

CHAPTER IV

THE RESULTS OF THE STUDY

4.1. The Data Descriptions

The questionnaires were distributed and interviews were conducted to English teachers in the seventh grade at Public Junior High Schools and Private Junior High Schools in North Jakarta area, on March until April 2014.

4.2. Result of the Study

4.2.1. Data Calculation

From the questionnaire consist of 25 statements. It contains understanding of teachers in implementing Curriculum 2013. The indicators of questionnaires are Curriculum 2013, base competencies, core competencies, development of syllabus (Lesson plan arrangement, learning resources, skills, and learning methods), assessment and problems in implementing Curriculum 2013. There are five optional answers for each statement; Strongly Agree (Sangat Setuju), Agree (Setuju), Undecided (Ragu-ragu), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). The teachers' answer are varied, bellow is the table of teachers' answer of the questionnaires:

Table 4.2.1. The data of teachers' answer

No. Soal	SS	S	RR	TS	STS	Jumlah
1	8	16	1	0	0	25
2	2	16	5	2	0	25
3	4	19	0	2	0	25
4	4	16	4	1	0	25
5	23	2	0	0	0	25
6	21	4	0	0	0	25
7	16	9	0	0	0	25
8	13	8	3	1	0	25
9	18	7	0	0	0	25
10	19	5	0	1	0	25
11	19	6	0	0	0	25
12	14	12	0	0	0	25
13	8	17	0	0	0	25
14	4	19	2	0	0	25
15	11	13	1	0	0	25
16	13	12	0	0	0	25
17	12	13	0	0	0	25
18	6	19	0	0	0	25
19	4	20	1	0	0	25
20	2	9	2	9	3	25
21	7	14	4	0	0	25
22	8	15	2	0	0	25
23	2	17	7	0	0	25
24	3	13	6	0	1	25
25	2	5	7	9	2	25
Jumlah	243	306	46	25	6	625

Below is the calculation of each statements that calculating based on the score table (see Appendix B.1). The calculation used is the number of teachers' answer for each item divided by number of respondents:

Statement Number 1

Answer: Sangat Setuju (8)	$\frac{8}{25} \times 100\% = 32\%$
Answer: Setuju (16)	$\frac{16}{25} \times 100\% = 64\%$
Answer: Ragu-Ragu (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 2

Answer: Sangat Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Setuju (16)	$\frac{16}{25} \times 100\% = 64\%$
Answer: Ragu-Ragu (5)	$\frac{5}{25} \times 100\% = 20\%$
Answer: Tidak Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 3

Answer: Sangat Setuju (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Setuju (19)	$\frac{19}{25} \times 100\% = 76\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 4

Answer: Sangat Setuju (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Setuju (16)	$\frac{16}{25} \times 100\% = 64\%$
Answer: Ragu-Ragu (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Tidak Setuju (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 5

Answer: Sangat Setuju (23)	$\frac{23}{25} \times 100\% = 92\%$
Answer: Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 6

Answer: Sangat Setuju (21)	$\frac{21}{25} \times 100\% = 84\%$
Answer: Setuju (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 7

Answer: Sangat Setuju (16)	$\frac{16}{25} \times 100\% = 64\%$
Answer: Setuju (9)	$\frac{9}{25} \times 100\% = 36\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 8

Answer: Sangat Setuju (13)	$\frac{13}{25} \times 100\% = 52\%$
Answer: Setuju (8)	$\frac{8}{25} \times 100\% = 32\%$
Answer: Ragu-Ragu (3)	$\frac{3}{25} \times 100\% = 12\%$
Answer: Tidak Setuju (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 9

Answer: Sangat Setuju (18)	$\frac{18}{25} \times 100\% = 72\%$
Answer: Setuju (7)	$\frac{7}{25} \times 100\% = 28\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 10

Answer: Sangat Setuju (19)	$\frac{19}{25} \times 100\% = 76\%$
Answer: Setuju (5)	$\frac{5}{25} \times 100\% = 20\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 11

Answer: Sangat Setuju (19)	$\frac{19}{25} \times 100\% = 76\%$
Answer: Setuju (6)	$\frac{6}{25} \times 100\% = 24\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 12

Answer: Sangat Setuju (14)	$\frac{14}{25} \times 100\% = 56\%$
Answer: Setuju (12)	$\frac{12}{25} \times 100\% = 48\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 13

Answer: Sangat Setuju (8)	$\frac{8}{25} \times 100\% = 32\%$
Answer: Setuju (17)	$\frac{17}{25} \times 100\% = 68\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 14

Answer: Sangat Setuju (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Setuju (19)	$\frac{19}{25} \times 100\% = 76\%$
Answer: Ragu-Ragu (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 15

Answer: Sangat Setuju (11)	$\frac{11}{25} \times 100\% = 44\%$
Answer: Setuju (13)	$\frac{13}{25} \times 100\% = 52\%$
Answer: Ragu-Ragu (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 16

Answer: Sangat Setuju (13)	$\frac{13}{25} \times 100\% = 52\%$
Answer: Setuju (12)	$\frac{12}{25} \times 100\% = 48\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 17

Answer: Sangat Setuju (12)	$\frac{12}{25} \times 100\% = 48\%$
Answer: Setuju (13)	$\frac{13}{25} \times 100\% = 52\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 18

Answer: Sangat Setuju (6)	$\frac{6}{25} \times 100\% = 25\%$
Answer: Setuju (19)	$\frac{19}{25} \times 100\% = 76\%$
Answer: Ragu-Ragu (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 19

Answer: Sangat Setuju (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Setuju (20)	$\frac{20}{25} \times 100\% = 80\%$
Answer: Ragu-Ragu (1)	$\frac{1}{25} \times 100\% = 4\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 20

Answer: Sangat Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Setuju (9)	$\frac{9}{25} \times 100\% = 36\%$
Answer: Ragu-Ragu (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Tidak Setuju (9)	$\frac{9}{25} \times 100\% = 36\%$
Answer: Sangat Tidak Setuju (3)	$\frac{0}{4} \times 100\% = 12\%$

Statement Number 21

Answer: Sangat Setuju (7)	$\frac{7}{25} \times 100\% = 28\%$
Answer: Setuju (14)	$\frac{14}{25} \times 100\% = 56\%$
Answer: Ragu-Ragu (4)	$\frac{4}{25} \times 100\% = 16\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 22

Answer: Sangat Setuju (8)	$\frac{8}{25} \times 100\% = 32\%$
Answer: Setuju (15)	$\frac{15}{25} \times 100\% = 60\%$
Answer: Ragu-Ragu (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 23

Answer: Sangat Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Setuju (17)	$\frac{17}{25} \times 100\% = 68\%$
Answer: Ragu-Ragu (7)	$\frac{7}{25} \times 100\% = 28\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$

Statement Number 24

Answer: Sangat Setuju (3)	$\frac{3}{25} \times 100\% = 12\%$
Answer: Setuju (13)	$\frac{13}{25} \times 100\% = 52\%$
Answer: Ragu-Ragu (6)	$\frac{6}{25} \times 100\% = 24\%$
Answer: Tidak Setuju (0)	$\frac{0}{25} \times 100\% = 0\%$
Answer: Sangat Tidak Setuju (1)	$\frac{1}{25} \times 100\% = 4\%$

Statement Number 25

Answer: Sangat Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$
Answer: Setuju (5)	$\frac{5}{25} \times 100\% = 20\%$
Answer: Ragu-Ragu (7)	$\frac{7}{25} \times 100\% = 28\%$
Answer: Tidak Setuju (9)	$\frac{9}{25} \times 100\% = 36\%$
Answer: Sangat Tidak Setuju (2)	$\frac{2}{25} \times 100\% = 8\%$

4.2.2. Data Interpretation

The study employed two kinds of data, the quantitative and qualitative data. The quantitative data were derived from the numbers of teachers' answer for each item. Meanwhile, the qualitative data were derived from the interpretation of teachers answer in the questionnaires and the result of the transcribed interview.

The quantitative data are in the form of percentage; it is based on the percentage of the number of teachers' choosing for each preferable answer. The percentage shows the teachers' opinion, idea, belief, feelings, emotional; reactions, behavioral, and action toward Curriculum 2013, core competencies, base competencies, development of syllabus (Lesson plan arrangement, learning resources, skills, and learning methods), assessment, and problems in implementing Curriculum 2013. The result of study will be described based on the indicators mentioned.

1. Curriculum 2013

Based on the result of the questionnaires and interview, the teachers' understand about the concept of Curriculum 2013. The descriptions of the teachers' preferable answer are as follow:

Statement number 1 *Sebagai seorang guru bahasa Inggris , saya mengetahui bahwa Kurikulum 2013 merupakan perubahan dari KTSP*. The result is 64% of the teachers answer agree (Setuju), 32% answer strongly agree (Sangat Setuju), and 4% answer undecided (Ragu-Ragu).

Statement number 2 *Kurikulum 2013 adalah kurikulum berbasis kompetensi yang pernah digagas dalam Rintisan Kurikulum Berbasis Kompetensi (KBK) 2004, tetapi belum terselesaikan karena desakan untuk segera mengimplementasikan Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. The result is 64% of the teachers answer agree (Setuju), 20% answer undecided, and 8% answer strongly agree (Sangat Setuju) and disagree (Tidak Setuju).

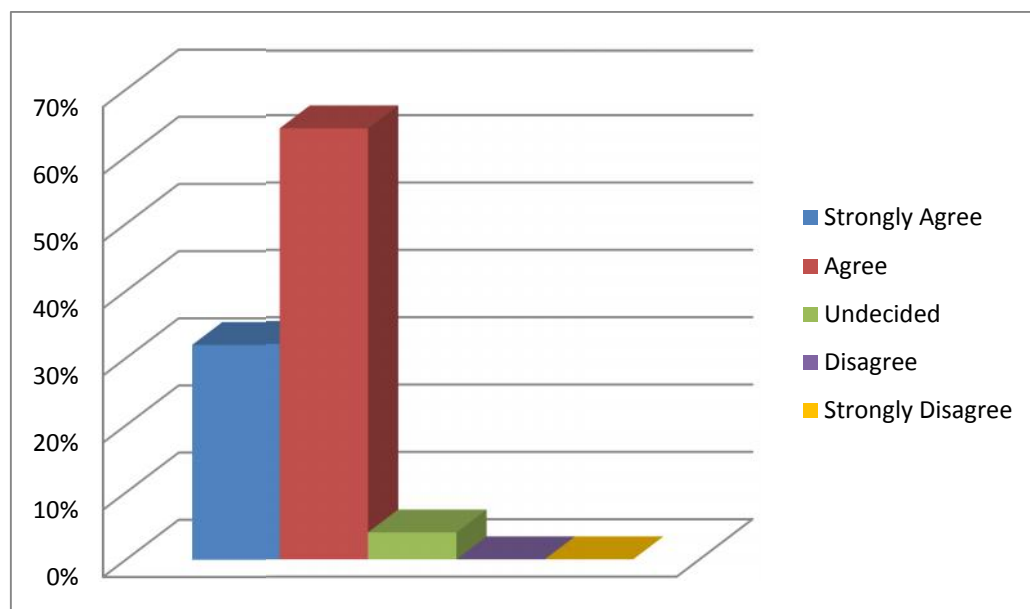
Statement number 3 *Saya terlibat penuh dalam implementasi Kurikulum 2013 di sekolah*. The result is 76% of the teachers answer agree (Setuju), 16% answer strongly agree (Sangat Setuju), and 8% answer disagree (Tidak Setuju).

Statement number 4 *Saya ikut berpartisipasi dalam sosialisasi Kurikulum 2013 di sekolah*. The result is 64% of the teachers answer agree (Setuju), 16% answer strongly agree (Sangat Setuju) and undecided (Ragu-Ragu), and 4% answer disagree (Tidak Setuju).

The result of interview indicates the most teachers understand about the concept of Curriculum 2013. *Menurut Anda apa yang dimaksud dengan*

Kurikulum 2013? Most teachers answer Kurikulum 2013 adalah perbaikan dari kurikulum atau penyempurnaan dari kurikulum 2006 (KTSP) yang disempurnakan dan ditambahkan. Metode pendekatannya adalah metode scientific itu yang saya rasakan bedanya.

From the result of the questionnaires and interview mentioned above, it can be concluded that most teachers (64%) understand about the concept of Curriculum 2013.



2. Core Competencies

Based on the result of the questionnaires and interview, the teachers' understand about core competencies in Curriculum 2013. The descriptions of the teachers' preferable answer are as follow:

Statement number 5 *Siswa harus dapat menghargai dan menghayati ajaran agama yang dianutnya*. The result is 92% of the teachers answer strongly agree (Sangat Setuju), 2% answer agree (Setuju).

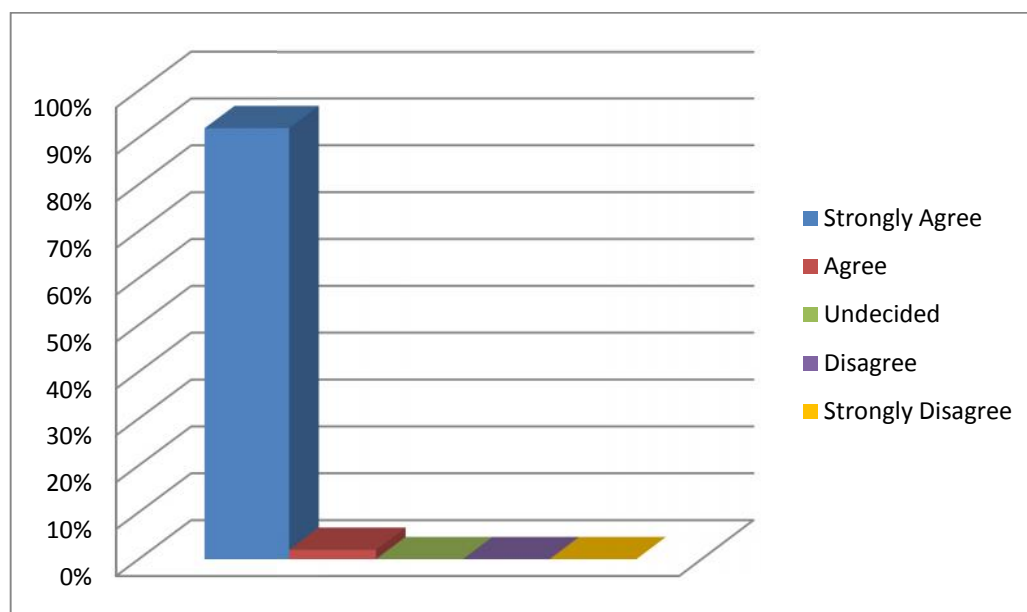
Statement number 6 *Siswa harus dapat menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.* The result is 84% of the teachers answer strongly agree (Sangat Setuju), and 16% answer agree (Setuju).

Statement number 7 *Siswa harus dapat memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.* The result is 64% of the teachers answer strongly agree (Sangat Setuju), and 36% answer agree (Setuju).

Statement number 8 *Siswa harus dapat mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.* The result is 52% of the teachers answer strongly agree (Sangat Setuju), 32% answer agree (Setuju), 12% answer undecided (Ragu-Ragu), and 4% answer disagree (Tidak Setuju).

The result of interview indicates the most teachers understand about the core competencies in the Curriculum 2013. *Menurut Anda apa tujuan dari Kurikulum 2013?* Most teachers answer *agar siswa lebih aktif dalam aspek keterampilan dan perilaku.*

From the result of the questionnaires and interview mentioned above, it can be concluded that most teachers understand (92%) about the core competencies in the Curriculum 2013.



3. Base Competencies

Based on the result of the questionnaires, the teachers' understand about base competencies in Curriculum 2013. The descriptions of the teachers' preferable answer are as follow:

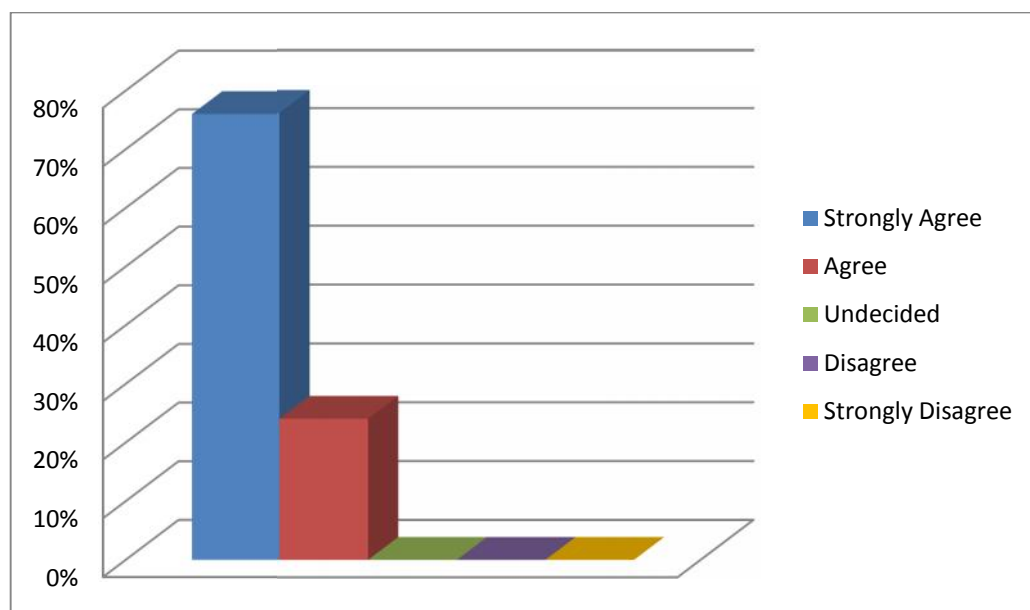
Statement number 9 *Siswa harus dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar*. The result is 72% of the teachers answer strongly agree (Sangat Setuju), and 28% answer agree (Setuju).

Statement number 10 *Siswa harus dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman*. The result is 76% of the teachers answer strongly agree (Sangat Setuju), and 24% answer agree (Setuju).

Statement number 11 *Siswa harus dapat menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.* The result is 76% of the teachers answer strongly agree (Sangat Setuju), and 24% answer agree (Setuju).

Statement number 12 *Siswa harus dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.* The result is 56% of the teachers answer strongly agree (Sangat Setuju), and 48% answer agree (Setuju).

From the result of the questionnaires mentioned above, it can be concluded that most teachers understand (76%) about the base competencies in the Curriculum 2013.



4. Development of syllabus (Lesson plan arrangement, learning resources, skills, and learning methods)

Based on the result of the questionnaires and interview, the teachers' understand about development of syllabus (Lesson plan arrangement, learning

resources, skills, and learning methods). The descriptions of the teachers' preferable answer are as follow:

a. Skills

Statement number 13 *Saya memanfaatkan setiap jam pelajaran dengan maksimal*. The result is 68% of the teachers answer agree (Setuju), and 32% answer strongly agree (Sangat Setuju).

Statement number 14 *Saya memberikan penugasan terstruktur kepada siswa dengan menyesuaikan alokasi waktu penyelesaian*. The result is 76% of the teachers answer agree (Setuju), 16% answer strong agree (Sangat Setuju), and 8% undecided (Ragu-Ragu).

b. Lesson Plan Arrangement

Statement number 15 *Saya menyusun program tahunan untuk mata pelajaran bahasa Inggris*. The result is 52% of the teachers answer agree (Setuju), 44% answer strongly agree (Sangat Setuju), and 4% answer undecided (Ragu-Ragu).

Statement number 16 *Saya menyusun program semester untuk mata pelajaran bahasa Inggris*. The result is 52% of the teachers answer strongly agree (Sangat Setuju), and 48% answer agree (Setuju).

Statement number 17 *Saya menyusun RPP untuk mata pelajaran bahasa Inggris*. The result is 52% of the teachers answer agree (Setuju), and 48% answer strongly agree (Sangat Setuju).

Statement number 18 *Saya mampu menyusun RPP dengan berpedoman pada silabus yang telah disediakan oleh pemerintah.* The result is 76% of the teachers answer agree (Setuju), and 25% answer strongly agree (Sangat Setuju).

The result of interview indicates the most teachers understand about how to arrange the lesson plan in the Curriculum 2013. *Siapa saja yang terlibat dalam proses penyusunan RPP berdasarkan Kurikulum 2013 di sekolah tempat Anda mengajar?* Most teachers answer yaitu *MGMP sekolah sesuai dengan bidang studi masing-masing.*

From the result of the questionnaires and interview mentioned above, it can be concluded that most teachers understand about how to arrange lesson plan in the Curriculum 2013.

c. Learning Resources

Statement number 19 *Saya telah menentukan sumber belajar yang disesuaikan pada kompetensi inti, kompetensi dasar serta materi pokok pembelajaran dan indikator pencapaian kompetensi.* The result is 80% of the teachers answer agree (Setuju), 16% answer strongly agree (Sangat Setuju), and 4% answer undecided (Ragu-Ragu).

Statement number 20 *Saya hanya menggunakan buku pelajaran yang telah di sediakan oleh pemerintah sesuai dengan Kurikulum 2013.* The result is 36% of the teachers answer agree (Setuju) and disagree (Tidak Setuju), 12% answer strongly disagree (Sangat Tidak Setuju), and 8% answer strongly agree (Sangat Setuju) and undecided (Ragu-Ragu).

From the result of the questionnaires mentioned above, it can be concluded that most teachers understand about how to use and manage learning resources.

d. Learning Methods

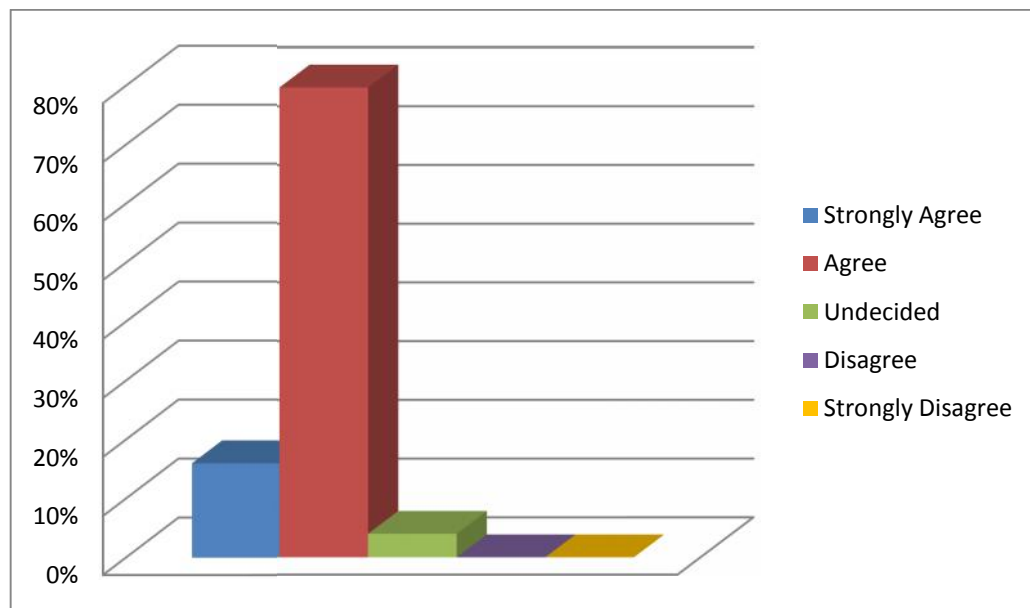
Statement number 21 *Saya menggunakan berbagai model pembelajaran untuk memotivasi siswa agar aktif dalam proses belajar mengajar.* The result is 56% of the teachers answer agree (Setuju), 28% answer strongly agree (Strongly Setuju), and 16 answer undecided (Ragu-Ragu).

Statement number 22 *Dalam mengajar saya mampu mengaitkan materi dengan lingkungan sekitar dan kehidupan sehari-hari.* The result is 60% of the teachers answer agree (Setuju), 32% answer strongly agree (Sangat Setuju), and 8% answer undecided (Ragu-Ragu).

Statement number 23 *Pengajaran yang saya lakukan di kelas telah sesuai dengan tuntutan kurikulum 2013 di sekolah.* The result is 68% of the teachers answer agree (Setuju), 28% answer undecided, and 8% answer strongly agree (Sangat Setuju).

The result of interview indicates the most teachers understand about the process of learning and teaching in the Curriculum 2013. *Bagaimana proses belajar mengajar pelaksanaan Kurikulum 2013 di sekolah Anda?* Most teachers answer *Belum optimal walaupun sudah dijalankan dengan baik.*

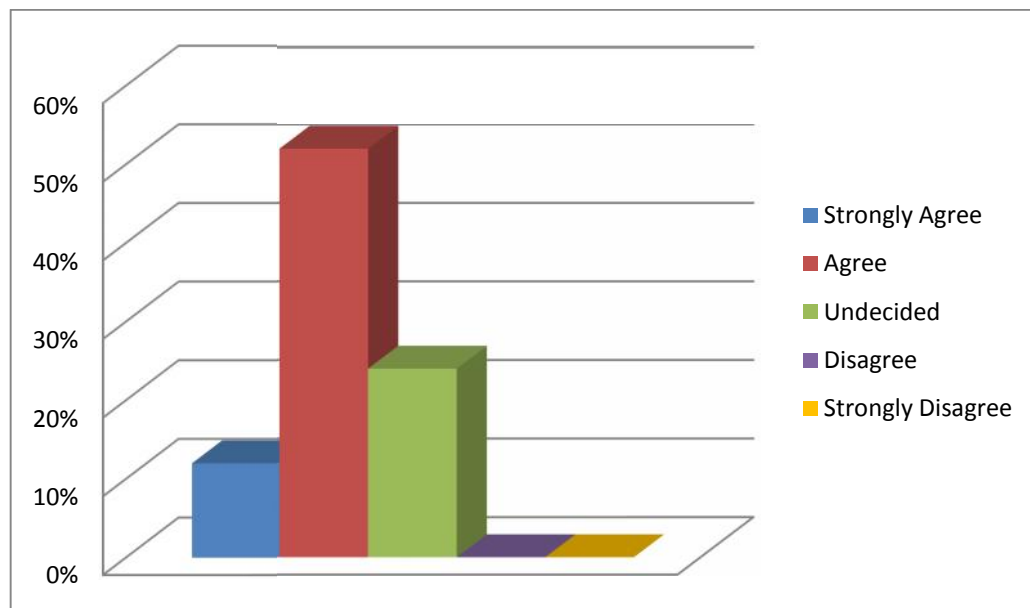
From the result of the questionnaires and interview mentioned above, it can be concluded that most teachers understand (80%) about learning method and process of learning and teaching in the Curriculum 2013.



5. Assessment

Statement number 24 *Saya hanya menggunakan form penilaian sesuai dengan yang diberikan oleh pemerintah*. The result is 52% of the teachers answer agree (Setuju), 24% answer undecided (Ragu-Ragu), 12% answer strongly agree (Sangat Setuju), and 4% answer strongly disagree (Sangat Tidak Setuju).

From the result of the questionnaires mentioned above, it can be concluded that most teachers (52%) only use the assessment from the government in the Curriculum 2013.



6. The Problems

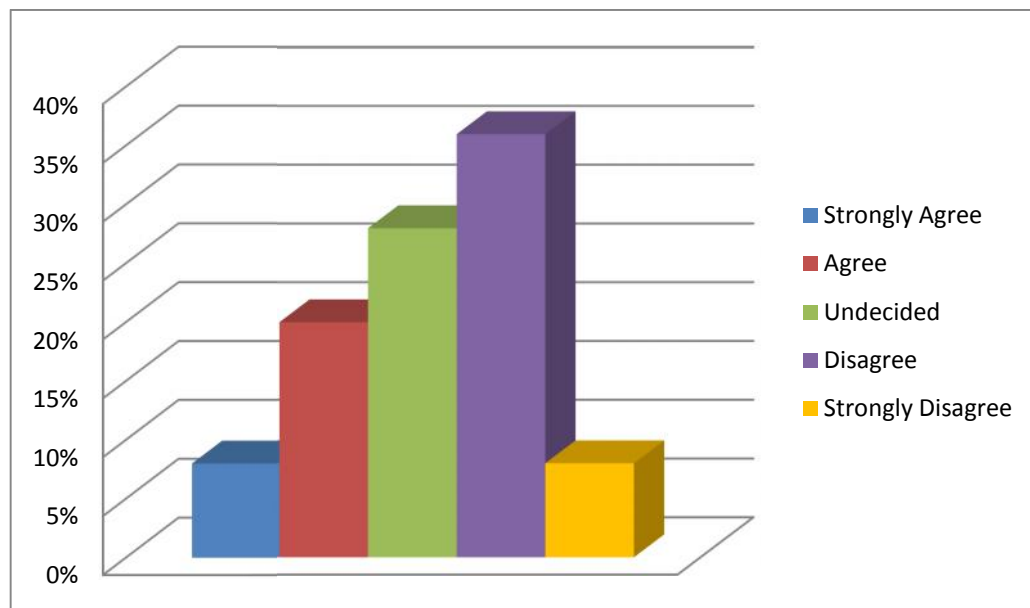
Based on the result of the questionnaires, the teachers have problems in implementing Curriculum 2013. The descriptions of the teachers' preferable answer are as follow:

Statement number 25 *Tidak terdapat hambatan-hambatan yang mempengaruhi pelaksanaan program Kurikulum 2013 di sekolah tempat saya mengajar.* The result is 36% of the teachers answer disagree (Tidak Setuju), 28% answer undecided (Ragu-Ragu), 20% answer agree (Setuju), and 8% answer strongly agree (Sangat Setuju) and strongly disagree (Sangat Tidak Setuju).

The result of interview indicates the most teachers have problems in implementing Curriculum 2013. *Menurut Anda, apa saja hambatan-hambatan yang mempengaruhi pelaksanaan program Kurikulum 2013 di sekolah ini?* Most teachers answer *tidak adanya buku pegangan baik untuk guru ataupun siswa, kurangnya sosialisasi dan sarana dan prasarana yang masih belum lengkap. Bagaimana efek dari hambatan-hambatan tersebut terhadap pelaksanaan*

Kurikulum 2013? Most teachers answer kurang optimalnya kegiatan belajar dan mengajar dan Kurikulum 2013 belum berjalan dengan baik.

From the result of the questionnaires and interview mentioned above, it can be concluded that most teachers (36%) have problems in implementing Curriculum 2013.



4.2.3. Lesson Plan Analysis

4.2.3.1. Lesson Plan 1

The first lesson plan focuses on learning materials stating and asking the character of people, animals, and things. Looking at its learning aim, in the end of the lesson, teacher planned to get students communicate with the teacher, friends, and people in their surroundings about stating and asking the characters of people, animals, and things (*Siswa berkomunikasi dalam bahasa Inggris untuk menjalin hubungan interpersonal dengan guru, teman-temannya, dan orang-orang di*

sekitarnya dengan menyatakan dan menanyakan sifat orang, binatang dan benda dengan santun dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.). To achieve this aim, teacher starts with getting students comprehend the social functions, text structure, and language features to state and ask about the characters of people, animals, and things (*Memahami fungsi sosial, struktur teks, unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya.*). This is the learning objective taken from basic competence of year seven's English learning on the latest Curriculum 2013 in point 3.7. Based on this objective, the learners are expected to pass the stage of comprehension. Therefore the appropriate learning inputs from the teacher are needed to achieve this objective.

In the learning indicators, the teacher divides the indicators into three main aspects; attitude, knowledge, and skills to present the spirit of Curriculum 2013. In the attitude part, it deals with positive learning attitudes such as enthusiasm, politeness, and caring. This represents the affective filter (Krashen: 1995) to support students' learning success. In the knowledge part, it shows the sequences of material development. However, the sequences are in line with the lesson objective insufficiently. The sequences are; using the adjectives, choosing the appropriate words, using sentences to describe pictures, and differentiating the correct pronunciation. In the stage of comprehension, the efforts to expect students in the sentences seem to be too much as it has reached the level of applying rather than comprehending (Bloom, 1978) and it is supposed to be comprehending in a same level of applying. In the skill part, the teacher expects

students to communicate using sentences to describe the characters of people, animals, and things. Similar case with the knowledge part, this seems to be complicated as communicating is more applied rather than comprehending. In the learning materials, the teacher listed social functions, text structure, language features, and topic of the lesson. The social function is to introduce and identify pictures; this suggests the main learning materials are pictures on people, animals, and things. However, this seems not in line with social function, social function is the significance or role of this learning material in social life. As for the text structure, the teacher listed several lexical features for comprehending the characters. They are adjectives (*e.g. diligent, tired, tall, short, beautiful, wild, tame, round, flat, sharp, long, etc.*), subject pronouns (*e.g. It's, They're, She's, He's, etc.*) and question sentences (*e.g. Is it small? What's he like? What are they like? Are you tired? What do you think?, etc.*). As for the stage of comprehending, these learning materials are appropriate enough since the lexical features as the inputs are introduced to the students. Exposing them to the students is the initial ways to get students comprehend the learning materials. However, the question sentences here are slightly inappropriate because they have already been arranged well in sentences.

The lexical features are then elaborated in language feature part where they have already been put in sentences or context. The question sentences are then better to be put here along with the part when it states about examples of questions and answers related to the topic (*e.g. What's she like? She's beautiful*). Nevertheless, it is found that some parts of items listed in this part are quite

inappropriate, for example, it lists examples of indefinite pronouns such as *it*, *they*, *this*, *that*, *those*, *these*, etc. without being followed by complete sentences. Therefore, the context is unclear. Similar case is found when it lists verbs in simple present form (*kata kerja dalam simple present tense: be and have/has, etc.*) without giving complete sentences in actual context. As for the topic part, it states that the topic is stating and asking the characters of people, animals, or things in surroundings by giving good examples of caring, curiosity, politeness, and good communication (*Menyatakan dan menanyakan sifat-sifat orang, binatang, dan benda di sekitar dan relevan dengan kehidupan peserta didik dengan memberikan keteladanan perilaku peduli, ingin tahu, santun, dan komunikasi yang baik.*). This suggests kind of activity that is going to be done in the classroom. However, this activity seems to be in the production stage rather than comprehension.

In the last part is learning media and resources. For learning media, the teacher plans to utilize laptop, LCD, pictures, white board, and board marker. The use of digital media is in line with the spirit of Curriculum 2013 that demands teacher to integrate ICT into learning activity. For the learning resources, it only lists the textbook of “When English Rings the Bell”, a book provided by the government under Education Affairs. If the teacher plans to use pictures, the teacher can list the resources of pictures here.

4.2.3.2. Lesson Plan 2

The second lesson plan focuses on learning materials descriptive text spoken and written about people, animals and things. Looking at its learning aim,

in the end of the lesson, teacher planned to get students communicate with the teacher, friends, and people in their surroundings through descriptive text spoken and written about people, animals and things (*Peserta didik berkomunikasi dalam bahasa Inggris untuk menjalin hubungan interpersonal dengan guru, teman-temannya, dan orang-orang disekitarnya melalui teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.*). To achieve this aim, teacher starts with getting students comprehend the social functions, text structure, and language features to state and ask about description of characters of people, animals, and things (*Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.*). This is the learning objective taken from basic competence of year seven's English learning on the newest Curriculum 2013 in point 3.8. Based on this objective, the learners are expected to pass the stage of comprehension. Therefore the appropriate learning inputs from the teacher are needed to achieve this objective. In the learning indicators, the teacher divides the indicators into seven aspects; students can mention the adjective which is the character of people, can categorize a good character and not good character from people, can describe the character of myself, friends, and people in their surroundings, can give opinion about the idol, can describe the idol, can describe the things in a bedroom, can describe about the future house to present the spirit of Curriculum 2013. In the attitude part, it deals with positive learning attitudes such as enthusiasm,

politeness, and caring. This represents the affective filter (Krashen: 1995) to support students' learning success. In all learning indicators the teacher expects students to communicate using sentences to describe the characters of people, animals, and things. This seems to be complicated as communicating is more applied rather than comprehending.

In the learning materials, the teacher listed social functions, text structure, language features, and topic of the lesson. The social function is for pride, introduction, identification, praise, comment, etc. As for the text structure, the teacher listed mentioning the names of people, things and name of the selected parts for describing, mentioning the character of people and things, mentioning the actions of related to the people and things which are all appropriate with social function to be achieved. As for the stage of comprehending, these learning materials are appropriate enough. Exposing them to the students is the initial ways to get students' comprehend the learning materials.

In language feature part, teacher listed singular noun (*e.g. "a" and "the"*) and plural noun (*e.g. "-s"*), pronoun (*e.g. it, they, she, we, dst; our, my, your, their, etc*), adjective (*e.g. young, old, clever, big, small, easy, difficult, dilligent, etc*), verb to state the condition and daily activities in simple present tense (*e.g. be, have, go, play, get, take, etc*), Spelling and hand writing and printing clearly and neatly, pronunciation, stressing, intonation when presented orally. It found that some parts of items listed in this part are quite inappropriate, for example, it listed examples of indefinite singular and plural nouns such as "a", "the" and "-s" without being followed by complete sentences and also in pronouns such as it,

they, this, that, those, these, etc. Therefore, the context is unclear. Similar case is found when it lists verbs in simple present form (*kata kerja dalam simple present tense: be and have/has, etc*) without giving complete sentences in actual context.

In the last part is learning media and resources. For learning media, the teacher does not plan to use a digital media. This is not in line with the spirit of Curriculum 2013 that demanded teacher has to integrate ICT into learning activity. For the learning resources, the teacher does not use the book that is provided by the government but uses from other resources. It is like from the internet or makes it by his or herself.

Based on the result of the lesson plan analysis, it can be concluded that the teacher has bad attitude in understanding about how to implement Curriculum 2013.

4.3. Discussion

The study is a survey study, which involved the data collection through questionnaires, interviews, or combination of questionnaire and interview (Nunan, 1993). In this study, the researcher gathers the data from questionnaire, which is crosschecked by the interview and lesson plan analysis. The researcher explains the result of the study one by one based on its dimension and indicators.

Three kinds of data are analyzed in this study; there are the data from the questionnaire, the interview and the lesson plan analysis. The data from questionnaires are presented in the form of percentage that shows the preferable answer chosen for each statement in the questionnaire. Moreover, the percentage

data of the questionnaires are described to give clear information about the result. After that, the data of interview also described, and do lesson plan analysis in order to crosscheck the result of the questionnaire.

The researcher presents the data in the form of table, column diagram, and also included the calculation for each statement in the questionnaire. Then, the researcher obtains the qualitative data by interpreting the percentage of the questionnaire, describing the data of the interview and doing lesson plan analysis. As the result, the researcher answers the research questions based on the data obtained.