

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study found that most of Junior High School English teachers understand in implementing Curriculum 2013. The study was conducted by using questionnaire, interview and lesson plan in collecting the data. The respondents were 25 English school teachers' respondents.

The result of the questionnaires shows that 64% teachers understand about the concept of Curriculum 2013 program. Most teachers 92% understand about core competencies. 76% teachers understand about base competencies. Most teachers 80% understand about development of syllabus (lesson plan arrangement, learning resources, skills, and learning methods), 52% teachers only use the assessment from the government in the Curriculum 2013, and most teachers 36% have problems in implementing Curriculum 2013.

Based on the result of the lesson plan analysis, it can be concluded that the teachers are not enough in understanding how to implement Curriculum 2013. It found some cases such as in the first lesson plan, 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). 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 since social function is the significance or role of this learning material in social life.

In the second lesson plan, it found some cases such as 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 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 print clearly and neatly, pronunciation, stressing, intonation when present orally. It found that some parts of items listed in this part are quite inappropriate, for example, it lists 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* 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. 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 demands teacher has to integrate ICT into learning activity. For the learning resources, the teacher does not use the book that provided by the government but uses from other resources. It is like from internet and made by them.

5.2. Recommendations

This research has some recommendations:

1. Based on the research findings, it shows that most of Junior High School English teachers understand how to implement Curriculum 2013. Accordingly, it is expected that the government should put more concern to enhance the teachers' comprehension about Curriculum 2013.
2. In order to use Curriculum 2013 well, The Minister of Education and Culture should socialize it to the students' parents and conduct teachers' training on teaching methodology related to Curriculum 2013. In addition, schools should provide appropriate teaching materials, teaching media, and facilities needed to support the implementation of Curriculum 2013. Teachers are demanded to integrate ICT into the learning activities; conduct periodically schools' evaluation and the teachers' evaluation; reduce the students' number per class; and manage the time allocation and teaching materials.

3. As the nature of survey research that gathers the data at a particular point at time, there is possibility that a similar study at different time will result differently. However, it is important to conduct this kind of research since the information will enhance the teachers' as well as the English Department students' comprehension about Curriculum 2013.

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APPENDICES

APPENDIX A. INSTRUMENTS

A.1. Indicators of Questionnaire

A.2. Questionnaire

A.3. List Interview

A.4. Lesson Plan (RPP)

APPENDIX B. THE FINDINGS OF THE RESEARCH

B.1. Table Score

B.2. The Result of Questionnaire

B.3. Percentage of The Result of The Questionnaire

B.4. The Calculation of The Questionnaire

B.5. The Interview Script