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EXPLORING TEACHING WRITING PRACTICES BASED ON 2013 CURRICULUM AT FIRST GRADE STUDENTS OF SENIOR HIGH SCHOOL 1 PALIMANAN

(Qualitative Research)

A Thesis

Submitted to English Language Teaching Department of Tarbiyah and Teacher Training Faculty of Syekh Nurjati State Islamic Institute in Partial Fulfillment of the Requirement of Undergraduate Degree



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ABSTRACT

Hanifatus Sholihah. 14121330184 "Exploring Teaching Writing Practices Based on 2013 Curriculum at First Grade Students of Senior High School 1 Palimanan".

This research finds out teaching writing practices based on 2013 curriculum in *Senior High School 1 Palimanan*. It is conducted in order to find out and analyze the reality of supports termed as teaching writing based on 2013 curriculum in the school. In the reality of teaching writing practices based on 2013 curriculum that is should apply student centered approach process and how the changes of teaching writing in different curriculum, where based on the government policy, the implementation of 2013 curriculum must be spread all over to schools in the Indonesia.

The aim of the research is to know how the teaching learning process especially in writing in 2013 curriculum, whether appropriate or not the learning process running, or the 2013 curriculum just the newer curriculum but the learning process still traditional. The most important problem comes from the teachers' idolence to applied the learning process of writing better through the components that provide in 2013 curriculum. Moreover, 2013 curriculum probably no better than the previous curriculum and 2013 curriculum also use the scientific approach, which the implementation of this curriculum is focused on five learning steps.

The method of this research are composite between content and field analysis, because the researcher should analyze the document and compare with the result of field research. This awareness can be reflected on teacher's learning suitability based on 2013 curriculum especially in teaching writing English itself in this country and suitability expects to apply all components in 2013 curriculum in the process of teaching learning English better.

The findings of this research are (1) the result of the implementation of 2013 curriculum in teaching writing narrative class are from eight pre activities the researcher finds out four activities done in the classroom, include: greetings, checking student's attendances, asking teaching learning readiness and the last is asking some questions related to the material, the whilst activity, the researcher finds out three processess running in the classroom, include: observing, questioning and experimenting process, the post activity, based on the observation process, the researcher seen all of post activity are running well, (2) the writing competency develop by the teacher based on 2013 curriculum in teaching writing narrative class are from the microskills in writing syllabus in accordance with the microskills theory point two, point three and also point four. It is also clear that to measure a competency based on the skill can be used, because the skill one of supporting important element includes in competency, or it can be said that skill is one of element to build the competency.

Keywords: teaching writing, learning elements in 2013 curriculum, writing competence, teaching writing practices based on 2013 curriculum

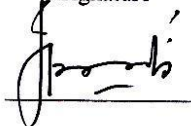




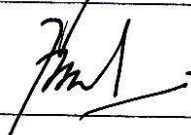


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RATIFICATION

This thesis which entitled **“EXPLORING TEACHING WRITING PRACTICES BASED ON 2013 CURRICULUM AT FIRST GRADE STUDENTS OF SENIOR HIGH SCHOOL 1 PALIMANAN”** written by Hanifatus Sholihah, registered numbers 14121330184 has been examined on August 4th 2016. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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TABLE OF CONTENTS

Abstract	ii
Approval.....	iii
Official Note.....	iv
Authenticity.....	v
Ratification.....	vi
Autobiography.....	vii
Motto.....	viii
Dedication	ix
Preface.....	x
Acknowledgement.....	xii
Table of content.....	xiv
List of Table	xvi
List of Appendices	xvii
CHAPTER I INTRODUCTION.....	1
1.1 The Background of the Problem	1
1.2 Focus of the Research	4
1.3 The Questions of the Research.....	5
1.4 The Aims of Research.....	6
1.5 The Significance of Research.....	6
1.6 Theoretical Foundation	6
1.6.1 The Nature of Curriculum.....	6
1.6.2 Kinds of Curriculum	10
1.6.2.1 Competency-based Curriculum.....	10
1.6.2.2 Curriculum Education Unit	11
1.6.2.3 2013 Curriculum.....	11
1.6.2.4 Teaching	13
1.6.2.5 The Nature of Teacher.....	23
1.6.2.6 Teacher in 2013 Curriculum.....	29
1.7 Literature Review.....	30



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1.8 Research Methodology.....	32
1.9 Research System	35
CHAPTER II THE IMPLEMENTATION OF 2013 CURRICULUM IN WRITING NARRATIVE CLASS	42
2.1. Research Findings	42
2.2. Discussion	43
2.2.1 Pre-Activity	43
2.2.2 Whilst Activity	47
2.2.3 Post-Activity.....	52
CHAPTER III WRITING COMPETENCE THAT DEVELOPED BY TEACHER IN 2013 CURRICULUM	54
3.1. Research Findings	54
3.2. Discussion	55
3.2.1 Microskills in Writing Competence	56
3.2.2 Macroskills in Writing Competence.....	58
CHAPTER IV CONCLUSION.....	66
4.1 Conclusion.....	66
4.2 Suggestion.....	68
BIBLIOGRAPHY	69
APPENDICES	



CHAPTER I INTRODUCTION

Chapter one discuss about research background, focus of study, research questions, aims of research, significance of research, previous study, frame of thought, research method and research system. This chapter is orientation from next chapter especially theoretical foundation. Introduction is like an opening of this research consists all things relate to this research before discussing result.

1.1 The Background of the Problem

This research finds out the reality of teaching writing practices based on 2013 curriculum that is should apply student centered approach process. Based on the government policy, the implementation of 2013 curriculum must be spread all over to schools in the Indonesia. The researcher is focus on the teaching writing skill especially teaching writing narrative text in senior high school.

Nowadays, competence to write is a critical needs. Writing activity is an activity as same as the condition when we are swimming. In writing, it can be realese if the part of our body to help and push (the other one) that ready to teach (Lenneberg (1967)) cited by Brown, 2000:334). Writing have developed through increasingly sopihisticated understanding of context. Writing is a social interaction where there are happened the strong interaction between writer and reader that comprehend the text.

In reality, written communication differs from spoken communication because writing enables human beings to convey a message without related of time and space (Hughes, 1996:6). Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. For others, writing is an

intricate structure that can only be learned by developing the ability to manipulate lexis and grammar (Hyland, 2003:3).

The reasons for teaching writing to students or English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right (Harmer, 1998:79). The type of writing we get students to do depends on their age, interests and level. When we set tasks for elementary students, someone makes sure that the students have or can get enough language to complete the task. Such students can write a simple story but they are not equipped to create a complex narrative (Harmer, 1998:80).

There is nothing inherently wrong with attention to any of the above criteria. They are still the concern of writing teacher, but in due course of time, we became better attuned to the advantage given to learners when they were seen as creators of language, when the learners were allowed to focus on content and message, and when their individual intrinsic motives were put at the center of learning. The teacher began to develop what is now termed the process approach to writing instruction (Brown, 2000:335).

“There are some process approaches do most of the following (Shih, 1986 cited by Brown, 2000:335-336), such as: focus on the process of writing that leads to the final written product, give students time to write and rewrite, students allow to discover what they want to say as they write, and encourage feedback from the instructor and peers”. “In writing activity, it can establish sense both personal and individual action, it is interactional and social action also, expressing a recognise purpose culturally, and reflect a particular kind of relationship and acknowledge an engagement in given community”. Thus, writing is a social interaction activity (Hyland, 2009:44).

This investigation on teaching practices through curriculum is not the first investigation. There have been some relevant studies found in teaching writing practices under 2013 curriculum as far as the researcher did. This recent studies which has been done by Pahlevi (2014) identified an English teacher implemented scientific approach in teaching descriptive writing and



to know students' responses towards it. R Intansari (2013) investigated teachers' strategy in implementing english curriculum in a junior high school in Indonesia. Alawiyah (2014) recognized "*kesiapan guru dalam implementasi kurikulum 2013*" (Vol. VI, No.15/I/P3DI/Agustus/2014). Westbrook (2013) as the theoretical framework, focused on how curriculum changes affect the process of teaching English, especially in writing class. The 2013 curriculum consist of "outcomes-based" and "competency-based" curricula-terms used especially, though not exclusively, in southern Africa and in francophone countries respectively – stress the teaching of skills and attitudes as well as knowledge, all of which are then to be integrated and applied by students (Cross et al., 2002, Roegiers, 2008) as cited by Westbrook (2013).

Learning curriculum in 2013 is learning competencies to strengthen the learning and assessment process to achieve competence authentic attitude, knowledge and skills. Reinforcement learning process is done through a scientific approach, namely learning that encourages students are better able to focus on five important aspects: observing, questioning, experimenting, associating and communicating.

Every educational zone, writing is a common habitual. The teachers are required their student to translate some text, like descriptive and narrative text with their own words, in order to measure how far the capability each learner which are always published in written language. Harmer (2004:03) assumes that most of exams are done by testing writing proficiency to measure students' knowledge whether they are doing language testing or other skills. In language learning, writing is one aspect as well as speaking, listening and reading skill.

Written activity can be found in : writing as product, writing as process and writing as social activity. Based on the researcher, the researcher use writing as product. Conceptualizing L2 writing in this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts (Hyland, Ken 2003:3). Writing become very important because one of product that exist in writing skill is



curriculum. Curriculum is a product that designed by a government as an application system in formal education. Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Moreover, 2013 curriculum probably no better than the previous curriculum, 2013 curriculum also use the scientific approach, which the implementation of this curriculum is focused on five important aspects, those are: observing, questioning, experimenting, associating and communicating. However, teachers and learners are, of course, rarely ‘free agents’; the day-to-day decisions that practitioners make inside the classroom, and the ‘shape’ of classroom life, are influenced by broader societal and institutional factors. One of the most obvious and wide-ranging of these is the language curriculum that examines as a broad set of interrelated factors and processes (Richards, 2001).

This research of “Exploring Teaching Writing Practices based on 2013 Curriculum” describes the reality of teaching writing as good as possible for teachers and students based on 2013 Curriculum. Specific sources of data for this research is an English teacher in *Senior High School 1 Palimanan* who teaches English as a Foreign Language at first and second grade students since teacher has the important role on helping students learning English especially writing subject. This research is important to give contribution for teacher’s effort while teaching English based on 2013 curriculum. 2013 curriculum also prioritize to cognitive, affective and psychomotor aspects.

1.2 Focus of the Research

This research investigates how the teacher explore teaching writing in English through 2013 curriculum. The researcher intends to focus on the successful of teaching practices especially in writing situated on the learning process components.

The researcher wants to know how the teaching learning process especially in writing in 2013 curriculum, whether appropriate or not the



learning process running, or the 2013 curriculum just the newer curriculum but the learning process still traditional. The most important problem comes from the teachers' idolence to applied the learning process of writing better through the components that provide in 2013 curriculum. Moreover, 2013 curriculum probably no better than the previous curriculum and 2013 curriculum also use the scientific approach, which the implementation of this curriculum is focused on five learning steps with scientific approach that should appear in 2013 curriculum, such as: observing, questioning, experimenting, associating and communicating . So, with this research, be provided that to acknowlege is it appropriate learning process especially in writing related to 2013 curriculum and also what writing competency do the teachers develop in 2013 curriculum.

Based on statement above, the researcher desires to limit the study in order to avoid the unfocussed study. The teacher only focus on teaching writing practices based on 2013 curriculum in Senior High School 1 Palimanan that not states in research formulation in the next part. The researcher not investigates some areas. This study conducted in Senior High School because students are more deeply in master the materials that relate to the English curriculum, especially writing course. The reason for didnt choose Islamic Senior High School, Vocational High School or the other are because in Islamic Senior High School was not given the an explanation and examples as well as more obvious in teaching writing and learning English in Vocational High School related with mechanical.

1.3 The Questions of the Research

The areas of investigation is going to analyze the questions those are:

1. How do the teachers apply 2013 curriculum in writing narrative class?
2. What writing competency do the teachers develop for narrative text in 2013 curriculum?



1.4 The Aims of the Research

The aims of this research are to investigate how the teachers applied teaching writing based on 2013 curriculum. There are two problems study to be aims reach in this investigation. The aims of this research description are to answer these questions. The researcher is going to investigate the problem specifically. The aims are mentions below:

1. To explore how do the teachers apply 2013 curriculum in writing narrative class?
2. To identify what writing competencies do the teachers develop for narrative text in 2013 curriculum

1.5 The Significance of the Research

Every study has to be useful for spreading knowledge to other people. Theoretically, the result of this study as reference for further researchers who conducts the research in the same theme. This research also should provide the clear ideas on how the teacher explores teaching writing through 2013 curriculum. Practically, the research is useful for the researcher to deepen knowledge in perceiving teaching writing practices especially based on 2013 curriculum. This investigation also is benefit for teachers to teach writing with the good ways that adjust 2013 curriculum. Then, this study is going to be valuable for prospective teacher in the future that interested in teaching writing skills.

1.6 Theoretical Foundation

In this point, the researcher is mentions some main frames of thought that is going to explain. Some main frames explain by the researcher below.

1.6.1 The Nature of Curriculum

Each curriculum understanding not only shows the formulation of a definition in the form of a statement or a question without meaning, but also illustrates the scope and content of the curriculum sequences, the components of the curriculum, and aspect of curriculum activities.



William H. Schubert (1986), detailing the understanding of the curriculum in a variety of dimensions, namely: "the curriculum as content or subject matter, the curriculum as a program of planned activities, the curriculum as intended learning outcomes, curriculum as cultural reproduction, curriculum as experience, as a discrete curriculum tasks and concepts, the curriculum as an agenda for social reconstruction, and curriculum as currere ". Furthermores, Nana Sy. Sukmadinata (2005) review the curriculum of the three dimensions, namely "as the science curriculum, the curriculum as a system, and the curriculum as a plan". Arifin (2011: 8) says there are six dimensions of curriculum, namely:

1.6.1.1 Curriculum as An Idea

The idea or concept of the curriculum is dynamic; in the sense that always change with the times, the interests and needs of the students, the demands of society, science and technology. Curriculum or ideas exist only in the thoughts of someone who is involved in the educational process, either directly or indirectly, as head of education, superintendents, principals, teachers, students, and parents.

1.6.1.2 Curriculum as a Written Plan

A dimension of the curriculums as plans is usually stated in written documents. This dimension into a lot of people's attention, because of its form can be seen, easy to read and analyzed. A dimension of this curriculum is basically the realization of the dimensions of the curriculum as an idea. Important aspects that need to be discussed, among others: the development objectives and competencies, curriculum structure, activities and experiential learning, curriculum organization, curriculum management, learning outcomes, and evaluation systems. The curriculum as an idea should follow the pattern and the provisions of the curriculum as a plan. In practice, it is often the curriculum as a plan fraught with difficulties, because the ideas to be conveyed too common



and many are not understood by the implementers of the curriculum.

1.6.1.3 Curriculum as An Activity

The curriculum in this dimension is a curriculum that actually happened on the ground (real curriculum). Learners may only think of the curriculum as an idea, but what happened is the curriculum as a reality. Between the idea and the experience may be in line, but maybe not. The curriculum must be interpreted in a unified whole. If an activity does not mean that all activities, including the curriculum in school or outside of school (such as professional training programs, community work, etc.) are not included curriculum. Yet what is obtained learners in school or out of school, the reflection and the realization of the dimension of the curriculum as a written plan. What does students in the classroom is also a curriculum implementation. This means that between the curriculum as ideas with curriculum as an activity (process) is a series of continuous, a unified whole. There is no reason to say the dimensions of the curriculum as an activity are not a curriculum, because all the activities in the school and outside the school on the school's responsibility are part of the curriculum.

1.6.1.4 Curriculum as Learning Outcomes

The learning result is a curriculum, but the curriculum is not the result of learning. This statement should be understood from the beginning, because a lot of people know that learning outcomes are parts of the curriculum, but the curriculum is not only the result of learning. Many people also do not know that the definition of the curriculum can be seen from the dimensions of learning outcomes, because it is not formally defined. The formal curriculum evaluation in general, people always associate it with learning outcomes. Though, curriculum evaluation is actually much broader than the assessment of learning outcomes. Nevertheless, learning outcomes can be used as one-dimensional understanding of the curriculum. Curriculum evaluation is intended to determine the effectiveness and efficiency of the curriculum,



while its function is to improve, enhance or change the curriculum in dimensions as planned.

Result of study as part of the curriculum consists of varieties of domains, such as knowledge, skills, attitudes, and values. Theoretically, the domain of learning outcomes can be separated, but practically domains should unite. Learning outcomes are also influenced by various factors, including the factors teachers, learners, learning resources, and the environment. The curriculum as a result of learning is the continuation and influenced by the curriculum as well as curriculum activities as an idea. According to Zainal Arifin (2009) outcome study has several major functions, namely "as an indicator of the quality and quantity of knowledge that has been dominated learners, as a symbol of gratification of desire to know, as information material in educational innovation, and can be used as an indicator of absorption (intelligence) learners".

1.6.1.5 Curriculum as a Discipline

As a discipline, meaning the curriculum concepts, principles, procedures, assumptions and theories that can be analyzed and studied by curriculum specialists, researcher's curriculum, teachers or prospective teachers, principals, supervisors, or other education personnel who want to learn about the curriculum. In Indonesia, at the secondary school level is never a School of Teacher Education (SPG), Teachers' School, Religious Teacher Education (PGA) others. At the university level there are also courses for curriculum development, both in the S1 (undergraduate), S2 (master) and S3 (Doctoral). All learners are required to learn about the curriculum. Objectives of the curriculum as a scientific discipline are to develop knowledge about curriculum and curriculum system.

1.6.1.6 The curriculum as a System

Curriculum system is an integral part of the education system, the school system and the public system. A system in the school curriculum is the curriculum system about what the curriculum structures and how it



is implemented. Furthermore it can be said that the curriculum system includes the stages of development of the curriculum itself, ranging from curriculum planning, curriculum implementation, curriculum evaluation, improvement and refinement of the curriculum. The curriculum as a system also describes the components of the curriculum.

1.6.2 Kinds of Curriculum

The curriculum in Indonesia after independence has undergone some changes. The researcher only discusses about some kind of curriculum, such as competency-based curriculum in 2002 and 2004, the education unit level curriculum (KTSP), and 2013 curriculum.

1.6.2.1 Competency-based Curriculum

From several sources, can be found that curriculum interpreted in three different contexts, namely the curriculum as a number of subjects, the curriculum as a learning experience, and curriculum as learning program planning. In fact, the curriculum was not only about subjects that should be studied, but concerns the whole school effort to influence students learn both inside and outside the classroom or even outside of school. In the 2004 curriculum document formulated that competency-based curriculum is the plan and regulations on competence and learning outcomes to be achieved by students, assessment, teaching and learning activities, and empowering educational resources (Depdiknas 2002).

From the formula above, it seems clear that the CBC concept rests on the concept as proposed Hilda Taba (1962), the curriculum as a plan. This means that CBC is emphasized is the competence or ability of what should be owned by every student after they made certain learning process; while the issue of how to achieve it, it should be handed over to the teachers in the field. In the CBC did not specifically explain what must be done to achieve a certain competence of teachers.



Competency-based curriculum is not just to make students understand the subject matter to develop intellectual abilities, but how knowledge is understood it can color the behavior displayed in his life. Competency-based curriculum (CBC) can be regarded as a form of curriculum innovation. The emergence of the CBC with the rise of the spirit of education reform, beginning with the advent of government policies including the enactment of Law No.22 in 1999 on Regional Government; Law No.25 in 2000 on Government Authority and Provincial Authority as Autonomous Region; and the birth of MPR Decree No. IV/MPR/1999 about Education Policy Direction in the Future.

1.6.2.2 Curriculum Education Unit (CEU/KTSP)

Curriculum Education Unit is a refinement of the 2004 edition of the curriculum, or better known as competency-based curriculum. According to Hidayat (2013: 88), in article 1, paragraph 15 of Government Regulation No. 19 in 2005 on National Education Standards stated that the Curriculum Education Unit is operational curriculum developed by, for and implemented in each educational unit. SBC consists of educational objectives educational unit level, structure and content of education level curriculum, educational calendar and syllabus and lesson plan.

Preparation of KTSP submitted to each level of education units in line with the principles of competency-based curriculum that empowers regions and schools to plan, implement, manage and assess learning in accordance with the conditions and aspirations. KTSP management refers to the principle of unity in diversity in policies and implementation. The diversity in the implementation of the syllabus is marked by diversity that can be developed by the school / madrasah each according to the characteristics of schools / madrassas.

1.6.2.3 2013 Curriculum

Since Indonesia's independence, the curriculum has been changed several times in a row. At this time and is being implemented for the Public Test curriculum in 2013 as the development of curricula in 2006 or SBC. The dynamics are a logical consequence of the change of political system,



social, cultural, economic and science and technology in the community of nation and state. Therefore, the curriculum as a set of educational plans should be developed dynamically in accordance with the demands and changes taking place in society.

Changes or curriculum development shows that the education system is dynamic. If the system does not want to get stuck in stagnation, the spirit of change needs to be done and is a necessity. We hope the changes and development of the curriculum in 2013 not only streamlining of subjects only, but also must be able to answer the challenges of change and development of the times.

In the explanation of Law No.20 of 2003, common parts: among others emphasized that one of the national education development strategy is the development and implementation of competency-based curriculum. Explanation of Article 35 of Law No. 20 of 2003; declare the competence of graduates qualified in the ability of graduates includes attitudes, knowledge and skills in accordance with national standards that have been agreed. Curriculum 2013 continued development of competency-based curriculum that has been initiated in 2004 with the attitude of competence, knowledge and skills are integrated. Curriculum development in 2013 is part of a strategy to increase educational attainment. Besides the curriculum, there are a number of factors such as: old school students; long students stay in school; active student competency-based learning; handbook or book a baboon; and the role of the teacher as the spearhead of executive education.

Orientation curriculum in 2013 is the increase and the balance between competence attitudes, skills and knowledge. In line with the mandate of Law No.20 in 2003, as expressed in the explanation of Article 35: the competence of graduates qualified in the ability of graduates includes attitudes, knowledge, and skills in accordance with national standards that have been agreed. In line with the development of competency-based curriculum that has been initiated in 2004 with the attitude of competence, knowledge, and skills in an integrated manner.



Conceptually draft curriculum in 2013 aspired to be able to give birth to the next generation of intelligent comprehensive intellectual that is not only intelligent, but also intelligent emotional, social and spiritual. It looks at the integration of character values into the learning process, is no longer a supplement as in 2006 curriculum. Approach curriculum and learning strategies are used to provide space for learners to construct new knowledge based on experience gained from classroom learning, the school environment, and the public also be able to bring the students to the culture of the society and nation. Curriculum 2013 is a solution to face the changing times that put competencies synergized with character values.

Learning from that experience, the teacher's position should be positioned as a "major actors" in the implementation of Curriculum 2013. The teachers have to be really prepared thoroughly, ranging from the preparation of lesson plans, implementation of learning, assessment, analysis, to follow-up. By empowering key stakeholders curriculum implementation to take place as expected.

1.6.2.3.1 2013 Curriculum Apply in Teaching Skill

According to (Douglas, 2000:339), the gradual recognition of writings as a process of thinking and composing was a natural byproduct of Communicative Language Teaching (CLT). With its emphasis on learner-centered instruction, student-student negotiation, and strategies-based instruction that values – the variability of learners' pathways to success and appropriate for process teaching skills.

1.6.2.4 Teaching

According to Grabe (2002:47), teaching is that skills transfer is uniformly good and an easily accessible resource for L2 students. Very little evidence actually exists for these views, and there is now much evidence that such perspectives are simplistic and, at times, counter productive (Baddeley, Eysenck and Anderson, 2009; Schunk, 2000 cited by Grabe, 2002).

There are four teaching skills that should be explain, include: teaching listening, teaching speaking, teaching reading and teaching writing.



1.6.2.4.1 Teaching Listening

According to Richard (2008: 3), to understand the nature of listening processes, we need to consider some of the characteristics of spoken discourse and the special problems they pose for listeners. Spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to our understanding of how we process speech.

For example, spoken discourse is usually instantaneous. Based on the 2013 curriculum, the listener must process it “online” and there is often no chance to listen to it again. Often, spoken discourse strikes the second-language listener as being very fast, although speech rates vary considerably. Radio monologs may contain 160 words per minute, while conversation can consist of up to 220 words per minute. The impression of faster or slower speech generally results from the amount of intraclausal pausing that speakers make use of. Unlike written discourse, spoken discourse is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats.

1.6.2.4.2 Teaching Speaking

“Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition based methodologies of the 1970s. According to Richard (2008:2), the emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today.

Based on 2013 curriculum, grammar based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real



communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

1.6.2.4.3 Teaching Reading

According to Grabe (2002:129), the ability to read well may be the most important L2 academic skill needed by English for Academic Purposes (EAP) students. In academic contexts, reading provides a major source of input for further student learning of both language and content information. Furthermore, reading can generate increased interest and motivate students to explore topics further through additional reading. Yet, the mastery of reading requires not only the integration of comprehension abilities but also the development of a very large vocabulary and a reasonably good command of grammar resources.

Fortunately, explicit instruction in reading skills development can make a difference (Grabe, 2009). Moreover, reading is a skill that can be practised effectively and extensively, with some student control of passage selection, by students on their own, after they have finished their EAP course work.

For these reasons (though we could list many others), it is important to have a framework that can guide teachers, materials writers and curriculum developers in designing effective reading instruction based on 2013 curriculum.

1.6.2.4.4 Teaching Writing

Teaching writing is difficult and complex. It needs the mastery of some aspects or language components. The aspects consist of: content, organization, vocabulary, language, and mechanics. The aspect of content is the content that covers the accurate subject, considerable variety of ideas or argument, independent and thorough interpretation of the topic, the content relevant to the topic, and accurate details. The aspect of organization covers fluent expression, ideas clearly stated and supported, appropriately organized evident, logically sequenced (coherent), and connectives appropriately used (cohesion). The aspect of



vocabulary covers the wide range of vocabulary, accurate word/idiom choice and usage, and appropriate selection to match register. The aspect of language covers confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, and meaning never obscured. And the aspect of mechanics covers demonstration full comment of spelling, punctuation, capitalization, and layout (Tribble, 1996: 130 – 131).

According to Kathleen et al. (1996: 2) in implementing writing instructions, need a lot of components. They are: (1) grammatical ability – the ability to write English in grammatically correct sentences; (2) lexical ability – the ability to choose words that are correct and used appropriately; (3) mechanical ability – the ability to correctly use punctuation, spelling, capitalization, etc; (4) stylistic skills – the ability to use sentences and paragraph appropriately; (5) organizational skills – the ability to organize written work according to the convention of English, including the order and selection of materials; and (6) judgments of appropriacy – the ability to make judgment about what appropriate depending on the task, the purpose of writing, and the audience. So that, presenting writing skills for the students must be done as seriously as possible in order to be successful in handling the writing process.

Parry (1988: 5) says that writing is a process. It refers to a ‘process approach’ that there is the possible inference that it is a particular ‘method of teaching writing’. There is a set procedure or series of steps to follow. When the children write, they are involved in a process whether the teachers recognize it or not. In process oriented approach, one thing that is needed to implement it is the good stages in presenting the topic. To improve the process, there are a lot of stages that should be implemented periodically. They are: (1) generating; (2) focusing; (3) structuring; (4) drafting; and (5) evaluating.

To fulfill five steps of writing competence, the researcher has selected an approach – namely Process Oriented Approach is one of the alternative approaches that can be used to solve the problems of



writing. Everyone knows that good product is also influenced very much by good input and good process. Based on that statement, the researcher tries to implement Process Oriented Approach in developing the learning process of writing. Although process oriented approach needs long duration to implement, it useful as the medium to achieve the students' competence in English writing.

While writing has been supposed as a critical need to increases educational and social life, the necessity of writing teacher is extremely increased. The capability to write needs specialized skill that not every narrators expand naturally to produce written language which is the result of believing, drafting and revising of writing procedures. Hyland (2009:209) supposes that writing is a complex human activity, located in particular places and times and indicative of wider social forces and relationship. This perception shows that writing needs serious theory and social constructivism.

The initial challenge for novice teachers is to acquire the basic classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and for teacher to be able to carry herself through the lesson, she has to have a repertoire of techniques and routines at her fingertips. These include routines and procedure for such things as:

- 1) Opening the lesson
- 2) Introducing and explaining tasks
- 3) Setting up learning arrangements
- 4) Checking student's understanding
- 5) Guiding student practice
- 6) Monitoring student's language use
- 7) Making transitions from one task to another
- 8) Ending the lesson



According to Douglas (2000:334-339) trends in the teaching of writing in the ESL or other foreign languages has, not surprisingly, coincided with those of the teaching of other skills, especially listening and speaking. It is can be deny that writing also the crucial one that can establish students' ability. Over the past few decades of research on teaching writing, a number of issues have appeared, some of which remain controversial in spite of reams of data on second language writing.

According to Douglas (2000:339), the gradual recognition of writing as a process of thinking and composing was a natural by products of Communicative Language Teaching (CLT). Consistent with (Harmer, 1998:79-80) the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. Like many other aspects of English language teaching, the type of writing we get students to do depend on their age, interests and level. Such students can write a simple story but they are not equipped to create a complex narrative. It's all a question of what language the students have at their command and what can be achieved with this language.

In this case, the changes require long-socialization and training for teachers ready and used to the changes, but the government plans to implement the new curriculum at the beginning of the new academic year 2013-2014, is still considered the teacher has not prepared anything. Moreover, 2013 curriculum probably no better than the previous curriculum and 2013 curriculum also use the scientific approach, which the implementation of this curriculum is focused on five important aspects: observing, questioning, experimenting, associating and communicating. Alwasilah (2014), believed that all school subjects had their own structure of disciplines. Teachers were encourage to master and teach this structure, which was the essential subject.

As Whitehead (1975) cited by Alwasilah (2014), explain about the essence of education is "that it be religious". However, Alwasilah do not believe that teachers and professors should have a formal background in religious studies or take courses on religious studies, but under 2013 curriculum the assessment process involve the moral assessment (religious).



In addition, according to competency-based learning English subjects especially in writing through a scientific approach mentions that learning principles that used in the 2013 curriculum emphasizes the change of paradigms: (1) from the students are out towards becoming learners to find out; (2) from the teacher as the sole source of learning-based into a variety of learning resources; (3) from the textual approach towards being a process approach as strengthen the use of a scientific approach; (4) from content-based learning towards become a competency-based learning; (5) from the partial learning towards become an integrated learning; (6) from learning that emphasize single answer heading into learning the true answer multi-dimensional; (7) from the verbal skills learning towards become applicable; (8) increase and balance between physical skills (hard skills) and mental skills (soft skills); (9) learning that promote acculturation and empowerment of learners as lifelong learners; (10) learning that apply the values to provide exemplary (ing ngarso sung tulodo), build willingness (ing madyo mangun karso), and develop the creativity of learners in the learning process (tut wuri handayani); (11) learning that take place at home, at school, and in the community; (12) learning that apply the principle that anyone who is a teacher, who is a student, and anywhere is a class; (13) the use of information and communication technologies to improve the efficiency and effectiveness of learning; and (14) recognition of individual differences and cultural background of learners.

1.6.2.4.5 Teaching Genre of Writing

In the teaching writing, there are many types of genre. Those genres include: descriptive text, report text, recount text, news items and so on. In this theory, focuses on narrative text.

1.6.2.4.6 Narrative Text

According to Smalley and Ruetten (1984), narrative is text focusing some specific participants that have several structural features making different from other genres. Narrative has social function that is to tell stories either in present which is called by present narrative, past events which called by past narrative and future which is called future narrative. According to Olson and Diller (1982:42), what is meant by comprehending narrative text is a term used to identify those



skills needed to understand and apply information contained in a written material. It means that the students should be able to know the information in narrative text.

1.6.2.4.6.1 Types of Narrative Text

According to Neo (2005:58) there are many different types of narrative texts, among others:

- | | |
|------------------------|--------------------|
| 1) Humor | 6) Mystery |
| 2) Romance | 7) Fantasy |
| 3) Crime | 8) Science fiction |
| 4) Real life fiction | 9) Diary novel |
| 5) Theoretical fiction | 10) Adventure |

According to Crown (2003), narrative text types, include:

- | | |
|-------------------------|--|
| 1) Adventure | 8) Dialogue, Play scripts, film narratives |
| 2) Mystery | 9) Myths |
| 3) Science fiction | 10) Legends |
| 4) Fantasy | 11) Fairy tales |
| 5) Historical fiction | 12) Fables |
| 6) Contemporary fiction | 13) Traditional tales guidance |
| 7) Dilemma stories | |

1.6.2.4.7 Writing Competence

In the writing competence, someone must know what competence itself. A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. A competency breaks thing down into three parts, those are skills knowledge and attitudes.

According to Winterton (2006:29), A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and



attitudes) in a particular context. Competencies, therefore, may incorporate a skill, but are more than the skill, they include abilities and behaviours, as well as knowledge that is fundamental to the skill.

In teaching writing English, teacher should master some writing competencies in order to make her/his teaching running well. Competency is characteristic of an employee that contributes to successful job performance and the achievement of organizational results. Those are include measurable or assessable knowledge, skills, and abilities plus other characteristics such as values, motivation, initiative, and self-control that distinguish superior performers from average performers (Shippmann et.al, 2000; Spencer, McClelland, & Spencer 1994). So, microskill focus to the language range, whereas macroskill show about the meaning. This writing competencies useful for teaching writing based on the core competency in the syllabus of 2013 curriculum especially in teaching writing narrative text. According to Brown (2001:342), there are some microskills and macroskills that supported the writing competency in teaching learning process, and to measure how far the teacher teaches in accordance, based on the document and the practice itself.

1.6.2.4.7.1 Microskills for Writing

Microskill is the skill focus to the language range, it should be out from the way to find meaning and it is related to the core curriculum in the syllabus. Based on 2013 curriculum syllabus, the microskills should be found in the first core competency related to analyze language features of the narrative text. In this theory, microskills include:

- 1) Produce grapheme and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical systems (e.g. tense, agreement, pluralisation), patterns and rules
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse



1.6.2.4.7.2 Macroskills for Writing

Macroskill is the skill writing competency extended until discover the meaning literal or implied from the text and it is related to the core curriculum in the syllabus. Based on 2013 curriculum syllabus, the macroskills should be found in the first core competency related to analyze social function and text structure in the simple narrative text especially in legend story, in accordance with context its use. It can be seen from the learning objective made by the teacher in the lesson plan, that is answer the question based on the information on the text. There are some macroskills, such as:

- 1) Use the rhetorical forms and conventions of written discourse
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification
- 4) Distinguish between literal and implied meanings when writing
- 5) Correctly convey culturally specific references in the context of the written text
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The writing process is related to the teacher's help. The student should prepare many things before they wanted to write, and the scaffolding process is appearing. According to Hyland (2002:118), writing frames related to scaffolding literacy skills. Instructional scaffolding means providing students with sufficient supports to promote learning, particularly when new concepts and skills are first being introduced. These supports are gradually removed as students develop familiarity with the task and acquire new cognitive, affective, and psychomotor learning skills and knowledge.



The degree of teacher intervention and the kinds of tasks selected for students to engage with play a key role in offering a cline of support from closely controlled activities to autonomous extended writing. In writing instruction, the use of writing frames is one way that teachers have sought to scaffold children's early attempts at a new genre. Writing frames are useful to writing teachers in primary and secondary school who can devise their own frames by drawing on their knowledge of the genres they are teaching and the particular abilities and needs of their students. Using these kinds of templates, writers can become increasingly familiar with a new text type and experience ways of using language to express their purposes effectively. Students need to use them less and less as their confidence in writing and their competence in writing target genres grow.

1.6.2.5 The Nature of Teacher

Nowadays, several teachers are available in many areas, so how do you select one? Virtually any teacher is suitable simply to begin, and if no teacher is available, you can do much on your own. In the end, you are your own best teacher. Later on you may feel drawn to a specific teacher. As you look about for teachers, be open. Listen, tune, feel. Sense whether the teacher, teachings, and practices are harmonious with your needs. You may meet a teacher whom everyone else respects, loves, and honors, but in your heart nothing happens. There's no reason to judge this person, nor to persuade or argue with others. Simply decide what's right for you at the moment.

When you take teachings you have certain obligations to your teacher and the lineage from which the teachings come. Surrender. Open yourself to the instructions. Don't hold back, saying, "I'll take just a little teaching from you, but no more." To get the most from a teacher you must dive in and immerse yourself fully. Risk getting wet. Trust that you be able to get out of the water when you've had enough. There are some differences between the role of teacher and the role of teacher in teaching learning process as below.

1.6.2.5.1 The Role of Teacher

Nowadays, there were states that teaching is not a professional occasion. It is because each person can teach. Anyone can become a teacher, providing that he mastered the subject matter to be passed on to others. The role of teaching is



not just conveying information only, but a process of changing student's behavior in accordance with the expected goals.

Therefore, in the teaching process there are activities to guide students in order to make students develop in accordance with the development tasks, practice the skills both intellectual skills and motor skills so that students can live in the society that is rapidly changing and competitive, motivate students to keep the spirit to face challenges and obstacles, the ability to design and use a variety of media and learning resources to increase teaching effectiveness, and so forth.

Thus a teacher needs to have a special ability, an ability that may not be owned by people who are not teachers. "A teacher is a person charged with the responsibility of helping others to learn and to behave in new and different ways". (James M.Cooper, 1990:2 cited by Sanjaya, 2005:142). According to Harmer (2000), teachers use many metaphors to describe what they do. Sometimes they say they are like actors 'we are always on the stage'. Therefore, teachers need to have those abilities, and then the teacher is a professional position, which positions are only possessed by certain people. As state by Cooper, 1990:26 cited by Sanjaya that a professional is marked by special abilities. A professional is a person who possessed some specialized knowledge and skills, can weigh alternatives, and can select from among number of actions potentially productive one that is particularly subject to appropriate in given situation.

6.2.5.1.1 Characteristics of Teacher's Professional in Teaching Process

The characteristics of the teaching process as teachers' professional duties explains below.

- 1) Teaching is not just conveying the subject matter itself, but works aimed and are complex. Therefore, in doing so, it takes a number of specific skills that are based on concepts and specific knowledge. Therefore, to become a professional teacher required the appropriate educational background, the background of teacher education.
- 2) In order to carry out their duties properly according to their expertise, required an adequate level of education. Being a teacher is not just



enough to understand the material to be delivered, but also needed the ability and understanding of knowledge and skills, such as an understanding of the psychology of human development, an understanding of the theories of behavioral changes, the ability to implement various theories of learning, the ability to design and utilizing various media and learning resources, the ability to design appropriate learning strategies and so forth, including the ability to evaluate the process and results.

- 3) The task of the teacher is to prepare human generation who can live and play an active role in society. Therefore it is impossible a teacher can let go of social life. This means, what the teacher do have an impact on people's lives. Conversely the high degree of professionalism of the person, such as a person's levels of teacher education, the higher the rewards given by society.
- 4) The teacher is not a static job, but dynamic job, which always must appropriate and adjust to the development of science and technology. Therefore, teachers are required sensitive to the dynamics of the development of society, both the development needs of the ever changing, social development, culture, politics, including the development of technology.

1.6.2.5.2 Role of Teacher in Learning Process

When science is still limited; when the discovery results undeveloped technology is super, as now, the main role of the teacher in the school is to convey knowledge as a heritage of humanity past were considered useful and should be passed on. Actually a lot of the role of teachers should be implemented, such as teachers as a learning resource, as a facilitator, as a manager, as a demonstrator, as an administrator, as a motivator, as an organizer, as evaluators and others. But below, the author describes only four of some existing roles.

1.6.2.5.2.1 Teachers as Facilitators

As a facilitator, the teacher role is to facilitate students in learning activities. Before the learning process begins Teachers often ask: how can I make it easy to present the lesson material? The question at first



glance is true. Through the efforts of teachers who sincerely want so that he can present the lesson material well. However, the question shows that the teacher-oriented learning process. Therefore, it would be nice when that question is directed at students, for example: what should be done so that students easily learn the lesson material so that the learning objectives achieved optimally. In order to carry out a role as a facilitator in the learning process, there are some things that must be understood, especially matters related to the utilization of various media and learning resources.

Teachers need to understand different types of media and learning resources as well as the function of each of these media. An understanding of the function of the media is necessary; therefore not necessarily a suitable media is used to teach all the lesson material. Each medium has different characteristics.

As facilitators, teachers are required to have the ability to communicate and interact with students. It is very important; the ability to communicate effectively can make student easier got the message so that it can increase their motivation to learn.

1.6.2.5.2.2 Teachers as business

As a manager of learning (learning manager), teachers' role in creating a learning climate that enables students can study comfortably. Through good classroom management, teachers can keep it conducive to the learning of all students.

In implementing learning management, there are two kinds of activities that must be carried out by teachers is managing learning resources and carrying out a role as a source of learning itself. At the core of these activities require teachers act as managers, who have four common functions are:

- 1) Planning for learning purposes.
- 2) Organize a variety of learning resources to achieve learning objectives.
- 3) Lead, which includes motivate, encourage, and stimulate students.



- 4) Eye on everything, whether it is working properly or not in order to achieve objectives.

Although all four functions were separate activity, but all four should be viewed as a loop or cycle activities related to each other, as seen in the figure below:

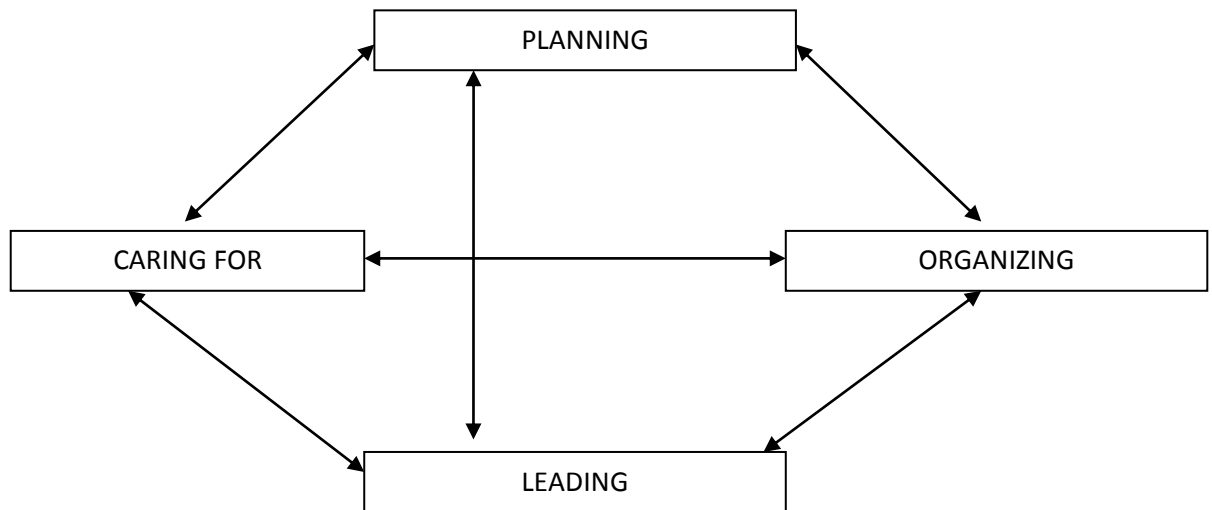


Figure 1

The Teacher as Manager

The planning function is a function that is very important for managers alone. Typically difficulties as a planner for a teacher includes estimating the demands and needs, set goals, write the syllabus of learning activities, determine the topics to be studied, allocate time and determine the resources required. Through this planning function, teachers try to bridge the gap between where students are and where they should go. Such a decision requires the ability to think creatively and imaginatively, and includes a large number of activities which are essentially irregular unstructured.

Organizing function involves the intentional creation of an environment conducive' learning and delegating responsibilities in order to realize the objectives of educational programs that have been planned. Organizing, arrangements sources is simply a tool or a means only to achieve what must be resolved. The end goal is to make the students can work and learn together. It



must be remembered, organizing effectively can only be created when students can learn individually, because basically the purpose to be achieved is the individual student teaching although it was carried out in the classical style. A decision related to this organization requires a deep understanding of and attention to individual students. Harmer (2000:58) stated organizer often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

Leading or directing functions are functions of a personal nature which involves certain style. This led task is related to guiding, encouraging, and supervising students, so that they can achieve the goals that have been determined. The end goal is to generate motivation and encouraging the students so that they accept and exercise responsibility for independent study.

Supervising function aims to commercialize the events according to the plan that had been developed. Within certain limits, the supervisory function involves a structured decision-making, even though the process may be very complex, especially when the conduct remedial activities.

1.6.2.5.2.3 Teachers as Demonstrator

In the aspect of life, the teacher is the ideal figure for each student. Usually what the teacher references for students. Demonstrator can be interpreted as a teacher should be a role model for students.

1.6.2.5.2.4 Teachers as Evaluator

Evaluation is one component that has a very important role in a series of learning activities. Through evaluation of not only the teacher can collect information about the various weaknesses in the learning process as feedback for further improvement, but also be able to see the extent to which students have been able to achieve learning objectives.

According to Harmer (2000:60) when teacher act as assessors, they should always be sensitive to the students' possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made for more acceptable if it is given with sensitivity and support. Therefore, in the



learning of teachers also have a role as an evaluator. Some of the things that are important in carrying out the function evaluator for teachers are:

- 1) Evaluation should be carried out on all aspects of student development, cognitive, affective and psychomotor. It is very important; therefore the whole human achievement is the ultimate goal of the educational process or learning process.
- 2) Evaluation should be done on an ongoing basis, with an emphasis on the evaluation results and the evaluation process. That is the target of evaluation is not only to gather information about the learning outcomes that have been achieved by students but also how students learn.
- 3) Evaluation is done using a variety of assessment instruments. Many teachers who think that evaluation is identical to perform the test. In fact not the case, the test only as one of the instruments to perform the evaluation. There are still many other instruments that could be used to gather information about the implementation of the learning process and results achieved by students.
- 4) Evaluation should be carried out openly with the involvement of students as evaluator. It aims to make students understand the meaning of the evaluation. Through an understanding of the students encouraged to recognize their own weaknesses both weaknesses in the learning process that has been done as well as weaknesses in the achievement of learning outcomes.

5.2.6 Teacher in 2013 Curriculum

The role of teacher in 2013 curriculum is same with KTSP curriculum that was running conceptually. Teacher competency standard still focused on four competencies guide by Permendiknas No.16 in 2007 about professional competency, pedagogy competency, social and individual competencies. The differences in the learning process that more instruct teacher to show their competency more applicative clear than administratively. The weaknesses of KTSP nowadays is more wasting teacher's time in administrative, such as make a



syllabus and lesson plan and make student's portfolio. So that in 2013 curriculum, the syllabus created by center government so that administratively the roles of teacher just to create the lesson plan.

The syllabus that created by government have standardized and took public test by the education expertise. Therefore, in 2013 curriculum the teacher should apply the learning strategy that optimized student's sense so that the student can develop authentically in three aspects, those are cognitive, affective and psychomotor aspect in accordance with government's wants that wrote in PP 65 in 2013.

1.7 Literature Review

Before conducting the research, the researcher provides some literature reviews to avoid the repetition studies and to know the position of this research. As far as writer's investigation did in the same focus area, the researcher found the study that had been done in teacher's strategy in implementing english curriculum. The previous study has not much investigated how teaching writing practices done correctly by the teacher and what writing competency do the teachers develop in 2013 curriculum. Nevertheless, it does not reduce the teaching writing skill based on 2013 curriculum. Some studies in the area of teaching writing practices have been conducted. Pahlevi (2014), R Intansari (2013), Faridah (2014) and Westbrook (2013) are some of many people who investigate the teaching writing and implementation 2013 curriculum.

Pahlevi (2014) investigated an English teacher implemented scientific approach in teaching descriptive writing and to know how the students' responses towards it. This study conducted to examine the teachers' implemented scientific approach in descriptive text learning based on 2013 curriculum. The subject of the research was the teacher and the student in Junior High School. The result of the study showed that the teacher implemented five learning phase of the scientific approach in two meetings. Those are observing, questioning, collecting information/exploring, associating, and communicating phase. However, the teacher's activities in the questioning and associating phase were less effective



due to the students' curiosity to ask were unsatisfied in the questioning phase and he left analyzing or comparing the obtained information in the associating phase.

The students' responses to the implementation of scientific approach were informative enough. It can be seen from the interview data and observation their responses reflected what they felt while having the learning phase implemented. The students' responses were effective in the three learning phases; observing, collecting information/exploring, and communicating. In contrast, the students' responses to questioning and associating phases showed that they could not learn well due to the less creativity of the teacher. Finally, it is suggested for the teacher to be more creative in the questioning phase as well as he also should guide the students to analyze and compare the model text with other examples of text-type in the associating phase.

When Pahlevi (2014) investigated an English teacher implemented scientific approach in teaching descriptive writing based on 2013 curriculum, R Intansari (2013) expanded the investigating teachers' personal theories (beliefs) or teachers' strategy regarding English teaching and learning in implementing English curriculum. This study focused on the implementation of the curriculum in the daily process of English teaching and learning and also there are gaps between the mandated curriculum as stipulated by the government and the implemented curriculum at the classroom level. This research consist of forty-two English teachers of fifteen Junior High Schools. The result of data revealed that the teachers believed that curriculum and lesson plans were the most important guidelines that they mainly consulted in determining their daily teaching and learning activities—including in deciding on the exercises and evaluation.

Faridah (2014) explored the teacher's readiness in implementation 2013 curriculum. When someone entered new school academic 2014/2015, curriculum implementation is still facing a main problem that must be addressed, namely the issue of readiness of teachers as the key of success in implementation. Some preparations program that have been made by government, but there are still some obstacles so that not all teachers have sufficient competence to implement 2013 curriculum. Kemdikbud has set the prospective teacher trainees curriculums' implementation in 2013, those are who implements the curriculum (teacher



target). The expected result from 2013 curriculum implementation those are by means of clamp down on and carry out curriculums' evaluation continuously so national educations' objective admissible.

This study seeks to place itself in descriptive qualitative which exploring teaching writing practices in teaching practical. The process of qualitative research are through observation and interview. This research differs from previous studies above in focusing the object of the research. The majority of this research is to explore on how teaching writing practices based on 2013 curriculum. Therefore this research would explore on how the teacher apply writing practice is as the part of language skill in the classroom.

1.8 Research Methodology

In this section, the researcher would like to explain about the objective of the research, research setting, respondent of the research, source of data and research design.

1.8.1 The Objective of the Research

The objective of this study is to explore teaching writing practices based on 2013 curriculum in educational classroom context based on psycholinguistics perspective. The method of this research are composite between content and field analysis, because the researcher should analyze the document and compare with the result of field research. This awareness can be reflected on teacher's learning suitability based on 2013 curriculum especially in teaching writing English itself in this country. That suitability expects to apply all components in 2013 curriculum in the process of teaching learning English better.

1.8.2 The Place and Time of the Research

1.8.2.1 The Place of the Research

This research takes place in Senior High School 1 Palimanan, that located in K.H Agus Salim street no.148 Gempol subdistrict and Cirebon regency with post code 45161 and also exists in between Kempek village and Palimanan village. This research arranges during four months (on 20 January 2016 – 20 May 2016) towards the teacher



who teach English especially in writing subject through 2013 curriculum in this school. This place is suitable to the researcher's intention to investigate where writing subject that implement 2013 curriculum is taught as one of compulsory subject in first grade.

According to (www.beritacirebon.com) as Dewi Nurhulaela, "Kabid Pendidikan Umum Dikmen Disdik Kabupaten Cirebon" said that State Senior High School 1 Palimanan is one of "Sekolah Bertaraf Internasional" (SBI) and the teachers and educational facilities in that school guarantee have been made in such a way that qualified the students were qualified also.

1.8.2.2 The Time of the Research

Times allocated for the research are five meetings for observation used by researcher for collecting data. Meanwhile, the amount of interview with teachers and students are conducted two times in order to elicit in-depth interview. Both observation and interview are surveyed in different time since interview needs a lot of time to be done personally.

1.8.3 The Respondents of the Research

Within this research, the respondents chosen for collecting the data are an English teacher who teaches English at first and second grade of senior high school 1 Palimanan and three first grade students who study English as a Foreign Language from same class at Senior High School 1 Palimanan. The English teacher is chosen in order to be observed and interviewed to answer the first and second research question namely how to explore teaching writing practices based on 2013 curriculum in the first grade of senior high school 1 Palimanan.

Meanwhile, the three first grade students from the same class are chosen randomly without grade their score in the learning process first because the researcher wants to interview them as a supported data in order to know whether the teacher is apply 2013 curriculum in teaching learning process well and suitability or not. Additionally, the researcher chose the whole particular respondents because they provide beneficial information to



the researcher's intention about the 2013 curriculum teaching learning writing process.

1.8.4 Source of Data

The idea of qualitative research is to purposely select informants (documents or visual material) that the best answer the researchers' question. The resource are teachers who teach in SMAN 1 Palimanan that still used 2013 curriculum and selected students who learn English subject especially in writing subject that related to 2013 curriculum. To select students to be interviews, the random selection technique use. The researcher identifies key informants persons who gave some specific knowledge about the topic being investigated (Lodico et al 2006:140). In contrast, top three students that were selected orders to participate in the study by doing some interviews.

1.8.5 Research Design

This study uses the qualitative descriptive approach to this research. Lodico et al (2006:15) assumes that qualitative research approaches is the process that collect data through observations, interviews, and document analysis and summarize the findings primarily through narrative or verbal means. This statement has been strengthening by Fraenkel et al (2009:422-423) who believes that research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.

- 1) This research want to shows the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. Qualitative researchers go directly to the particular setting of interest to observe and collect their data. They spend a considerable amount of time actually being in a school, sitting in on faculty meetings, attending parent-teacher association meetings, observing teachers in their classrooms.
- 2) Qualitative data are collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio



recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people. In their search for understanding.

- 3) This research tends to analyze their data inductively. Qualitative researchers do not, usually, formulate a hypothesis beforehand and then seek to test it out. Rather, they tend to “play it as it goes.” They spend a considerable amount of time collecting their data (again, primarily through observing and interviewing) before they decide what are the important questions to consider.
- 4) How people make sense out of their lives is a major concern to qualitative researchers. A special interest of qualitative researchers lies in the perspectives of the subjects of a study. It also is common for a researcher to show a completed videotape or the contents of his or her notes to a participant to check on the accuracy of the researcher’s interpretations. In other words, the researcher does his or her best to capture the thinking of the participants from the participants’ perspective (as opposed to the researcher merely reporting what he or she thinks) as accurately as possible.

The reason for using qualitative study of this research are: firstly, the researcher wants to know how the teacher explore teaching writing practices based on 2013 curriculum in Senior High School 1 Palimanan at first grade. Secondly, the researcher interests to know what writing competency that teacher develop in 2013 curriculum.

1.9 Research System

In this section, the researcher would like to explain steps of the research.

1.9.1 Steps of the Research

The researcher implements the theory of Creswell (2012:57) in doing steps of the research, those are:

- a) Here, the researcher identifies the particular phenomenon which is interested to be found out. The researcher focuses on identifying the teaching writing practices based on 2013 curriculum. In this research, the



researcher is guided by research questions particularly known as foreshadowed questions, namely how to explore teaching writing based on curriculum and how to identify what writing competency do the teachers develop in 2013 curriculum. Particularly, the questions are selected in order to represent the nature of teacher and what teacher's role in teaching writing practices based on 2013 curriculum.

- b) In this research, the researcher wants to observe the research with the supporting theory that the researcher used. The researcher focused on how the teacher apply teaching writing practices based on 2013 curriculum in the first grade of senior high school Palimanan and also find out what writing competency do the teachers develop in 2013 curriculum. The researchers so curious whether appropriate or not 2013 curriculum's theory with the teaching learning English especially in writing skill and find out some previous study that support the researcher work.
- c) The researcher specifies a purpose and the research questions that wants to find out based on supervisor's guidance.
- d) Here, the researcher collects the data through observation, interview and documentation at teacher and only interview and documentation from students. In observational area, the researcher continually observe an English teacher who teaches English especially writing skill at first grade and also the curriculum documents, lesson plan, the teaching sources and assessment and how the students respond to it. Besides, the researcher also supports the observation with depth interviews and documentations from the English teacher and three first grade students from the same class who learn English based on 2013 curriculum.
- e) In this stage, the research analyzes, combine and reduce information obtained from observation field notes and interview sheets about the evidences of supports termed as explore teaching writing practices based on 2013 curriculum into coherent description of what the researcher has obtained and discovered. It is support with curriculum documents, lesson plans, teaching learning sources and the assessment that used by teacher accurately.



- f) The last, the researcher reports the research by documentation (record and video) the teaching learning process. The evaluating research same with conclusion to formulate the concluding based on the data how the teacher explore teaching writing based on 2013 curriculum.

1.9.2 Instrument of The Research

The main instrument of descriptive qualitative research is the researcher herself. Lodico et al (2006:106) named it self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants to collect and analyze the data that the researcher got.

1.9.3 Techniques of Collecting Data

1.9.3.1 Interview

The main technique in collecting data in this research is in depth interview. Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Louis et al 2005:267).

In this research, the researcher interviews directly between the teachers and the student to get the information about teaching writing class based on 2013 curriculums. This is very useful to clarify 2013 curriculum that implement by the teacher in teaching writing practices. There are three students as samples that were choose by the researcher randomly. After that, the writer did the interview also with the teacher about how the teacher apply 2013 curriculum in writing class.

Further, Creswell (2009:218) states that in qualitative project, the researcher may use one-on-one interview in which the researcher ask questions to and records answer from only one participant in the study in a time. This interview uses to collect the data from the teachers due to the numbers of teachers who teach English lesson can be counted. The researcher makes some questions which deals with writing practice in English lesson related to 2013 curriculum. The researcher follows Lodico et al's suggestion (2006:121) to be a good interviewer. Firstly, the researcher asks the question which has been prepared to begin the



discussion and then asks additional questions based on the teachers' responses. The researcher provides three questions in the interview which related to the aims of the research (see the Appendix D).

1.9.3.2 Observation

The researcher truly active in participant observation to learn the situation when the lecturer applying their perception on teaching foreign language writing. Observation obtains the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (Creswell 2009:214). The observation has advantage as interview to gain the teacher apply 2013 curriculum in writing practices directly.

In this research, the researcher takes an observation by visiting the school directly, to get everything (information) from the teacher and the students that needs by the researcher. The researcher conducts observation five times in first and second grade. The researcher uses descriptive field notes and reflective field note in the class observation (Lodico et al 2006:119). Descriptive field note involve when, where, how much time to observe, who participants are, detailed activities, detailed interaction, description of people who participate in the class, and take a note about what they speak about. While reflective field note contains of observers' thought and feeling about what the researcher is observing. The researcher observes how the teachers teach and the role of students to develop their writing skill based on 2013 curriculum. (See the appendix B)

1.9.3.3 Documentation Study

A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents



consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and Web site data illustrate both public and private documents, and they represent a growing data source for qualitative researchers.

Documentation represents a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data.

In this investigation, the researcher collects the documents such as curriculum documents, lesson plans, teaching sources and evaluation data. Those documents are used to determine whether the teaching English especially writing are appropriates applied by the teacher based on 2013 curriculum. (See the Appendix C).

1.9.4 Techniques of Analysis Data

In this research, the researcher analyzes the data through some steps of qualitatives data analysis (Lodico et.al, 2010). The steps are:

1) Prepare and organize the data

Here, the researcher makes sure that the data are organized in a form easily analyzed. The researcher divides three sources of data namely observation checklist, observation field notes and interview protocols. After that, the researcher sorts each kind of the data based on their dates.

2) Review and explore the data

Within the step, the researcher explores the data by reading and looking through the observation checklist, observation field notes and interview protocols collected.

3) Code data into categories

In this step, the researcher conducts the process of identifying different segments of the data related to the phenomena and labeling these parts using broad category names. The codes are presented below:



Code	Types of Subjects/Events
Gr	Greeting
Cc	Check the Classroom
Pr	Praying
Ca	Checking Attendance
Wu	Warming-Up
Lr	Learning Readiness
Ms	Motivating Students
Bbk	Build Background Knowledge
Ccm	Core Competency
Lo	Learning Objective
Mtd	Method
Ls	Learning Sources
Tst	Test

4) Construct thick descriptions of people, places and activities

The researcher makes a description of variables involved in this research. The researcher constructs the description through expanding on one's observation checklist, combining field notes and interview with the same codes into more integrated descriptions of people, situation, and place.

5) Report and interpret data

The researcher presents the interpretation of the study in a traditional style includes introduction, review of the literature, method, result and discussion sections. The researcher also includes final personal reflections, the limitations of the study and ideas for future research.



There is an example of analyzing data in this research:

1.	obs 1	qa	<p>Miss Ela: “Okay, if there is no question, I want to ask you, based on the narrative text, the first part usually what we called by?”</p> <p>Dinda: “Orientations miss.”</p> <p>Miss Ela: “can you identify the language structure of narrative text?”</p> <p>Dinda: “Narrative text is using past tense, is it right miss?”</p> <p>Miss Ela: “That’s good students. So, what the orientation means?” Anyone knows?”</p>
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