discipline, may provide clues about the style of leadership. The documents in question are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is an accordance with the syllabus and the principles of 2013 curriculum or not.

E. Technique of Analysis Data

Based on Sugiyono (2011:67), data analysis is the process is looking for and prepare systematically data obtained from the interview, field notes and documentation by way of organize the data into categories, lays out into the units of synthesis, compiled into the pattern, choose where important and to be learned, and make the conclusion that easily understood by oneself or others.

Miles and Huberman as cited in Sugiyono (2011:68) mentioned flow analysis models as one of qualitative data analysis method, they devided flow analysis model into three flow activities which will use by writer in this

research. This analysis component are data reduction, data display and conclusion drawing.

1. Data Reduction

Data reduction is an activity of summarizing, choosing subject matter, discussing on things that are important, and looking for themes and patterns. Data reduction refers to the process of selecting simplifying, abstracting, and transforming the data that appear in written up field notes or transcription.

2. Data Display

Data display is a set of structured information, and gives the possibility of drawing conclusions and taking action. They also see that the most frequent form the display data for qualitative research data is narrative text. Looking at displays help the writer to understand what is happening and to do some thing-further analysis or caution on the understanding.

3. Conclusion Drawing/Verifying

Conclusion drawing/verying is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusions are presented in the descriptive form of the research object based on the research study.

F. Triangulation

Triangulation of as data collection techniques combining of various technical data collection and data sources that there has been (Sugiyono,

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the research finding and discussion of the research. The purpose is to answer the research problem in the first chapter. The research is implementing 2013 curriculum by the English teachers on the aspect of teaching learning planning. Implementing in SMP 52 Makassar is located on the street Urip Sumoharjo Lrg. IV No.96. this research is aimed at the teachers who teach the subjects English class seventh until ninth grade has implemented curriculum 2013. Data is collected by giving instruments in the form of observation, interviews, and documentation regarding the implementing curriculum 2013 of teaching learning planning. Result research is presented in the form of data description. The finding obtained from the implementing of learning in class costumized with learning tool curriculum 2013, while the discussion is process of making a decision of conclusion about the topic of the research.

A. Findings

1. First observation

First observation was conducted on Friday August 02th 2021, this observation has aimed to find out readiness teacher learning planning. The writer have found information on learning planning processed by English teachers through the arrangement of learning tools for one semester, the contents composition of the learning tools are as follows:

a) Curriculum 2013

This school has implemented the curriculum 2013 since the school year 2018/2019. And now, all students in the 2020/2021 school year have implemented curriculum 2013.

b) Calender of education school year 2020/2021

This school has used the calender's new school year 2020/2021. The education calendar is to encourage the effectiveness of the learning process in school. More specifically, the education calendar for teacher is used to guide the preparation of the annual program (Prota), semester program (Promes), syllabus, and learning implementation plan (RPP). The education calendar includes effective days of study, semester breaks, national holidays, religious holidays and special holidays.

c) Analysis of the day effective learning

Analyze of the day effective learning has accordance with the education calendar 2020/2021 year school. Effective learning day is a term known in education to indicate the number of days effectively used in learning activities.

d) Syllabus

Syllabus used in accordance with the standard syllabus curriculum 2013. Syllabus is lesson plan a group of particular subject which includes a standard competence, competency the basis, the material principal/teaching, learning activities, indicator achievement

competencies for assessment, assessment, time allocation and learning resources.

e) Annual program

Annual program attached in the composition of learning tool only semester two. In annual program did notequipped with identity of the school but includes semester, basic competence and time allocation. While, the annual program described in accordance with the standard curriculum 2013 which includes a name of the school, class/semester, subjects, the school year core competencies, basic competence and time allocation.

f) Semester program

Semester program has describe program semester in accordance with the syllabus and standard curriculum 2013. That content of semester program included was consist of the name school, class/semester, subjects, the school year, core competencies, basic competence, indicators, material principal, the allocation of time and the name of the month for one semester.

g) Lesson plan (RPP)

Lesson plan (RPP) is handle a teacher in teaching in the class. Lesson plan (RPP) made by teacher for help in teaching to fit standard competence and competency the basis on the day. Lesson plan (RPP) used it in accordance with the standard curriculum 2013. The contents composition of the lesson plan areas follows: name of the school,

class/semester, subjects, the school year, core competencies, basic competence, indicators, material principal, the allocation of time, core competencies, basic competence, indicators, learning objectives, learning materials, media, tools and learning resource, the steps of learning and assessment.

2. Second Observation

The second observation performed on Thursday August 05th 2021. Purpose this observation is to determined the actions teachers in the online class. The writer wants to see the teachers teaching process by zoom meetings. Writer looked at the process of implementing teacher learning when in online class using observation sheets that had been prepared by writer. The writer found the syllabus and lesson plan (RPP) used in teaching process conducted by English teachers in seventh until ninth grade in teaching. In the lesson plan (RPP) activities in the classroom was divided in three activities. They are preliminary activity, core activity, and coverings activity.

a. Preliminary activities learning

In the preliminary activities the teachers was preparing students to learn in online class by zoom meetings, the teachers asked one of the students to lead player, after that the teachers checked presence of the students subsequent teacher activities apersepsi, teachers explained activities apersepsi by providing a question to students who will be asked and explained to students who have questions to teachers.

The writer observed students has been in the online class by zoom meetings and ready to learning. The leader of the class lead prayer before starring the lessons after students do attendance class with teachers. Next activities apersepsi, the teachers asked a lesson last week or basic competence with students before, if the students are given questions by teachers, students explained or answered to teacher and his friend. And there are some students asked teachers or the activities apersepsi conducted teachers either group discussion and its own. At the time teachers explained questions to students, most of the students listening explanation teachers however there are some students busy with the activities of each.

b. Core activities

In core activities when a teachers should showed control of learning materials, the teachers can associated the subject matter with the knowledge of other relevant and submit material clearly, in accordance with the hierarchy of learning and can find out the character of the students at the time of explanation of the material in online class. In addition to associate the matter with other knowledge, the teachers can related the subject matter with the reality of life for students better understand the learning objectives.

The writer was conducting observation core activities learning in online class by zoom meetings, the writer seen the teachers has been showed control of learning material well, with an example the teachers

can answered the question of students. Teachers explained the material has link material with other knowledge as experience the teachers and told to students clearly, adjust the character of the students and coordinate the state of the class in addition to relate the material with experience other knowledge, teacher also try link explanation of the material in everyday life so that the students are more familiar with the aim of the learning described by teachers.

In core activities learning curriculum 2013 there were five students activities at seventh grade, there were eight students activities at eighth grade, and there were eleventh students activities at ninth grade students. They are students activities observing, asking, exploring, associating, and communicating

1) Observing

Students activities for the observed are protest demonstration teacher, demonstration other students, watched impression videos, movies, description teacher and read books or other sources. To get result of the research activities observed in online class by zoom meetings, with the result of the students not conducted demonstration teachers but students do demonstration as friend in its online class, during in online class' students observed activities explanation of the material from the teacher but not all students read the book owned or looking from other sources for more students cool with the activities of each.

2) Asking

Students activities for the asking are discussed make a question, asked or question, revealed reason and reveal the idea.

To get the results of the research activities asking in online class by google classroom, with the result of students most discussion with friend next for asking a question to master the explanation that do not understand, question of the material that is not understand but for students who understand the material is described by teachers, students will reveal the idea or reason to classmate and teacher.

3) Exploring

Students activities for the exploring/collect information are determined the data, determined the data source and collect data. To get the result of the research activities exploring/collect data, with the result of the students has determined a wide range of the data obtained from the book or internet and students also be able to determine the source, so that the students to know collect data recorder or grouped into a book of the learning studied structured and students can explore by zoom meetings or google classroom application with other friend in online class.

4) Associating

Students activities for associating are determine the relationship, analyze the data, concluded a result of the data. To get the results of the research activities associating, with the result of

the students can find the relationship material with relation other such as found in daily activities or in the form of knowledge with leave a comment or opinion of the truth or not so some students can be concluded material result data analyze the data obtained from other sources such as the book, the internet and from the teachers directly.

5) Communicating

Students activities for the communicating are delivered result conceptualization and expressed in the form of oral (speak) or written. To get the result of the research activities communicating, with the result of the students has convey conceptual at zoom meetings or google classroom of online class in group or individual oral (speak) or written by voice or write good language.

Next activities, the teacher is conducted at while class can motivate students to observed explanation, questioning, exploring to answer the questions and give to communicate the results of associations. To get the result of the research, the teachers not just a teaching students in online class, but the teachers can provide motivation to the students more spirit in learning as motivate students to observe explanation teacher for more students understand the material, it also teachers can also be answered question that can by the students to friend in its online class can

motivate students to provide a question about the material not understood if students no asks a teacher should give motivation to students more interested to learn deliver association.

c. Covering activity

In covering activities, the teachers and students created individual or group activities evaluation, of the entire series of learning activities and evaluation result obtained for the next together finding the benefits of the learning outcomes that has been going, the student give feedback on process and learning outcomes, the teachers have make activities follow-up in the form of the provision of duty, the teachers given good job of individual or group, and the teachers given inform plan learning activities for the next meeting.

The writer was conducting observation covering activities learning in online class by zoom meetings, the writer see that several activities such as providing conclusion, conducting reflection activities after learning, the students are provided additional or continued tasks related of the material being studied, and the teacher also conducted activities to provide an assessment during the learning process both written and oral tests. In the covering activities have four-part of the following:

1. Conclusion

Activities in the conclusion teachers and students concluded the material that has been learned. To get results of the research

activities conclusion, with the result of the teacher asked some students to conclude the material, after the students concluded the teacher's material reinforces the conclusions of the students and the other students repeat what the teachers concluded with a loud enough voice.

2. Reflection

First activities in the reflection, the teachers asked students to express: what is/has not been understood material that has been learned, students' feelings when learning, the way the learn is related to success/failure in mastering an understanding, and the relationship between spiritual and social attitudes with material being studied. To get the results of the research activities reflection from the observation of the teacher there are questioned about the material that have understood or not by students, after the teacher questioned students' feelings when learning takes place, part of the students also responded with pleasure and smile a little and some students do not responded with reasons that are unknown to writer, in activities of the end of the teacher did not leave a question or in contrast to the students master the understanding of the material but only provide a question or otherwise associated with the attitude of spiritual and social with material that have been studied.

Second activities in the reflection, students revealed/written: students express/write what is understood or not

learned material, the students expressed the strengths and weaknesses of learning methods related to success or failure in mastering an understanding, the students expressed feelings about learning they experienced and students convey the results of observation during learning in online class. To get the result of the research activities reflection from the observation of students to explained the material has been understood or not on the material studied however students not explain the advantages dan disadvantages on how to study abroad related to success or failure in understanding the material, there are some students to express the feeling of experienced during the learning take a place the form of responding comfort or pleasure in a study by providing a smile after that some students convey observations for learning take place in the online class by zoom meetings.

3. Teachers give task advanced

Activities in the teachers given task advanced, the students are related to the material. To get the result of the writer activities teachers give task advanced teacher did not leave a task advanced related home to do at home, master just give the task at lessons lasted only in the online class.

4. The teachers provides written tests as well as oral tests and assessment during learning

Activities the teachers provides written tests as well as oral tests and assessment during learning. To get the result of the writer activities. The teachers provides written tests as well as oral tests and assessment during learning after the teachers finished explain the material in online class by zoom meetings, and the teacher assume students have understand the material. The teacher provides written assignments in the group and can be completed within 30 minutes after that students to read the result of his duty in online class by zooms meetings regardless text written.

5. Approach/strategy learning

During the teachers do learning course teachers have approach/learning strategies, there are a few steps when teachers approach/learning strategies is as follows: implementing learning in accordance with the competence to be achieved, do learning sequence, master class, using the spoken language/write a clearly, properly and implement learning in accordance with the time allocation which has been planned.

After conducting observation approach/strategies learning in online class by zoom meetings writer see that teachers there carry out the learning in accordance with the competence achieved and conformity with the syllabus, teacher also have a learning

strategies own that students understand the material, in addition teachers also explain the material in sequence with master class with good teachers not only stand still in online class by zoom meetings but teachers also explain the material with around the state in the google classroom or whatsapp group, teacher also use Indonesian language clearly and good but there are some sentence using local language, as long learning lasted teachers have done the processing time in the online class with good and the right.

6. The use of learning resources/media learning

Within the utilization of learning resources/media learning there are some things that teachers do is use media/learning tool effectively and true, the media/learning tool produce a message interesting, engage students in the utilization of media/learning tool and use the learning resources relevant.

After conducting observation the use of learning resources/media learning in online class by zoom meetings, the writer see that the teachers maximize the results of the use of the media well, media used is the flashcard, conversation videos, the books. So message delivered by teachers interesting enough so that most of the students listening explanation teachers. Within the utilization of media learning resources/media learning teachers not engage students in the utilization of media/learning tool like

writing on the board for students use learning resources relevant each such as the book LKS with material same explain by teacher.

3. Third observation

The third observation conducted on Monday, 09th August 2021. Purpose this observation was seen ratings system of teachers for students, because in lesson plan (RPP) made attachments framework assessment, the writer found the teachers did some framework assessment in lesson plan (RPP). They are as follows:

a. Assessment of attitude

Assessment of attitude was accordance with the characteristic of demeanor, then one alternative selected is the process of affection from accept, run, appreciate, live up to practice, entire learning activities-oriented stages of competence encourage students to make such activity, assessment attitude included discipline, cooperative and responsibilities. After that, the teachers conducting observation assessment attitude by teacher only assessment observation and self-assessment for assessment between friends and journal eliminated by teachers.

b. Assessment of knowledge

Knowledge is owned by activity know, understanding apply, analyze, evaluate, to create. Written test at the end of the training. After conducting observation assessment of knowledge, teacher only

do assessment written and oral, to the assignment of teachers do not do it.

c. Assessment of skills

Skills is acquired through activities observed, asked, tried, reasoned, and created. Entire contents subjects derived from the skills to encourage students to do the observation of up to the creation. Assessment skills teacher only assessment skill practice dialogue/short conversation in videos by google classroom and assessment skills project how students have completed the task project form make short conversation.

4. The result of interview

The writer conducted interviews on Thursday, 12th August, 2021. The writer take data interview from English teacher seventh grade until ninth grade. The writer take data interview with head master as supporting. For maintaining the confidentiality of data information, the writer wear said initials "Mrs. N", " Mrs. R", "Mrs. U" and "Mrs. W" " as a English teachers and "Mr. R" as head of curriculum.

It is supported by the results of an interview writer do to the English teacher seventh grade until ninth grade and head master on the implementation of the curriculum 2013 in the planning learning. First question about 2013 curriculum, How the implementation of the curriculum 2013 ?

Mrs. N said : "2013 curriculum new implementation in SMPN 52 Makassar at the school year 2018/2019 approximately already two this

years, as usual teacher prepare learning tool at the beginning of the semester and adjust to the calendar education and syllabus so teacher can adjust the subject matter and time allocation learning"

Mrs. R said : "First, we are more concerned with developing the attitudes of students, second, we are assessing the attitude of how the character of students is to be more polite and noble, third, we are conducting a study report on an effective learning approach. in the learning process"

Mrs U said : "Alhamdulillah, at SMPN 52 Makassar, it has been implemented optimally because in the new academic year 2020/2021 almost all the teacher councils have received training in the 2013 curriculum workshop, so I assume that at SMPN 52 Makassar, the implementation of the 2013 curriculum has been achieved"

Mrs. W said : "overall it has been running according to the 2013 curriculum instructions and what the 2013 curriculum wants itself, but in this pandemic condition, the implementation is a little different during face-to-face and online learning"

Then, head curriculum provided opinion on the implementation 2013 curriculum at SMPN 52 Makassar.

Mr. R said : "at the beginning of the semester teachers have set up the material taught compiled into the lesson plan in accordance with the material for one semester adjust the calendar education and syllabus"

Next question, Is the curriculum 2013 was appropriate in subjects English ?

Mrs. N said : "Curriculum 2013 is very appropriate in subjects English"

Mrs. R : "Alhamdulillah for 2 years at our school it has been running optimally according to the 2013 curriculum instructions"

Mrs. U : "I think we are referring to the rules regarding the 2013 curriculum. All state schools have applied the 2013 curriculum English learning process"

Mrs. W : "learning English in the 2013 curriculum does make it easier for teachers to teach and more active students to be more proactive in the learning process"

Next, same a question to head of curriculum.

Mr. R said : "Curriculum 2013 is very appropriate in subjects English for two years at our school"

Based on the comment provided by respondent, it can be known that teachers give hope to the lesson plan in order in the activities formulation teacher not experienced barriers or confusion, teachers must have a handbook and conduct training routine each semester.

The requirements of the implementation of the teaching process in Lesson Plan (learning planning) which includes: time allocations hours to-face lesson, a textbook lessons, and classroom management, and lesson that consist if preliminary activities, core activities and activity coverings.

1) Preliminary activities

Introduction to the initial activities in a meeting of the learning aimed at motivational and focus the attention of students to actively participate in the process of learning. Based on the interviews are:

This questions are about learning process of 2013 curriculum in the class, How the activities of the early in the implementation of the learning based 2013 curriculum in the class,

How the activities of the early in the implementation of the learning based 2013 curriculum ?

Mrs. N said : " The preliminary activities in the implementation - based learning 2013 curriculum is for class and provide regards to the students after that students respond greetings teacher, students read the prayer lead by class and the teacher asked news students while conducting attendance and last activities apersepsi before sign in to next material"

Mrs. R said : "the first is apperception, where the teacher greets students, takes attendance, and shows learning indicators with

questions. The second is motivation by encouraging students to participate in the learning process. The third reading review is the repetition of learning material that has been taught previously”

Mrs. U said : “the initial activity in the 2013 curriculum is apperception (greeting students, asking students' condition, checking student attendance lists, and inviting students to pray before studying, also there the teacher will tell the learning objectives”

Mrs. W said : “the first activity of the 2013 curriculum is to provide motivation, then the second is material where students are asked to observe, pose a problem and find solutions together with both teachers and students and the third is evaluation or conclusions”

Next, same a question to head of curriculum.

Mr. R said : “preliminary activities "for the preliminary activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In activities teacher need to prepare students psychological and physical to follow the process of learning, motivate students contextually according to the benefit and applications teaching materials in everyday life, ask questions linking prior knowledge with material to be learned that students want to respond and practice for ventured reveal his opinion”

2) Core activities

This activity should be carried out by the teacher in ways that are interactive, inspirational, fun, challenging, motivating, student so that the activity way students can become an information seeker, and can provide adequate opportunities for initiatives, creativity and independence in accordance with talent, interests, and psychological development of students. Based on the interviews are:

How the core activities of in the implementation of the learning based 2013 curriculum ?

Mrs. N said : "the core activities in the implementation- based learning 2013 curriculum is teacher should showed mastery of learning

materials, the student and teacher activities observing, asking, exploring, associating and communicating. In addition, the teacher are also required to active and creative especially to find the materials additional related lessons. This is because the material contained in the book teacher limited. Teacher should also be able to dig potential owned by the students and able to make learning atmosphere to fun by applying models learning diverse"

Mrs. R said : "I think the core activity or the climax of all learning processes where students play an active role where students can observe, ask questions, communicate in the process of teaching and learning activities"

Mrs. U said : "I think the core activity is the core of what we have achieved, so in this core activity the material is presented to students in order to achieve the learning objectives of the learning activities on that day"

Mrs. W : "We hope that this core activity will enable students to actively find their own solutions, in essence, students are more active than their teachers"

Same question, the writer asked with head of curriculum also about core activities.

Mr. R said : "for the core activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. The learning process based 2013 curriculum according I am very enjoyable. This is because students more practice compared to the theory that students can learn more active and creative. Students said to be active and creative, as students have curiosity higher than if using the curriculum before. In the core activities, teacher must use learning model, learning methods, learning media, and learning resources are tailored to the character of the student."

3) Activity coverings

In the activity coverings, the give feedback on process and learning outcomes, then activities follow-up in the form of the provision of duty, and inform plan learning activities for the next meeting. Based on the interviews are:

How the covering activities of in the implementation of the learning based 2013 curriculum ?

Mrs. N said : "for the coverings activities in the implementation- based learning 2013 curriculum are asked student to make the conclusion of the learning at this meeting, after that I confirmed the conclusion of the students ago students listen to conclusion from me, to the next I submitmaterial be studied in the next meeting and my last end lessons with regards and leave the classroom"

Mrs. R said : "the coverings activity is the conclusion of the whole series of learning processes"

Mrs. U said : "teachers as well as students make conclusions from the beginning to the end of the learning process and the teacher makes tests in the form of oral tests or written tests with the aim of assessing students whether they understand or understand the material that has been given by the teacher from beginning to end"

Mrs. W said : "the coverings activity is the first to find a joint solution to the problem, the second evaluation is in the form of daily tasks, and the third is closing"

The head of curriculum given arguments about covering activities in the implementation based learning 2013 curriculum.

Mr. R said : "for the covering activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In the activities covering teacher with students both individual or group reflect and evaluate learning activities and the result obtained for learning take place, give feedback on process and learning outcomes, giving duties and inform learning next to learners more independent and ready in any of learning"

Based on the interview in the activities of the implementation of the learning based 2013 curriculum are: the teacher and students are required for a more active and creative in learning, learning prioritize than theory, the government has provided a book for teachers and students as a means of supporting students are unfamiliar with the

learning process based 2013 curriculum. Of course in the implementation of the learning has barriers for implementation process of learning lasted. Based on questions the interview are:

What barriers experienced your current implementation 2013 curriculum in the lesson?

Mrs. N said: "Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher is incomplete, input students difficult/ less spirit to discuss because more pleased to play HP, difficulty in grow the courage and willingness students to active independent learning, division of hours lessons less fitting and the number of hours subjects unbalanced make barriers for teachers"

Mrs. R said : "Curriculum 2013 has its advantages and disadvantages, but in my opinion as an English teacher, you should be more creative, don't use classical methods like lectures, but English teachers should be a model for students so that students are open-minded and dare to appear in all related activities with English"

Mrs. U said : "the barriers that occur at the time to implement the 2013 curriculum in the planning learning is a division of learning materials into hours and day effective school still complicated, this is because coverage material too complex, but hours meeting still less enough to English lessons. Material principal stated and increase the number of the material must be submitted to the students make barriers for teacher in the implementation of the 2013 curriculum into the lesson plan (RPP)"

Mrs. W said : "the barriers that occur at the time to implement 2013 curriculum in the planning learning materials premises. Condition school, such as teacher have to adjust the material syllabus, time allocation of learning and state student making barriers for teacher in the implementation of the 2013 curriculum into the lesson plan"

And then, the head of curriculum also said about the barriers

Mr. R said : "Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher

incomplete, the lack of school in support lesson, because basic skills owned student is different."

In the implementation of the learning has barriers for learning evaluations of learning lasted certainly have a solution of its own applied when lesson lasted. Based on question the interviews about solution learning evaluation. Based on question the interviews is:

What solution applied by you to overcome obstacles that occur when implementing the curriculum 2013 at the time learning ?

Mrs. N said : " the overcome obstacles happened to the lack of school in support lesson, teacher maximize facilities KBM that is in the school to add props or make props independently, in addition, the teacher also support learning making or buy the book for students to learning going well"

Mrs. R said : "solution they apply to overcome obstacles that occur at the time to implement the 2013 curriculum in the planning learning is every teacher adjust the time/ hour and materials that are relevant to the existing conditions at school and the need for training making of the 2013 curriculum"

Mrs. U said : "my solution is to provide additional time for supplementary practicum activities or repeat tests or remedial for students have not been able to reach the specified KKM limits."

Mrs. W said : "the solution which the teacher applies to overcome the obstacles that occur when implementation 2013 curriculum into the assessments of learning outcomes students is the teacher groups students into four large groups (very good, good, good enough and not good enough) in every helpful for teacher in the assessment of attitudes, knowledge, and skills"

Then, head of curriculum given argument about solution with overcome obstacles that occur when implementing the curriculum 2013 at the time learning.

Mr. R said : "that the solution is applied teachers to overcome obstacles that occur at the time to implement the 2013 curriculum into

the lesson that teacher do a variety of learning methods sometimes still inserted by the method of the long curriculum, perform various approaches to create the atmosphere that are not saturate for students to students more active in the dig information, To encourage students more active and independently with basic skills have students have good knowledge, skills and attitude teacher provide additional task either group or individual with the ability of heterogeneous."

The teacher need to do simplification assessment activities studied students to make them in assessing. every students to teacher can see the development students in teaching and learning activities

Assessment students learning outcomes that include competence attitude, knowledge, and skills done balanced so it can be used to determine the relative position every students of the standard set. Based on question the interviews are:

How do assessment process student result based 2013 curriculum conducted by you in learning activities?

Mrs. N said : "I do in the preparation of assessment student learning outcomes, I am prepared list book and make q question what is fit into a material studied after that I create a list of value to determine the extent to which the value obtained student. can be 42 known that prepare assessing teacher have a book list of the value of demeanor containing value produced by each students include the attitude of spiritual and social and list of the value of the form of assessment of knowledge"

Mrs. R said : "we prefer to use the assessment rubric, determination of KKM, and the formulation of assessment indicators"

Mrs. U said : "regarding the preparation of the assessment, it is certain that every time we meet, we have designed a learning design and its assessment, there are 4 assessments, namely KD-I in the form of spiritual assessment, KD-II in the form of social assessment, KD-III in the form of knowledge assessment, KD-IV in the form of skills assessment, so we prepare these 4 aspects before the learning process"

Mrs. W said : “Assessment of social, spiritual, academic attitudes, daily assignments, daily tests, mid-semester tests”

Next question, how the assessment process student results based 2013 curriculum conducted in learning activities?, outcomes writer interviews with the following results:

Mrs. N said : "the process learning evaluation in the implementation-based learning 2013 curriculum it has been described in the lesson plan. The teacher of course already have a list of assessment anything that must be assessed in the implementation of the learning 2013 curriculum as assessment attitude, skills, and knowledge. The assessment of competence attitude that I through observation, self-assessment, assessment (peer evaluation) by students and journal, for the assessment of competence knowledge that through written test, test oral and assignment, while to assess the competence skills that through the test practices, project, and assessment portfolio. The assessment carried sustainable manner by me, so I can find out the development of learning that occur in self students "

Mrs. R: “in the 2013 curriculum there is an assessment of student learning outcomes in the first 2013 curriculum, namely an attitude assessment which is in terms of religion, knowledge, socialization, oral and written tests. The second is the assessment between friends and yourself”

Mrs. U said : “Regarding the 2013 curriculum assessment, of course we will judge from the 4 aspects mentioned earlier, these 4 aspects are the reference for assessment during the learning process”

Mrs. W said : “I think the current assessment process is very easy because we can monitor it ourselves with the assessment of predetermined indicators”

Next question, how to report the result of student learning based 2013 curriculum conducted by you in learning activities? outcomes writer interviews with the following results:

Mrs. N said: "the reporting assessment teacher have a way of its own and every teacher there are different, usually teacher have analysis assessment as analysis Deuteronomy daily, Deuteronomy midterm and value analysis semester, teacher make the number and descriptive

because in 2013 curriculum assessment should descriptive. For reporting assessment, I usually direct make list value that contains the value of the students of the value of assessment attitude, knowledge and skills, for reporting I made two values first a number and second is explanation descriptive because I think for assessment system implementation of the 2013 curriculum rather complicated in part explanations value because every students different"

Mrs. R said : "I think the 2013 curriculum makes it easier, unlike the previous curriculum, which reports manually, the 2013 curriculum uses applications and report cards. So everything we report is more written and makes it easier for students to score in detail"

Mrs. U said : "regarding the reporting of student learning outcomes in the form of oral tests and written tests, it will be collected by referring to the assessments that have been mentioned"

Mrs. M said : "From my own personal opinion, I made a format for reporting which we then distributed at each meeting to students, so what is today's first meeting, for example, to enter the second task, we will assess what was achieved in the first assignment"

B. Discussion

After describing the data, the writer need to analyze the data because the data were still raw draw. It deals with the answered of the problem statements. The explanation will be presented below:

Based on the data found of observations and from the interviews, the writer found that the English teachers already implement learning the 2013 curriculum in class well. And prepare learning tool is accordance with the standard 2013 curriculum. Based on the findings of research conducted regarding the implementation of teachers in implementation of the 2013 curriculum, it is known that more learning fun especially for students because learning is more practice rather than theories adapted to subject matter. In addition, the material contained in the book will be very little however,

students must always try to search from other sources so that a lot of knowledge about the material being studied. Material available in the teacher's book and students are very limited. Students and teacher are required to be always active inside implementing learning, the teacher making RPP, the teacher are required to using a variety of adapted learning methods and models with the material to be delivered.

Assessment in 2013 curriculum is too complicated because the teacher makes it appropriate with each subject, values are quantitative and qualitative. Assessment do not use number, will but using predicates and described that sometimes makes people the assessment. Because judgment using the description, the assessment process requires a lot of time to do the assessment. The teacher must also make their own grade list books for students. Focus the main assessment is spiritual and social value.

Effort are being made to implement the 2013 curriculum is the presence of teachers attending the 2013 curriculum training held by the government. Besides, the teacher is not reluctant to ask colleagues about the 2013 curriculum. Things to do besides that is a teacher reading books related to the 2013 curriculum.

The teaching learning planning to determine perception of the English teacher about the implementation of 2013 curriculum, writer interviewed about document learning the teacher. Based the documents owned by teacher, the document is syllabus. The content of the syllabus are theme, core competencies (KI), competency basic (KD), the material, learning,

assessment, time allocation and learning resources. In addition, the teacher also have a lesson plan (RPP). In there are the details of lesson plans to be implementation in the class from theme, the identity of the school, lessons, class/ semester, materials, time allocation. In addition, there are also core competencies (KI), competence basic (KD), indicator and learning objectives adapted to the subjects that has been mapped. Then there are teaching materials to be used, the media is required in carrying out the learning, the method is used. The method adjusted to plan activities so teacher can carry out the learning with detailed and both. Later, in the lesson plans that, there are the steps of learning include preliminary activities, core activities and coverings activities. Components of the last contained in lesson plan (RPP) is instrument appraisal include assessment affective and cognitive or assessment of attitude, assessment knowledge and assessment skills.

The teaching learning process of implementation of the 2013 curriculum that is in implementation 2013 curriculum, the learning can be said by teacher that learning 2013 curriculum becomes more fun, students demanded to be more active, the teacher are required to be more active and creative inside convey learning, the learning prioritizes practice more that theory, then the material available in the teacher and students book very limited and all that requires alternative books or internet networks in implementation learning. In preliminary activities are an integral part that cannot be separated from other learning components. The function of the preliminary activity is primarily to create an atmosphere of effective initial

learning that allows student to follow the learning process well. As an example when starting a lesson, the teacher greets the students with in excited and happy tone (greeting). Checking the presence of students and asking for the absence of students if there is no attendance. Through this activity, students will be motivated to actively talk and express their opinions so that in the end there will be curiosity from each students. In core activities is a learning process to reach competence basic (KD). Learning activities carried out 46 interactive, inspiring, fun, challenging, motivating student to participate actively. Core activities use the method adapted to the characteristics of learners and subject, which includes the observations, asked, collected information, association, and communication. First core activities is observation, the observing is making observations, training the students to pay attention (see, read, hear) the important thing of an object. Second core activities is asking, through the activities asked developed curiosity learners, the trained in asked the curiosity more and can be developed. Third core activities is collected information, collected information from various sources through a variety of ways, for that learners can read the book more, pay attention to the phenomenon or object a more through, or even the experiment. Fourth core activities is association, the association is process information to find the relationship of one information with other information. And last core activities is communication, the communication is writing or telling what is found in the activities of finding information, associating and finding patterns. These result are conveyed in class and are assessed by the teacher as learning

outcomes of students or groups of students. In coverings activities, the teacher together with students and themselves make a summary or conclusion of the lesson, conduct assessment or reflections on activities that have been carried out consistently and programmed, provide feedback on the learning process and result, plan follow-up activities in the form remedial learning, enrichment programs, counseling services or assigning tasks both individually and in groups according to the learning outcomes of students, and deliver the learning plan at the next meeting.

The learning evaluation it can be known that teacher are not in line with the theory that there. Theory is according Permendikbud number year 2013 on standards assessment of education. Teacher need to do simplification assessment activities studied students to make them in assessing every students to teacher can see the development students in teaching and learning activities. The assessment is directed to measure of the achievement of competency the basis (KD) at the core competence (KI-1, KI-2, KI-3, KI-4). Assessment of student learning includes aspect of attitude, knowledge, and skills. First, Attitude assessment is 47 activities conducted by teacher to obtain information on the student behavior, get information can be done in and out of learning. Attitude assessment is intended as an assessment of student behavior in the learning process of curricular and extracurricular activities, which includes spiritual and social attitudes. Assessment techniques used include observation, interview, note certain event as main element assessment. While the technique of self - assessment and assessment inter- friend can be done in

coaching and formation character of students. Second, Knowledge assessment is an activity carried out to measure students' mastery of knowledge.

Knowledge assessment (KI-3) uses number with achievement ranges/ value of 0 to 100 and descriptions. The description are made using motivational sentences with a choice of word/ phrases that are positive in tone. The assessment techniques knowledge using written, test, oral and assignment.

Third, skill assessment is an activity carried out to measure the ability of students in applying knowledge to perform certain tasks. Skill assessment uses number with achievement ranges/ value of 0 to 100 and descriptions.

Assessment instrument are tools compiled by teacher to obtain information on student learning outcomes, including test, oral, assignment, performance, project, portfolio instrument.

Based on the implementation of 2013 curriculum is the presence of teachers attending the 2013 curriculum training held by the government.

Besides, teacher is not reluctant to ask colleagues about the 2013 curriculum. Things to do besides that is a teacher reading books related to the 2013 curriculum.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussion. It has correlate with the title "Implementing Curriculum 2013 in English Lesson at SMPN 52 Makassar" .

A. Conclusion

Based on the writer's description and analysis in the previous chapter the writer concludes that the English teacher carried out almost all learning activities based on the implementation of the 2013 curriculum starting from panning the implementation of learning such as preparing learning tools, implementation process learning in the student learning evaluation activities. In the teaching learning planning in one semester are as follows: 2013 curriculum, Calendar of education school year 2020/2021, Analysis of the day effective learning, syllabus, Annual program, semester program, and lessons plan (RPP). In the lesson plan (RPP) teaching learning process in the classroom teacher divide in three activity and then approach/ strategy learning and the use of learning resource/ media learning are preliminary activities learning, in the process of learning the preliminary activities learning English teacher is preparing students to learn in the class, teacher ask one of the students to lead players, after that teacher check the presence of the students subsequent teacher activities apersepsi, teacher explains activities apersepsi by providing a question to students who will be asked and explain to students

who have questions to teacher. Next, Core activities learning, in the core activities learning 2013 curriculum there were five students activities start the student activities observing, asking, exploring, associating and communicating. And then, covering activities learning in class writer see that several activities such as providing conclusion, conducting reflection activities after learning, the teacher provides additional or continued tasks related to the material being studied and the teacher also conducts activities to provide an assessment during the learning process both written and oral tests. In the lesson plan (RPP) teaching learning in class have assessment attitude, assessment knowledge and assessment skills of students.

B. Suggestion

1. For the teachers

It is expected that teachers will be able to further optimize the implementation of the 2013 curriculum both from the learning planning.

2. For the school

Can improve school conditions and supervision and training on the 2013 curriculum so that teachers can be more optimal in implementing the 2013 curriculum.

3. Relevant agencies

Need to enlighten teacher in the form of trainings that is held every semester.

4. For other writers

Can assess and researching this problem, because the results of this research is far from the perfection. This is because solely the limitations of knowledge and methodology author, however I hope this result can be used as the reference for further research



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RESULT OF INTERVIEW

Interview for English Teachers

1. How is the implementation of the curriculum 2013?

- *Mrs. N said "2013 curriculum new implementation in SMPN 52 Makassar at the school year 2018/2019 approximately already two this years, as usual teacher prepare learning tool at the beginning of the semester and adjust to the calendar education and syllabus so teacher can adjust the subject matter and time allocation learning"*
- *Mrs. R said "First, we are more concerned with developing the attitudes of students, second, we are assessing the attitude of how the character of students is to be more polite and noble, third, we are conducting a study report on an effective learning approach. in the learning process"*
- *Mrs U said "Alhamdulillah, at SMPN 52 Makassar, it has been implemented optimally because in the new academic year 2020/2021 almost all the teacher councils have received training in the 2013 curriculum workshop, so I assume that at SMPN 52 Makassar, the implementation of the 2013 curriculum has been achieved"*
- *Mrs. M said "overall it has been running according to the 2013 curriculum instructions and what the 2013 curriculum wants itself, but in this pandemic condition, the implementation is a little different during face-to-face and online learning"*

2. Is the curriculum 2013 was appropriate in subject English?

- *Mrs. N said "Curriculum 2013 is very appropriate in subjects English"*
- *Mrs. R "Alhamdulillah for 2 years at our school it has been running optimally according to the 2013 curriculum instructions"*
- *Mrs. U "I think we are referring to the rules regarding the 2013 curriculum. All state schools have applied the 2013 curriculum English learning process"*
- *Mrs. M "learning English in the 2013 curriculum does make it easier for teachers to teach and more active students to be more proactive in the learning process"*

3. How the activities of the early in the implementation of the learning based 2013 curriculum?

- *Mrs. N said " The preliminary activities in the implementation - based learning 2013 curriculum is for class and provide regards to the students after that students respond greetings teacher, students read the prayer lead by class and the teacher asked news students while conducting attendance and last activities apersepsi before sign in to next material"*
- *Mrs. R said "the first is apperception, where the teacher greets students, takes attendance, and shows learning indicators with questions. The second is motivation by encouraging students to participate in the*

learning process. The third reading review is the repetition of learning material that has been taught previously”

- *Mrs. U said “the initial activity in the 2013 curriculum is apperception (greeting students, asking students' condition, checking student attendance lists, and inviting students to pray before studying, also there the teacher will tell the learning objectives”*
- *Mrs. M said “the first activity of the 2013 curriculum is to provide motivation, then the second is material where students are asked to observe, pose a problem and find solutions together with both teachers and students and the third is evaluation or conclusions”*

4. How the core activities of in the implementation of the learning based 2013 curriculum?

- *Mrs. N said "the core activities in the implementation- based learning 2013 curriculum is teacher should showed mastery of learning materials, the student and teacher activities observing, asking, exploring, associating and communicating. In addition, the teacher are also required to active and creative especially to find the materials additional related lessons. This is because the material contained in the book teacher limited. Teacher should also be able to dig potential owned by the students and able to make learning atmosphere to fun by applying models learning diverse"*
- *Mrs. R said “I think the core activity or the climax of all learning processes where students play an active role where students can observe, ask questions, communicate in the process of teaching and learning activities”*
- *Mrs. U said “I think the core activity is the core of what we have achieved, so in this core activity the material is presented to students in order to achieve the learning objectives of the learning activities on that day”*
- *Mrs. M “We hope that this core activity will enable students to actively find their own solutions, in essence, students are more active than their teachers”*

5. How the covering activities of in the implementation of the learning based 2013 curriculum?

- *Mrs. N said "for the coverings activities in the implementation- based learning 2013 curriculum are asked student to make the conclusion of the learning at this meeting, after that I confirmed the conclusion of the students ago students listen to conclusion from me, to the next I submitmaterial be studied in the next meeting and my last end lessons with regards and leave the classroom"*
- *Mrs. R said “the coverings activity is the conclusion of the whole series of learning processes”*
- *Mrs. U said “teachers as well as students make conclusions from the beginning to the end of the learning process and the teacher makes tests*

in the form of oral tests or written tests with the aim of assessing students whether they understand or understand the material that has been given by the teacher from beginning to end"

- *Mrs. M "the coverings activity is the first to find a joint solution to the problem, the second evaluation is in the form of daily tasks, and the third is closing"*

6. What the barriers experienced your current implementation 2013 curriculum in lesson?

- *Mrs. N said "Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher is incomplete, input students difficult/ less spirit to discuss because more pleased to play HP, difficulty in grow the courage and willingness students to active independent learning, division of hours lessons less fitting and the number of hours subjects unbalanced make barriers for teachers"*
- *Mrs. R said "Curriculum 2013 has its advantages and disadvantages, but in my opinion as an English teacher, you should be more creative, don't use classical methods like lectures, but English teachers should be a model for students so that students are open-minded and dare to appear in all related activities with English"*
- *Mrs. U said "the barriers that occur at the time to implement the 2013 curriculum in the planning learning is a division of learning materials into hours and day effective school still complicated, this is because coverage material too complex, but hours meeting still less enough to English lessons. Material principal stated and increase the number of the material must be submitted to the students make barriers for teacher in the implementation of the 2013 curriculum into the lesson plan (RPP)"*
- *Mrs. M said "the barriers that occur at the time to implement 2013 curriculum in the planning learning materials premises. Condition school, such as teacher have to adjust the material syllabus, time allocation of learning and state student making barriers for teacher in the implementation of the 2013 curriculum into the lesson plan"*

7. What the solution applied by you to overcome obstacles that occur when implementing the curriculum 2013 at the time learning?

- *Mrs. N said " the overcome obstacles happened to the lack of school in support lesson, teacher maximize facilities KBM that is in the school to add props or make props independently, in addition, the teacher also support learning making or buy the book for students to learning going well"*
- *Mrs. R said "solution they apply to overcome obstacles that occur at the time to implement the 2013 curriculum in the planning learning is every teacher adjust the time/ hour and materials that are relevant to the existing conditions at school and the need for training making of the 2013 curriculum"*

- *Mrs. U said "my solution is to provide additional time for supplementary practicum activities or repeat tests or remedial for students have not been able to reach the specified KKM limits."*
 - *Mrs. M said "the solution which the teacher applies to overcome the obstacles that occur when implementation 2013 curriculum into the assessments of learning outcomes students is the teacher groups students into four large groups (very good, good, good enough and not good enough) in every helpful for teacher in the assessment of attitudes, knowledge, and skills"*
8. How do assessment process student result based 2013 curriculum conducted by you in learning activities?
- *Mrs. N said "I do in the preparation of assessment student learning outcomes, I am prepared list book and make q question what is fit into a material studied after that I create a list of value to determine the extent to which the value obtained student. can be 42 known that prepare assessing teacher have a book list of the value of demeanor containing value produced by each students include the attitude of spiritual and social and list of the value of the form of assessment of knowledge"*
 - *Mrs. R said "we prefer to use the assessment rubric, determination of KKM, and the formulation of assessment indicators"*
 - *Mrs. U said "regarding the preparation of the assessment, it is certain that every time we meet, we have designed a learning design and its assessment, there are 4 assessments, namely KD-I in the form of spiritual assessment, KD-II in the form of social assessment, KD-III in the form of knowledge assessment, KD-IV in the form of skills assessment, so we prepare these 4 aspects before the learning process"*
 - *Mrs. M said "Assessment of social, spiritual, academic attitudes, daily assignments, daily tests, mid-semester tests"*
9. How the assessment process student result based 2013 curriculum conducted in learning activities?
- *Mrs. N said "the process learning evaluation in the implementation-based learning 2013 curriculum it has been described in the lesson plan. The teacher of course already have a list of assessment anything that must be assessed in the implementation of the learning 2013 curriculum as assessment attitude, skills, and knowledge. The assessment of competence attitude that I through observation, self-assessment, assessment (peer evaluation) by students and journal, for the assessment of competence knowledge that through written test, test oral and assignment, while to assess the competence skills that through the test practices, project, and assessment portfolio. The assessment carried sustainable manner by me, so I can find out the development of learning that occur in self students "*
 - *Mrs. R "in the 2013 curriculum there is an assessment of student learning outcomes in the first 2013 curriculum, namely an attitude assessment*

which is in terms of religion, knowledge, socialization, oral and written tests. The second is the assessment between friends and yourself”

- *Mrs. U said “Regarding the 2013 curriculum assessment, of course we will judge from the 4 aspects mentioned earlier, these 4 aspects are the reference for assessment during the learning process”*
- *Mrs. M said “I think the current assessment process is very easy because we can monitor it ourselves with the assessment of predetermined indicators”*

10. How to report the result of student learning based 2013 curriculum conducted in learning activities?

- *Mrs. N said "the reporting assessment teacher have a way of its own and every teacher there are different, usually teacher have analysis assessment as analysis Deuteronomy daily, Deuteronomy midterm and value analysis semester, teacher make the number and descriptive because in 2013 curriculum assessment should descriptive. For reporting assessment, I usually direct make list value that contains the value of the students of the value of assessment attitude, knowledge and skills, for reporting I made two values first a number and second is explanation descriptive because I think for assessment system impenientation of the 2013 curriculum rather complicated in part explanations value because every students different"*
- *Mrs. R said “I think the 2013 curriculum makes it easier, unlike the previous curriculum, which reports manually, the 2013 curriculum uses applications and report cards. So everything we report is more written and makes it easier for students to score in detail”*
- *Mrs. U said “regarding the reporting of student learning outcomes in the form of oral tests and written tests, it will be collected by referring to the assessments that have been mentioned”*
- *Mrs. M said “From my own personal opinion, I made a format for reporting which we then distributed at each meeting to students, so what is today's first meeting, for example, to enter the second task, we will assess what was achieved in the first assignment”*

RESULT OF INTERVIEW

Interview for Head of Curriculum

1. How is the implementation of the curriculum 2013?
 - *Mr. R said "at the beginning of the semester teachers have set up the material taught compiled into the lesson plan in accordance with the material for one semester adjust the calendar education and syllabus"*
2. Is the curriculum 2013 was appropriate in subject English?
 - *Mr. R said "Curriculum 2013 is very appropriate in subjects English for two years at our school"*
3. How the activities of the early in the implementation of the learning based 2013 curriculum?
 - *Mr. R said "preliminary activities "for the preliminary activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In activities teacher need to prepare students psychological and physical to follow the process of learning, motivate students contextually according to the benefit and applications teaching materials in everyday life, ask questions linking prior knowledge with material to be learned that students want to respond and practice for ventured reveal his opinion"*
4. How the core activities of in the implementation of the learning based 2013 curriculum?
 - *Mr. R said "for the core activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. The learning process based 2013 curriculum according I am very enjoyable. This is because students more practice compared to the theory that students can learn more active and creative. Students said to be active and creative, as students have curiosity higher than if using the curriculum before. In the core activities, teacher must use learning model, learning methods, learning media, and learning resources are tailored to the character of the student."*
5. How the covering activities of in the implementation of the learning based 2013 curriculum?
 - *Mr. R said "for the covering activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In the activities covering teacher with students both individual or group reflect and evaluate learning activities and the result obtained for learning take place, give feedback on process and learning outcomes, giving duties and inform learning next to learners more independent and ready in any of learning"*

6. What the barriers experienced your current implementation 2013 curriculum in lesson?
- *Mr. R said "Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher incomplete, the lack of school in support lesson, because basic skills owned student is different."*
7. What the solution applied by you to overcome obstacles that occur when implementing the curriculum 2013 at the time learning?
- *Mr. R said "that the solution is applied teachers to overcome obstacles that occur at the time to implement the 2013 curriculum into the lesson that teacher do a variety of learning methods sometimes still inserted by the method of the long curriculum, perform various approaches to create the atmosphere that are not saturate for students to students more active in the dig information, To encourage students more active and independently with basic skills have students have good knowledge, skills and attitude teacher provide additional task either group or individual with the ability of heterogeneous."*

BOSOWA



OBSERVATION NOTES

No	Aspects Observed	Information		Description of Observation Results
		Exist	Not	
A	Learning Media			
	1. 2013 Curriculum	✓		Starting from the 2019/2020 school year, all grades VII to IX use the 2013 curriculum
	2. Educational calendar for the academic year 2020/2021	✓		Using the latest educational calendar FY 2020/2021
	3. Analysis of effective study days	✓		Analyzing effective study days in accordance with the educational calendar
	4. Syllabus	✓		The syllabus used is in accordance with the 2013 curriculum syllabus standards, which consist of basic competencies, subject matter, learning, assessment, time allocation, and learning resources.
	5. Annual program	✓		Has described the annual program in accordance with the syllabus and in accordance with the existing 2013 curriculum standards, which consists of the name of the school, class/semester, subjects, core competencies, basic competencies, and time allocation.
	6. Semester program	✓		Has described the semester program in accordance with the syllabus and in accordance with the existing 2013 curriculum standards, which consists of the name of the school, class/semester, subjects, core competencies, basic competencies, indicators, subject matter, time allocation and the name of the month in one semester
	7. Minimum completeness criteria		✓	There is no making and attaching Minimum Completeness Criteria in the learning device
8. Learning implementation plan (RPP)	✓		The lesson plans used are in accordance with the 2013 curriculum such as school names, subjects, classes/semesters, materials, time allocation, core competencies, basic competencies and indicators, and learning objectives, learning materials, learning methods,	

				media, tools, and learning resources, learning and assessment steps
B	Learning process			
	1. Pre learning			
	a. Teachers prepare students for learning	✓		Students are already in an online class (online) and ready to learn
	b. The teacher asks all students to pray according to their respective beliefs before starting the lesson	✓		The teacher leads the prayer
	c. Teacher checks student attendance	✓		Check student attendance to find out who is absent
	d. The teacher does apperception activities	✓		The teacher does apperception asking the previous KD lesson
	e. Students pay attention to the teacher in apperception activities	✓		Students pay close attention to the teacher's apperception activities
	f. Students provide answers to the teacher's questions in apperception activities	✓		Students give answers when the student is asked by the teacher
	g. Students ask questions to the teacher in apperception activities	✓		There are some students asking about the apperception activities carried out by the teacher
	h. Students listen to the teacher's explanation of the lesson plan/objectives (eg, grouping, discussion, ...)	✓		Some listen to the teacher, but there are some students who are busy with their own activities
	2. Learning core activities			
	a. Demonstrate mastery of learning materials	✓		The teacher shows mastery of the material well, the teacher can answer questions from students
	b. Relate material to other relevant knowledge	✓		Sometimes in the explanation of the material, the teacher relates the material to other knowledge, such as the teacher's experience
	c. Delivering material clearly, according to the learning hierarchy, and student character	✓		The teacher conveys the material clearly according to the state of the class, and according to the character of the students
	d. Relate matter to the reality of life	✓		Sometimes in the explanation of the material, the teacher relates the material to everyday life both at school, at home, and in public places
	e. Student activities			

	1. Observe			
	- Teacher demonstration/demonstration		✓	Not demonstrating according to the teacher's demonstration
	- Demonstrations of other students	✓		Doing demonstrations like his classmates
	- Watching videos, films, teacher explanations, etc.	✓		Students observe the explanation of the material from the teacher
	- Read books/other sources	✓		There are some students who read from other sources such as the internet
	- Other...			
	2. Ask:			
	- Discuss make questions	✓		Most students discuss with their classmates to ask questions to the teacher for explanations they don't understand
	- Ask/question	✓		Most students ask about things they don't understand
	- Reveal the reason	✓		There are some students who express reasons to friends and teachers
	- Expressing ideas	✓		If students are asked to express ideas, the student conveys his ideas
	- Other...			
	3. Explore/gather information			
	- Define data	✓		Students determine various kinds of data obtained from books or the internet
	- Determining the data source	✓		Students determine the source, from where the data was obtained, or grouped which ones are from books and which are from other sources
	- Collecting data	✓		Collect data by recording in books and grouping
	- Other...			
	4. Associate			
	- Define relationship	✓		Determining the relationship of material with other relationships such as knowledge or everyday life
	- Analyze data	✓		There are some students who analyze the data by giving comments or opinions whether it is true or not
	- Summarizing the results of data analysis	✓		There are some students who can conclude the results of data analysis
	- Other...			
	5. Communicating			
	- Delivering conceptualization results	✓		Students convey conceptualizations in front of an online class in groups

- In oral/written form	✓		Students deliver in oral and written form
- Other...			
f. Teacher activities:			
1. Motivating students to observe	✓		The teacher motivates students to observe the teacher's explanation
2. Motivate students to ask questions about the observations	✓		The teacher motivates students to ask questions about the material they don't understand
3. Motivate students to explore to answer questions	✓		Teacher gives motivation to answer questions from classmates
4. Provide opportunities for students to communicate the results of their associations	✓		The teacher provides opportunities for students who want to give their association results
g. The teacher assesses:			
1. Attitude assessment:			
- Observation	✓		The teacher conducts an attitude assessment by observation in every meeting
- Self-assessment	✓		The teacher conducts a personal and separate assessment
- Rating between friends		✓	The teacher does not conduct an attitude assessment between friends
- journal		✓	The teacher does not conduct journal assessments to students
- Other...			
2. Knowledge assessment:			
- Written	✓		The teacher conducts a written knowledge assessment
- Oral	✓		The teacher assesses knowledge orally
- Assignment	✓		The teacher gives additional assignments in the form of homework or others
- Other...			
3. Skill assessment			
- Practice	✓		The teacher assesses practical skills in the form of dialogue with classmates through video
- Project	✓		The teacher provides an assessment of task skills and an assessment in the form of a project
- Portfolio	✓		The teacher gives an assessment in the form of a portfolio
- Other...			
3. Learning post			

	a. Conclusion Students together with the teacher conclude the material they have learned	✓		The teacher concludes the material but the rest of the students will follow to conclude the material
	b. Reflection:			
	1. The teacher asks students to reveal:			
	- What have/not mastered/understood?	✓		The teacher asks questions about the material that has been / has not been understood by the students
	- Students' feelings while studying	✓		The teacher asks questions about students' feelings during learning and the students respond happily with the material being studied with a little smile, but some students just stay silent without answering the teacher's response.
	- The way they learn is related to success/failure in mastering an understanding		✓	The teacher does not ask questions about how they master an understanding of learning
	- The relationship between spiritual and social attitudes with the material that has been studied	✓		The teacher asks questions about the relationship between spiritual and social attitudes with the material that has been studied
	2. Students express/write:	✓		
	- Students express/write down what they have understood/mastered and what they have not	✓		Students write down material that has been understood or not, and students also express it verbally
	- Students express/write down (oral/written) the advantages and disadvantages of learning methods related to success/failure in mastering an ability/comprehension		✓	Students do not express verbally or in writing about the advantages and disadvantages of learning methods related to success/failure in mastering an ability/comprehension.
	- Students express their feelings about the learning they experience	✓		Some students expressed feelings about the learning they experienced, in the form of learning comfort and pleasure
	- Students present their observations	✓		Students convey their observations directly in the online class
	c. The teacher gives further assignments related to the material being studied	✓		The teacher gives further assignments related to the material
	d. The teacher gives written and oral tests and	✓		After the teacher finishes explaining the material in the online class, and the

	assessments during the learning process			teacher assumes the students already understand the material explained, the teacher gives written assignments individually/groups and can be completed within 30 minutes after that the results of the assignments are distributed to Google Classroom without seeing the text so that the teacher can provide assessment of writing and reading skills
C	Learning approach/strategy			
	a. Carry out learning in accordance with the competencies to be achieved	✓		The teacher has carried out learning in accordance with the competencies achieved and in accordance with the syllabus, the teacher has its own learning strategy so that students understand the material
	b. Carry out learning according to sequence	✓		Teachers carry out learning in sequence
	c. Master the class	✓		The teacher controls the class well, the teacher moves in the online class according to the material being taught
	d. Using spoken/written language clearly, well and correctly	✓		The teacher combines Indonesian and English clearly, well and correctly
	e. Do the learning due to the planned time allocation	✓		The teacher carries out learning according to the planned time allocation, the teacher has carried out time management in the online class, it is good
E	Utilization of learning resources/learning media			
	a. Using learning media/tools effectively and correctly	✓		The teacher maximizes the use of media well, the media used are flashcards, video conversations, and some textbook references
	b. Media/learning tools produce interesting messages	✓		Produces a message that is quite interesting, because students can listen to the teacher's explanation
	c. Involve students in the use of media/learning tools	✓		Involve students in the use of media/learning tools
	d. Using relevant learning resources	✓		Using other learning resources that are relevant to the learning material

DOCUMENTATION



Picture 1. The researcher was Interviewing with Mrs. Nurhaya as a English Teacher about implementing curriculum 2013 at SMPN 52 Makassar



Picture 2. The researcher was Interviewing with Mrs. Risty as a English teacher about implementing curriculum 2013 at SMPN 52 Makassar



Picture 3. The researcher was Interviewing with Mrs. Mira as English Teacher about implementing curriculum 2013 at SMPN 52 Makassar



Picture 4. I was Interviewing with Mrs. Ulfa as a English Teacher about implementing curriculum 2013 at SMPN 52 Makassar



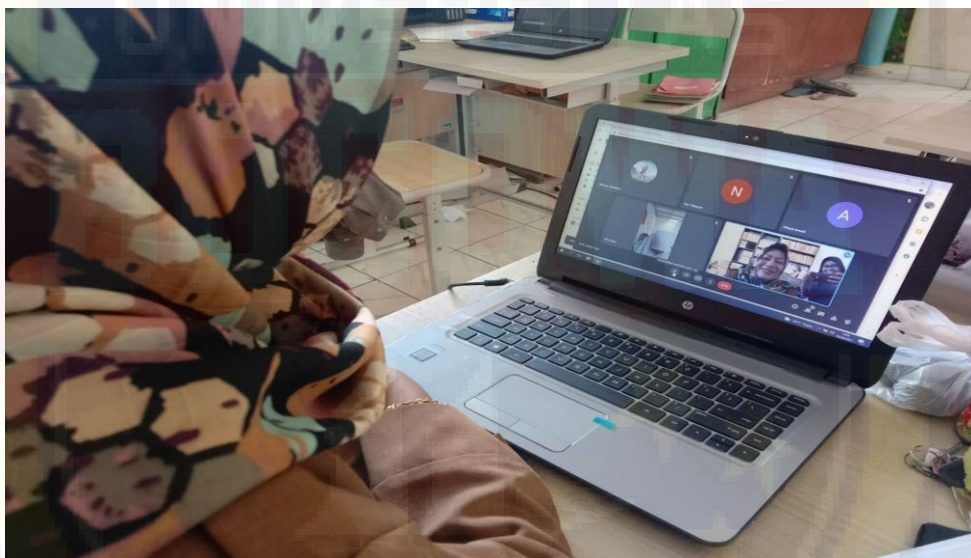
Picture 5. The researcher was Interviewing with Mr. Rasyid Abdi as a Head of Curriculum about implementing curriculum 2013 at SMPN 52 Makassar



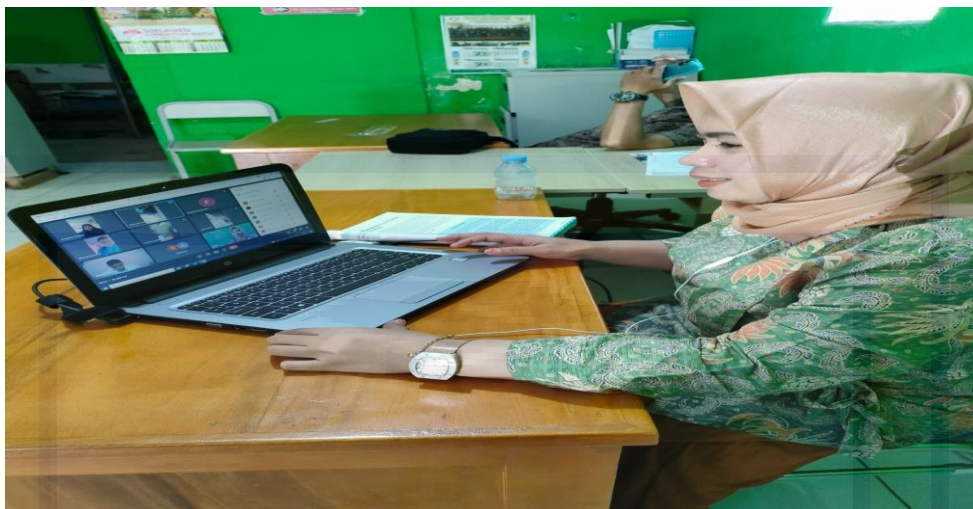
Picture 6. The researcher was Observing of English Teaching Class VII by Mrs. Nurhaya



Picture 7. The researcher was Observing of English Teaching Class VIII by Mrs. Ulfa



Picture 8. The researcher was Observing of English Teaching Class IX by Mrs. Risty



Picture 9. The researcher was Observing of English Teaching Class IX by Mrs. Mira



Picture 10. The researcher was taking a picture with head curriculum 2013 at SMPN 52 Makassar

BIOGRAPHY



Muhammad Iqbal Maliang was born in Ujung Pandang, on March 21st, 1994. His father is Drs. Yusran Maliang and his mother is Lena Suba. His first education at SD Angkasa 3 Mandai in 2000 and finished in 2006. Then, he continued his study to SMP Angkasa Mandai in 2006 and graduated in 2009. At the same year, he continued his study at SMAN 6 Makassar and graduated in 2012. Then, he continued his study at Foreign Language Academy UMI Makassar and graduated in 2018. At the same year, he was accepted as an expert level student of Faculty of Teacher Training and Education of English Language Study Program at Bosowa University and graduated in 2022.



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANAAN TEKNIS SATUAN PENDIDIKAN FORMAL
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SURAT KETERANGAN IZIN PENELITIAN

Nomor: 421-4/261/CMPN.32/VIII/2021

Yang bertanda tangan di bawah ini kepala UPT SMP Negeri 52 Makassar menerangkan bahwa:

Nama : Muhammad Iqbal Maliang

NIM : 4518101021

Jurusan : Pendidikan Bahasa Inggris

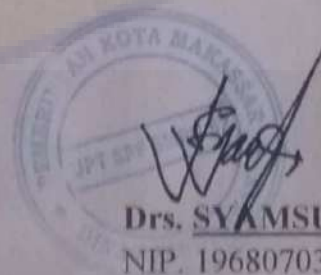

Fakultas : FKIP (Universitas Bosowa)

Benar telah melaksanakan penelitian tugas akhir (skripsi) pada SMP Negeri 52 Makassar dengan judul "*Implementing Curriculum 2013 in English Lesson at SMPN 52 Makassar*" dari tanggal 02 Agustus sampai dengan 27 Agustus 2021

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Makassar, 30 Agustus 2021

Kepala Sekolah SMPN 52 Makassar

Drs. SYAMSUDDIN, M.Si

NIP. 196807031995021001