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ENGLISH TEACHERS' RESPONSE TOWARD GOVERNMENTS' NEW POLICY ON THE IMPLEMENTATION BETWEEN 2013 CURRICULUM AND KTSP

A THESIS

Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree



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2015



ABSTRACT

Dewi Ratnasari. 14111330136. English Teachers' Response Toward Governments' New Policy On The Implementation Between 2013 Curriculum And KTSP.

The researcher was conducted base on background of the problem, in the first of January 2015, the government has a new policy about curriculum changing in between 2013 curriculum to KTSP. SMAN 8 Cirebon changed the system of curriculum from 2013 curriculum to KTSP because in that school which not implementation 2013 curriculum in one year so they should back to implement curriculum KTSP.

The aims of this research are to find out (1) English Teachers response toward the differences and similarities of English lesson plan before and after 2013 curriculum has been changed to be KTSP, (2) English Teachers response toward teaching English activities before and after 2013 curriculum has been changed to be KTSP.

The researcher applied descriptive qualitative method, to describe the situation, phenomenon depend on the fact. Methods and techniques in three categories: observations, interviews and study of documents. These are also the basic method used in cultural anthropology (Bernard, 1988:62).

There are two kinds of source data the first is Primary data source of this research is to analyze of English teachers response toward governments' new policy on the implementation 2013 curriculum and KTSP, and the secondary data It related to the field of literature and theory.

In this research the researcher using five steps in the technique of analysis data. Actually there are six steps in data analysis: (1) preparing and organizing the data, (2) reviewing and exploring the data, (3) coding data into categories, (4) constructing descriptions of people, places, and activities, (5) building themes and testing hypotheses, (6) reporting and interpreting data.

English teachers' response toward the news policy of government about curriculum changing in between 2013 curriculum and KTSP, most of them are agree because the system of 2013 curriculum is very complicated, so they need more preparation to implement 2013 curriculum. There are differences and similarities of English lesson plan between 2013 curriculum and KTSP. Teaching learning process, totally back to implement KTSP curriculum. In method of evaluation English teachers used two methods such as test and non test.

Keywords: English teachers' respond, curriculum changing.

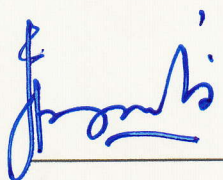

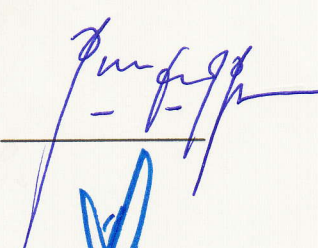

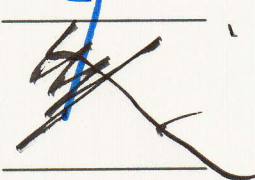



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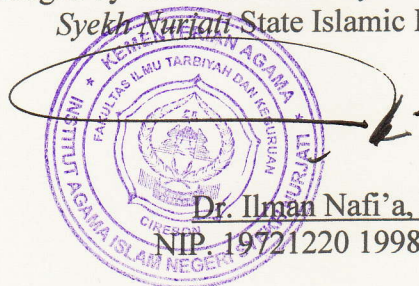
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RATIFICATION

This thesis entitled **“English Teachers’ Response Toward Governments’ New Policy on the Implementation Between 2013 Curriculum and KTSP”** written by Dewi Ratnasari, student number 14111330136 has been examined on 14 July 2015. It has been accepted by board of examiners. It has been recognized as one of the 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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CHAPTER I INTRODUCTION

Chapter one outlines research background, formulation of problem, research questions, limitation of research, aims of research, usefulness of research, theoretical foundation, previous research, and research methodology. Research methodology consists of objective of research, place and time, method of research, source and type of data, instrument, technique of collecting data and technique of data analysis. 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.

A. Background of the Problem

Curriculum is the important aspect in educational system, because in the content of curriculum have plan, goals, system and program, every educational institution has a curriculum to help their plan in order to get achieve intended learning outcome and has a good structural planning, As stated by Hussain (2011: 263) that “curriculum is an area of a vital importance to be professional teacher.” In educational system position of the teacher is as an activator curriculum itself, because the teacher who has a role in the process of study and someone who will be done the plan or concept of curriculum.

Curriculum is a plan and guidance experience intended learning outcome. As stated by Jeff Bloom (2006: 1), “curriculum is typically considered to be the official written document from a higher authority, such as the local school district or school board. Such a document is seen as a mandated template that must be followed by all teachers. Unfortunately, in many cases, teachers are supposed to follow such a mandated curriculum”. So, the teacher is an important factor in the formal education to bring out the curriculum as a mandate in educational system. The successful of instructional objective depends on teachers. The teacher is “a life

curriculum” who will be functionalize instructional program and also as a main of the successful of instructional implementation.

Teacher as an activator of curriculum, they should have competences such as pedagogical, skill, knowledge, methodic and many others. As stated by Nasrullah that “every teacher would need a new pedagogic strategy to teach just one simple subject, and not all teachers would have that ability, wonder how teachers could master a curriculum that requires them to combine the subjects into a narrative explanation in such a short period of time.” In order to the teacher can use all competences become strategy that can help the teacher implementation curriculum in the learning process.

There are many researchers about the curriculum, it can be divided into three parts; the first is about the implementation new curriculum in Indonesia especially for learning and teaching English, such as Fauzi (2014), Suharyadi (2013), Sahiruddin (2013), Sulfasyah (2013), Elvayanti (2012), the second some researcher who have analysis about curriculum development they are Primrose (2013), Howard(2007), and the third other researchers discuss about the correlation between curriculum and teacher development are Thomas (2012), Oztruk (2011), Hussain et al (2011), In this research the researchers interested in analysis about the English teachers’ responses toward the new policy of government in 2013 curriculum changing to KTSP curriculum.

Teacher face some unique and challenging problems that they will be forced to meet as they compete in a forced to meet as they compete in a tight and changing job market, the teacher should preparation to face the implementation of the new curriculum in Indonesia is the changes of the curriculum for elementary until high school students. Curriculum is the courses that applied in teaching and learning activity in an educational institution. Curriculum sets all about the educational activity, the newest curriculum in Indonesia is called Curriculum 2013 less than one year, the government with the new ministry have a new policy that 2013 curriculum



will be changing to KTSP, the reason is 2013 curriculum need more reparation.

Because of 2013 is the new curriculum so there are many issue talk about this, kinds of issue about this curriculum puts attitude on the higher priority than skill competencies and knowledge. So, it says that English, Social Science, and Science subject will be removed from the subject list for elementary school, Social Science and Science will be integrated in other subjects, such as Indonesian Language etc, whereas English can be learned as an extracurricular subject, in this new curriculum, they have to determine the major in the first grade of senior high school different with the last curriculum that the student have to determine the major in the second grade, equal to the system for junior high school, senior high school will also lose the information and communication technology as one of the subjects. The number of hours of learning English at class in the new 2013 curriculum are less than that of previous curriculum, this bring a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time.

Phenomenon that researcher found about implementation 2013 curriculum, there are some school have not using this curriculum because of some factors such as the teachers have not understand with the system, there are differences system in this curriculum such as teaching learning process, lesson plan, assessment, role of teacher and students, method of teaching and many other. So that the problem about implementation 2013 as a new curriculum is need reparation in order to be ready, from that reason the government change 2013 curriculum back to KTSP curriculum.

According Anis Baswedan as a new ministry of education in Indonesia said that “The 2013 curriculum is not adequately coupled by implementation readiness. He is also in the opinion that the substance for implementing the 2013 curriculum is not clear and not well documented (Posted On 06 Dec 2014 By : [Global Indonesian Voices](#))”. Education Minister Anies Baswedan has instructed to revert back to the 2006 curriculum. For schools which have not used the newer curriculum for three



consecutive semesters, they can stop immediately. For those which have implemented the curriculum more than three semesters, they are required to keep using the curriculum while waiting for further evaluation from the authorities.

In the story of Indonesia's education, national educational curriculum has several changes in the primary and secondary school. It makes many questions about the important and strategic role of the objective national education system. Discuss some issue related about national education system (1) the role of curriculum in the school, (2) the correlations between objective and curriculum, (3) the application in the learning process and implementation for evaluation system, (4) evaluation as feedback instrument, (5) the role of teacher's have effect for professionalism of education personnel by (Sodirjoto, 2004: 1).

So, According to the background of the problem, the researcher took a title for this research is "English teachers' response toward government's new policy on the implementation between 2013 curriculum and KTSP curriculum: A Case Study English teachers' responds toward governments' new policy on the implementation between 2013 curriculum and KTSP curriculum in SMAN 8 Cirebon.

B. The Formulation of the Problem

1. The Field of the Research

The field of this research is curriculum and teaching learning English. The researcher wants to conduct the research in curriculum area. Because curriculum is important thing in educational system.

2. The kinds of the problem

The kind of the problem is needed to give classification about the problem that will be discussed. The writer arranged the kind of the problem refer to the background above are:

This study entitled "ENGLISH TEACHERS' RESPONSE TOWARD GOVERNMENTS' NEW POLICY ON THE



IMPLEMENTATION BETWEEN 2013 CURRICULUM AND KTSP: A case at SMAN 8 Cirebon”. This research only focus on analyzing English teachers’ respond implementation between 2013 curriculum and KTSP curriculum in teaching learning English. To get the result of implementation curriculum in teaching learning process. It is also to make specific focus of the study.

From the title of this paper and background of this problem in which have explained, the researcher find out and list several problem to be identified in this study those are:

- The new policy of government on the implementation between 2013 curriculum and KTSP curriculum.
- 2013 curriculum only could implement in some schools.
- Curriculum changed influence the system of teaching learning process.

3. The Main Problem of the Research

The main problem is because in the first of January 2015 the government has a new policy on the implementation between 2013 curriculum and KTSP curriculum. For all schools which as implement 2013 curriculum in one year, they should continue to implement 2013 curriculum. And for schools which has not implement 2013 curriculum in one year, should back to implement curriculum before (KTSP curriculum).

C. The Limitation of the problem

The research focuses on the problem on the English teachers’ responds on the implementation of curriculum in English teaching learning.

The place of this research is only in SMAN 8 Cirebon, because the researcher found the phenomenon fro that school. So in this research, the researcher limit the study under title, **English teachers’ response toward governments’ new policy on the implementation between 2013 curriculum and KTSP at SMAN 8 Cirebon.**



D. The Questions of the Research

In accordance with the statements of the background of the problem and the identification of the research above, the researcher tries to put some questions as the problem of this research. The questions of the research are:

1. What are English teachers response toward the differences and similarities of English lesson plan before and after 2013 curriculum has been changed to be KTSP?
2. What are English teachers response toward teaching learning English activities before and after 2013 curriculum has been changed to be KTSP?

E. The Aims of the research

The purposes of the research English teachers' responses toward government's news policy on the implementation between 2013 curriculum and KTSP are:

1. To find out English teachers response toward the differences and similarities of English lesson plan before and after 2013 curriculum has been changed to be KTSP.
2. To find out English Teachers response toward teaching learning English activity before and after 2013 curriculum has been changed to be KTSP.

F. Usefulness of the Research

Theoretically how overcome teachers' responses toward governments' new policy on the implementation between 2013 curriculum and KTSP, the teacher can be mastery in implementation curriculum, and to know what the English teacher do in teaching learning process, their lesson plan, and evaluation after the governments' has a new policy.

Practically this research will be useful for role play of the teacher interpret the curriculum's content, how the teacher translate the relevant concepts into a deliverable lesson plan, will determine which is how much of the content the students receive in the classroom, and for the student



improvement in experience, they should know to learn EFL course generally to apply appropriate method with the curriculum which using in the learning process.

G. Theoretical Foundation

1. The position of English teacher

There are some theories talk about the position of English teacher in teaching learning, such as Harmer (2001: 57-63) believe that some position of English teacher, such as observer, tutor, resource, participant, prompter, assessor, organizer, controller. Teacher have a role to help a students learn in order to get a goal in the learning process teacher can be a facilitator.

The second argue from John M. Rich (1978: 214) explain that there are some characteristic competence ordinarily it is defined as adequacy for a task' or profession of required knowledge, skill, and abilities. In the broad sense, it is clear that any made of instruction aims for competence for development of well qualified individuals who possess the required knowledge and skills world civilization.

An essential aspect of a good school and one of its most rewarding enterprises is the involvement of teachers in curriculum planning (Dewar, 1961: 5). There for a person becomes involved in planning the curriculum for the students he is to teach. He has a personal stake in the matter and usually does a better job of teaching.

In the order that the teachers be able to participle meaningfully and effectively in planning the curriculum there are certain criteria which should be present by Dewar (1961: 60) there are some criteria effectively of curriculum: 1) There must be time provided for the teachers to work effectively on curriculum improvement and revision, 2) The teachers must receive encouragement from the administration to carry on the curriculum work, 3) The teachers must receive guidance from the administration in the progress of their curriculum planning, 4) The work which the teachers do on curriculum must be organize and



considered by the administration, 5) Effective and creative curriculum revision appropriate to the particular school district should be adopted and implemented by the administration, 6) the teachers should feel free and encourage to conduct experimentation, either in their own classes or on a district wide basis. From criteria about the writer can conclude that, the English teachers' involvement in educational system is the teacher should understand about the curriculum and the implementation, because teacher has one of the important aspect in educational system, teacher is one of someone will do plan

2. Definition of curriculum

The word “curriculum” comes from the Latin word “currere” which means “a course to be run. The word of “curriculum” involves complex concepts and ideologies (Hok-Chun, Dennis: 2002). Generally, it includes a consideration of the purposes of education, the content of teaching, teaching approaches with the focus being on the product as well as the process and a program of evaluation of the outcomes.

Definition of curriculum according Marsh J. Colin (2004: 4-7):

- a. Curriculum is such ‘permanent’ subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the Western world that best embody essential knowledge.
- b. Curriculum is those subjects that are most useful for living in contemporary society.
- c. Curriculum is all planned learning for which the school is responsible. ‘Planned learning can be long written documents specifying content, shorter lists of intended learning outcomes, or simply the general ideas of teachers about what students should know.
- d. Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.



- e. Curriculum is what the student constructs from working with the computer and its various networks, such as the Internet.
- f. Curriculum is the questioning of authority and the searching for complex views of human situations.

Based on the some definition curriculum above, the researcher can conclude that curriculum in general is rule which arrange study process so curriculum is all of activities which interrelated in teaching learning process, as planning lesson for teachers, experience in learning process for students and as the rule law in education sector for institution and government.

3. The Functions of Curriculum

Related with the function of curriculum for the students as a subject of education, there are six functions (Muzamiroh, 2013: 21-24) such as:

a. The adjustive or adaptive function

In this function curriculum as a tool of education should give instruction for the students in order to have a character well adjusted or ability to adaptation with the physical environment and social environment.

b. The integrating function

Curriculum as a tool of education should produce students with a great attitude.

c. The differentiating function

Curriculum as a tool of education should adaptation with the differences characteristic of students.

d. The propaedeutic function

Curriculum as a tool of education should train the students in order to ready to continue their education.

e. The selective function



Curriculum as a tool of education should to give a change for the students to choose programs that appropriate with their ability and their interest.

f. The diagnostic function

Curriculum as a tool of education, should help and guidance the students in to understand potential and weakness in their self.

4. The historical of curriculum in Indonesia

Indonesia has many years become independent county science 1945 until now 2013th, automatically in educational system Indonesia has many times change curriculum program.

- a. Early Independence Era (1945-1950), other name of curriculum in that era is *leer plan* the word take from Dutch language. Because of Indonesia has become independent in this year so education is as development conformism, the goals for made a character building of Indonesian in order to in a row with another nation.
- b. Lesson Plan *Terurai* in 1952, this curriculum has system that every lesson plan should attention the content of learning material and has related with habitual activity of Indonesian society, the aim of this system is school will be produce graduate who has ready to adaptation in the real condition of society.
- c. Curriculum period 1964, the name of curriculum is plan of education or *panchawardana* 1964. The aim of this curriculum is, the government want prepare for all of society in Indonesia has academic knowledge as a basic skill before entered elementary school (SD).
- d. Curriculum period 1968, the aim of this curriculum are to increasing knowledge, ability, and strong physic and mental.
- e. Curriculum period 1975, the aims of this curriculum is make education system more efficient and effective.
- f. Curriculum period 1994, the basic low of this curriculum is in UUD number. 2 of 1989 about national of education system, this



system change from *smester* in to *caturwulan*, the system of *caturwulan* is there are three steps for learning process in a year, government hope students can get more knowledge or time for study.

- g. Curriculum period 2004-2006, the name of this curriculum is curriculum base competency (in Indonesia is KBK). The aim of this system is preparing individuals to perform identified competencies.
- h. Curriculum education unit level curriculum (KTSP) 2006-2012, schools are free to develop curriculum according to the condition, startup of international standard class.
- i. Curriculum 2013, Development of core competency concept as horizontal integrator a number of subjects is reduced or integrated, in this method the students more be active and the teacher just become facilitator (Muzamiroh, 2013: 37-48).

The government changed of curriculum system for several years because of to repair the curriculum before in order to be better and increase the quality of educational system in Indonesia.

5. 2013 curriculum as a new curriculum in Indonesia

National education, as one of the sectors of national development in an effort to educating the nation, has a vision of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a quality human being so as to proactively respond to the challenges and ever-changing times.

National education, as one of the sectors of national development in an effort to educating the nation, has a vision of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a quality human being so as to proactively respond to the challenges and ever-changing times, the quality of human according to the Law Number 20 Year 2003 on National Education System, the educated man who is faithful and



obedient to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Therefore, the national education should function optimally as a key vehicle in nation-building and character.

Providing education as mandated by the Act No. 20 Year 2003 on National Education System is expected to realize the process of developing the personal qualities of students as the future generation in the future, which is believed to be a determinant factor for the growth of the nation and state of Indonesia throughout the period. Many elements of educational resources, the curriculum is one element that can make a significant contribution to the development process of realizing the potential quality of the learners. So there is no doubt that the curriculum, which was developed with based on competence is indispensable as an instrument to direct learners to be: (1) human quality that is able to proactively respond to the challenges and ever-changing times; and (2) an educated man who is faithful and obedient to God Almighty, noble, healthy, knowledgeable, skilled, creative, self-sufficient, and (3) citizens of a democratic and responsible. Development and implementation of a competency-based curriculum is one of the development strategies of national education as mandated by the Act No. 20 Year 2003 on National Education System.

The number hours of learning English at class in the new 2013 curriculum are less than that of previous curriculum. This is a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time. In addition, schools should also be aware of this condition in which opportunities for additional English learning and exposure could be one effort to improve students' learning mastery of English.

In this curriculum the teacher become facilitator in the learning process the students should more be active than a teacher, the teacher must have many strategies and method to give students stimulus in order to the students interest for speak up.



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The government has programmed *2013 curriculum* (*Kurtilas*). 2013 curriculum is different with KTSP curriculum, CBC, 1994 Curriculum, if the curriculum use approach oriented in education content and pattern curriculum development centrally, but 2013 curriculum emphasize to develop students cognitive, affective, and psychomotor. Besides that, 2013 curriculum is plan set and management about competency and learning outcomes, which must researched by the students, assessment, learning and teaching activity, and school curriculum development.

6. The characteristic of 2013 curriculum

Curriculum 2013 is designed with the following characteristics:

- a. Develop balance between spiritual development and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
- b. School is part of a community that provides a planned learning experience in which students apply what is learned in school to the community and take advantage of the community as a learning resource.
- c. Developing attitudes, knowledge, and skills and apply them in various situations in schools and communities.
- d. Provide sufficient time freely to develop the attitudes, knowledge, and skills.
- e. Competence expressed in terms of grade core competencies further detail in the basic competencies lesson.
- f. Competence becomes a core element of the class organizers (organizing elements) basic competence, in which all the basic competencies and the learning process is developed to achieve competency in the core target competencies.
- g. Competence base is developed based on the accumulative principle, mutually reinforcing (reinforced) and enriched between



subjects and educational levels (horizontal and vertical organization).

7. The curriculum was developed in 2013 with the mindset improvements as follows:

The pattern of teacher-centered learning into the learner - centered learning. Students should have the choices of material learned to have the same competence.

- a. The pattern of one -way learning, (teacher - student interaction) into an interactive learning (interactive teacher - student - society – environment nature, source or other media.
- b. Pattern learning is isolated into networking learning students can gain knowledge from anyone and from anywhere that can be in contact as well as obtained via the internet).
- c. The pattern of passive learning into active learning - seeking (Learning system actively seeking further strengthened by learning models science approach).
- d. The pattern of learning itself becomes a learning group (team-based).
- e. Pattern learning based learning tools into a single multimedia tool.
- f. The pattern of mass -based learning into the needs of the customer (user) to strengthen the development potential possessed special learners. The pattern of a single science learning (mono discipline) into science teaching plural or (multi- discipline).
- g. The pattern of passive learning becomes critical learning.

Actually teacher and curriculum is a component that cannot separated in educational system, teacher has involvement in curriculum because teachers' as activator the curriculum itself. Teacher has important role to manage or implementation curriculum. Success or not a system of curriculum in the school is depend on the teachers', could



they implementation well the system of curriculum especially in the teaching learning or not.

Based on the statements above, so the writer's idea that 2013 curriculum as the new concept is involvement of English teachers' challenging, in the case in English teacher who must develop the students talent and interest in English lesson. The relationship in this case is 2013 implementation, so the writer choice the title for this thesis is "English teachers' involvement toward the implementation of 2013 curriculum".

8. 2013 curriculum using scientific approach in teaching learning

The term "Scientific Approach" commenced to be popular when the Ministry of Education and Culture launched a new curriculum (Curriculum 2013) for elementary and high schools to replace the previous curriculum-KTSP in 2013. This new curriculum explicitly claims that scientific approach is paramount to better the quality of teaching and learning. This approach is claimed to be more effective in increasing students learning outcomes than the traditional one. This approach is also considered relevant with the idea that learning is a scientific process in the classroom. Therefore, scientific approach in Curriculum 2013 must be applicable in all subjects including English. The criteria and the steps of scientific approach in teaching and learning process are elaborated in the following.

There are seven criteria to determine whether a method of teaching is scientific or not. They are (1) the teaching materials are based on facts or phenomena which can be logically or reasonably explained. They are not based on prediction, approximation, imagination, legend, or myth, (2) the teachers' explanation, students' responses, and teacher-student interaction are not based on subjectivity and wrong logic, (3) the teaching materials support and inspire students to be critical in thinking and analyzing, and accurate in identifying, understanding, and resolving problems, and applying the



materials learned, (4) the learning materials foster and inspire students to hypothetically think when seeing diversities, similarities and links in the learning materials, (5) the learning materials foster and inspire students to understand, apply, and develop objectivity and rational thinking in responding to the learning materials, (6) the materials are built on the basis on empirically valid concepts, theories, and facts, and (7) the formulation of learning objectives is simple, clear, but attractive.

There are three points that become the focus in teaching and learning process with scientific approach (Suharyadi, 1351: 2013). They include attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer “students know why”, skills refer to “students know how”, and knowledge refers to “what students know”. These three points are expected to make students affective, creative innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly. In order to achieve these goals, the teachers follow the five steps in teaching and learning process. They are observing, questioning, associating, experimenting, and networking. Each of the steps is presented in the following.

a. Observing

Observing is a kind of meaningful learning. Here, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing something. In this context, their curiosity will lead them to the construction of knowledge. Contextually is also present because students can connect what they have learned with what they are going to learn.



b. Questioning

The second step is questioning. It is a powerful teaching technique which has been used for years since it was firstly introduced by Socrates. Research indicates that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.

c. Associating

The term “associating” used in Curriculum 2013 is more appropriate than “reasoning”. “Associating is to describe teachers and students” active participation in the classroom. Of course, students must be more active and are given more opportunities in learning.

Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions.

In the context of learning, “associating” is focused on students learning activities. That is why; “associating” is used in Curriculum in 2013 because it adopts the ideas of associative learning theories. The term “associating” refers to the ability to group diverse ideas and associate diverse events as experiences. When the experiences are stored in the brain, they will interact with the previous events or experiences. This process is called “associating”.

From the perspective of psychology, “associating” refers to the connection between conceptual or mental entities as a result of the similarity between the mind or proximity in space and time. According to the theory of association, the learning process will be managed effectively in if there is a direct interaction between teachers with learners. Interaction is done through stimulus and response (SR). Thus, the basic principles of



the learning process in this theory is an association, which is also known as the theory of stimulus - response (SR). Here, learners' learning process occurs slowly or gradually, not suddenly.

d. Experimenting

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face in everyday life. The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

e. Networking

Networking is also called collaborative learning. Here, collaborative learning is a personal philosophy, which is more than just learning techniques in the classrooms. Collaboration is the essence of philosophy and lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together.

9. Lesson plan

a. Definition of lesson plan

Lesson plan is one of important aspect to make a plan what a teacher and students activity in the class during teaching and learning process, in order to the time for study will be effective.



Lesson plan is one of teacher obligation. Every teacher should make a lesson plan before they will teach students' in the class.

According to Jansen (1996), "lesson plan is extremely useful tool that serves as a combination guide, resources, and historical document reflecting our teaching philosophy, our students' population, text book, and most importantly, our goals for our students."

b. The advantages of lesson plan

There are many advantages of lesson plan: (1) lesson plan can guide the teacher in teaching process, (2) to make prediction of the students achievement in learning process, (3) to make teaching and learning process systematic and effective (Kurniasih & Sani, 2014:1-2).

c. The content of lesson plan

In order to the teacher can make lesson plan well, they are should know the component of lesson plan. In chapter III of permendikbud no. 65/2013 explained there are 13 component of standard process lesson plan:

- 1) School identity
- 2) Identity of subject or theme or sub theme
- 3) Class or semester
- 4) Subject material
- 5) Time allocation
- 6) KD (basic competencies), KI (core competencies), and IK (indicator competencies) in 2013 curriculum, generally in the syllabus every learning objective has 4 KD appropriate with KI such as (divinity attitude, social attitude, knowledge, and skill)
- 7) Instructional objective.

Basic principle in instructional objective is students get achievement after teaching and learning process. Teacher can make instructional objective using formulate of ABCD. A from word Audience as a students, B from word Behavior or



competence will be demonstrate, C from the word Condition what the kind of behavior that will be observe, in the last of process will get D from the word Degree as a Skill after the students do the learning process.

8) Material for study

9) Method of teaching

Method of teaching should appropriate with the characteristic of students and the subject, there are five processes in method of teaching such as: observation, questioning, experimenting, associating, and communicating.

10) Media or tools

11) Source of learning

12) Activity in the learning process (opening, activity, and closing)

13) Assessment.

The purpose of assessment is to assess the quality of learning process, internalization of character, and build the students competence. There are three kind of assessment, such as affective aspect, cognitive aspect, and physicomotoric aspect.

10. Definition of KTSP

According to the education regulation number 20 year 2003 about National Education System, Kurikulum Tingkat Satuan Pendidikan (KTSP) is defined as an operational curriculum arranged and applied by each education unit. Furthermore, Badhowi (2004) stated that KTSP is as an operational curriculum that is arranged, applied by the school and adapted to the characteristics, the conditions and the potency of regency had by the region, school and the pupils. KTSP itself refers to the content standard and the graduate competency standard licensed by the Education National Standard Committee.

As stated by, Mulyasa (2006) defined KTSP Curriculum as a derivational model curriculum in a school level, which is developed and



suitable to the characteristics of the school, the region, the social characteristics of the surrounding and the characteristics of its pupils.

Kunandar (2007:103) argued that KTSP is an operational curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills and attitude so that it can increase the whole student's potency.

Based on the definition above, KTSP can be defined as the operational curriculum of the competency-based curriculum that is arranged and applied by each educational unit, which is suited and adapted to the characteristics of school, region and socials and pupils.

a. Characteristic of KTSP

According to Ahiri (2007: 6), KTSP is the development model of the Competency Based Curriculum that has some characteristics:

- 1) It is oriented to the learner outcomes and its effects.
- 2) It is based on competency standard and basic competency that is spelt out into content standard.
- 3) It is based on the graduation competency standard.
- 4) It is concerned more on the diversity of curriculum model. It develops the whole and overall competencies.
- 5) It applies complete learning.

Related to the explanation above, Mulyasa argued that there are at least four characteristics of KTSP, which can be identified, namely:

- 1) The full authority of headmaster and educational unit.

Each school has a board of trustee that is responsible for all aspects of school operation. In this case, the headmaster has some rules dealing with the school operation such as the full authority holder of the school and the decision maker of the school together with school committee. Related to the concept of KTSP, the headmaster should be able to adopt the student's



need and the local community need based on the characteristics and cultural environment background.

2) Parents and society have more influences.

Parents and society may also participate in making school decision. Through the school council, parents and society are able to supervise and help the school in managing the school program. The participation can be taken directly and indirectly in school program and learning process.

3) The democratic and professional leadership

According to Sutisna (1993), the leadership can be defined as a process of affecting individual or group activity in order to achieve the intended goal in certain condition. In a school, the headmaster has the significant role in determining the school policy.

Dealing with the concept of KTSP, the existence of the headmaster as the person elected by the school committee and some school personnel's hold the responsibility for creating conducive atmosphere, which is suited to teaching learning process dealing with school decision. The headmaster has the high authority for making school decisions in line with the school committee agreement.

4) Transparent Teamwork

A school system consists of some intercorelated components namely the students, the teachers, parents, and some other school personnel. Those all components work together in order to realize the intended goal. It means that those work need good coordination.

b. Lesson plan of KTSP

Generally, a lesson plan is a set of plan describing the procedure and learning management in conducting the learning process. The components of lesson plan are competency standard, basic competency, instructional objectives, teaching



materials, methods, the steps of learning conducted, the sources of learning and the technique of evaluation (Styaninrum, 2009:29).

According to Sutena (2013:1) “Process standards are national standards relating to the implementation of learning in the educational unit to achieve competency. Process standard contains minimum criteria learning process in primary and secondary education unit in the entire territory of the Republic of Indonesia. The standard covers the process of planning the learning process, the implementation of the learning process, learning outcomes assessment, and supervision of the learning process for the implementation of the learning process effective and efficient.”

Steps in Teaching and Learning Activities, according to Standard Process Permendiknas no. 41 year 2007 states that implementation of the learning is an implementation of the lesson plan. It includes pre-activity, whilst activities and post activity.

- 1) Pre- activity, in a pre- activity, the teacher should:
 - a) Prepare students psychologically and physically to follow the process learning.
 - b) Ask questions that relate knowledge before the material will be studied.
 - c) Explain the learning objectives or basic competences that will be achieved.
 - d) Convey the range of material and explanations fit the description of activities syllabus
- 2) Whilst activity

Whilst activity is conducted to motivate learners to actively participate and provide enough space for innovation, creativity, and independence according to their



talents, interests and physical and psychological development of participants learners.

The teacher should use methods which are appropriate with characteristics of the learners. In thewhilst activity, it includes process of exploration, elaboration and confirmation.

a) Exploration

In exploration activities,
the teacher:

- Involves students seeking abroad and deep information about topic/ theme of the material to be studied.
- Uses a variety of learning approaches, instructional media, and other learning resources.
- Facilitates interaction between students with other students, teachers, environmental, and other learning resources.
- Involves learners actively in all activities learning.
- Facilitates learners to experiment in the laboratory, studio, or field.

b) Elaboration

In the elaboration of activities, teacher should:

- Familiarize students read and write the diverse through certain tasks are meaningful.
- Facilitate learners through the provision of tasks, discussing to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, resolve problems, and act without fear.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Facilitate learners in cooperative learning and collaborative.
- Facilitate learners to compete in a healthy improving learning achievement.
- Facilitate learner make a report conducted exploration both orally and in writing, individually or in groups.
- Facilitate the learners to present the results of individual work and groups.
- Facilitate the learners to do exhibitions, tournaments, festivals, and products produced.
- Facilitate the learners engage in activities that foster pride and confidence of learners.

c) Confirmation

In confirmation of activity, the teacher should:

- Give positive feedback and reinforcement in verbal form, writing, gesture, or a gift to the success of learners.
- Confirm the results of exploration and elaboration of participant students through a variety of sources.
- Facilitate learner to reflect on to obtain learning experience that has been done.
- Facilitate learners to gain experience significant in achieving the basic competencies.

3) Post Activity

In post activity, the teacher should:

- a) Together with learners and or own making summary / Have assessment and or reflection of

- b) The activities that have been implemented consistently and programmed.
- c) Provide feedback on process and learning outcomes.
- d) Plan as follow-up activities in the form of remedial learning, enrichment programs, counseling service and/ or providing good task individual and group tasks according to the learning outcomes of students.
- e) Submit lesson plans at the next meeting.

11. Evaluation system

a. Definition of evaluation

The term evaluation in education system refers to the measurement of the student's ability based on the standard licensed. It is necessary to know the student's achievement so that the evaluation is held. Oemar Hamalik (1995: 159) in *Paradigma Pendidikan konstruktivistik*, argued that evaluation is all measurement activities (including the process of gathering data and information), management, interpretation, and estimation in order to make decisions in students learning outcomes whether it had achieved the learning outcomes or not.

In addition, evaluation also can be defined as the process of giving and determining the mark or value to certain object based on certain criteria (Sudjana, 1990:3). In this case, the point of evaluation is the estimation of student's learning outcomes based on the certain measurement. Moreover, Djemari Mardapi (1999: argued that the evaluation is an activity for interpreting and describing the result of measurement.

In short, the evaluation is a systematic process of gathering data and information quantitatively and qualitatively for analyzing and interpreting students learning outcomes in order to make meaningful decisions.





1) Aspect of evaluation

In some extent, the term evaluation and measurement are interchangeable. According to Benyamin S Bloom as quoted by Martinis Yamin (2008), measuring students learning outcomes covers three domains of learning that are:

2) Cognitive Domain

The major points of this aspect are the ability of individual thinking covering the domain of intelligence. It covers the process of memorizing, understanding, applying, analyzing evaluation and creation.

3) Affective Domain

It involves the domain of feeling, emotional, system values, and attitude that is expressed in accepting or refusing something. The process covers some stages namely receiving, responding, appreciating, organization, characterization.

4) Psychomotor Domain

This domain is related to kinesthetic skills covering body movement and action. This aspect needs the coordination between muscle and neuron. This domain is consisted of gross body movement, coordination movement, non-verbal movement and speech behavior.

In brief, in interpreting the student's learning outcomes, it involves the process of measuring competency whether the goal has been achieved or not (after instruction) that covers three domains of learning namely cognitive, affective and psychomotor.

b. Type of evaluation

According to Mulyasa in Martinis Yamin, there are many ways of evaluations in implementing the curriculum namely:

1) Class-Based evaluation

It is the evaluation, which is done by the teachers during learning process. This involves the collection of

information and the students learning outcomes in order to determine the grades of achievement and mastering certain competencies based on standard competency and some indicators, which is stated in curriculum.

2) Basic-competence test

It is for measuring student's competency especially in reading, writing and accounting.

3) School-based evaluation

It is used for describing the whole student's competency and activity during instruction. It is usually done at the end of school grade.

4) Benchmarking

It is a kind of work evaluation and process performance in order to determine the grades of superiority and the success of learning outcomes. It is done at the end of educational unit. This evaluation is used for giving students ranking not for giving students mark.

5) Program Evaluation

It is used for measuring the implementation of the learning program in the school whether it is achieved well or not According to Scriven in Tayibnapis (2000:36).

There are some differences between *formative evaluation* and *summative evaluation*. Formative evaluation is usually done during the program taken. It is used for giving the valuable information for the teachers in order to correct the program whether it runs well or not. While in summative evaluation, it is done in the end of the instructions. It is used to give potential information for consumer related to the benefit of the program

1) Porto folio assessment

Porto folios mean the collective of student's assignment or worksheet intentionally and integrated that is selected based on the guidelines licensed. Moreover, porto folios assessment can



also be regarded as the class based evaluation of collective student's assessment, which is arranged systematically and organizationally during learning at certain period by the teachers.

Based on the theory above, the evaluation is used for measuring the student's achievement and learning outcomes. The uses of kind of evaluation depend on the instructional objectives stated by the teachers.

H. Significance of the Research

Significant of the research theoretically how overcome English teachers' responses toward government's news policy on the implementation in between 2013 curriculum and KTSP, the teacher can be mastery in implementation curriculum, and to know what the English teacher do in teaching learning process, their lesson plan, and evaluation after the governments' has a new policy.

Practically this research will be useful for role play of the teacher interpret the curriculum's content, how the teacher translate the relevant concepts into a deliverable lesson plan, will determine which is how much of the content the students receive in the classroom, and for the student improvement in experience, they should know to learn EFL course generally to apply appropriate method with the curriculum which using in the learning process.

I. Research Methodology

The purpose of this research is to find English teachers' responses toward government's news policy on the implementation between 2013 curriculum and KTSP: A Case Study at *SMAN 8 Cirebon*". In this part explains about research objective, the place and time of the research, the source of data, the technique of collecting data, and the technique of analysis data.



1. The Objective of the Research

The objective of the research is to find out, English teachers' responses

toward government's new policy on the implementation between 2013 curriculum and KTSP, the similarity and differences between 2013 curriculum and KTSP in English lesson plan, the English teacher response in learning teaching process after the governments' has new policy on the implementation between 2013 curriculum and KTSP, and the English teacher response with the method of evaluation in teaching learning.

2. The Place and Time of the Research

The researcher takes the location of research at SMA N 8 Cirebon, exactly in Jl. Pronggol Pegambiran raya-Pegambiran-Cirebon. The researcher chooses three English Teachers of SMA N 8 Cirebon because of in SMAN 8 Cirebon is one of school which have not implemented 2013 curriculum in three semesters, so this school should back to implement KTSP curriculum, from this phenomenon the researcher want to know English teachers response in the differences and similarity of English lesson plan before and after curriculum has been changed, English teachers response in the teaching learning English process, and in the method of evaluation in teaching learning process. The researcher began to do this research on 18th of March until 18th May of 2015.

3. The Source of Data

a. Primary data source

Primary data source of this research is to analyzed of English teachers response toward governments' new policy on the implementation 2013 curriculum and KTSP. Primary sources are original documents (Correspondence, diaries, report, etc).



According to Kothari (2004:95) that the primary data are those which are collected afresh and for the first time and thus happen to be original in character.

b. Secondary data source

The researcher also uses another data source to get deeper understanding that dealing with the field of the research. It related to the field of literature and theory. According to Kothari (2004:95) The secondary data, on the other hand are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data source is acquired in the form of book, journals, internet, article and so on.

The respondent of this research is the group on which is the information is obtained. The researcher uses the Content analysis and purposive sampling as the sampling technique in this research. Both of them used to gain the data that believed by the researcher related to the study.

4. The method of Research

This research is descriptive qualitative that will seek information that related to research in the field work of curriculum, every school should implementation curriculum. In the first year of 2015 the government has a new policy about curriculum changed between 2013 curriculum to KTSP, there are many pro and contra. From this phenomenon the researcher be able to know English teachers responds toward the news policy of government about curriculum changing between 2013 curriculum and KTSP. Especially English teachers response at SMAN 8 Cirebon.

To get the data, the researcher does observation in SMAN 8 Cirebon, about the administration, implementation curriculum, and many others. After that researcher interview three English teachers there to get the deep data, this research will take time from 18th of Mrch until 18th of may 2015.



Participant in this research are English teachers from SMAN 8 Cirebon, they will be participant in this research. There are three English teachers who will be the participant or respondent. The writer will take the data using interview the teacher, the researcher choice three teachers who will be interview to take a deep information, observation system teaching learning English.

Not only using the participant in this research the writer using the source data because this proposal talk about the English teachers' response toward the new policy of government in 2013 curriculum change to KTSP in Indonesia which many issues. The data takes from documents such as RPP, syllabus.

This research is qualitative research is important in the behavioral sciences where the aim is to discover the underlying motives of human behavior. Through such research we can analysis the various factors which motive people to behave in a particular manner or which make people like or dislike a particular thing. Kothari (1990:3).

Research methods that delve into experiences, social processes, and subcultures are referred to research. As a group, qualitative research method:

- 1) Recognize that every individual is situated in an unfolding life context, that is, a set of circumstances, values, and influences.
- 2) Respect the meaning each individual assigns to what happens to and around him or her.
- 3) Recognize that cultures and subcultures are diverse and have considerable effect on individuals.

In this research the researcher using qualitative method types of descriptive qualitative, as stated by Ary, et al (2010: 424) the descriptive qualitative inquirer deals with data that are in the form words and pictures rather than number and statistic. Data in form of quotes from document, filed notes, and interviews or excerpts from videotapes, audiotapes, electronic communications are used to findings of the study.



Qualitative research feel strongly that a person's experiences, perceptions, and social interactions are not reducible to numbers and categories they are much too complex and situated in the context of person's life. The researcher attempting to understand experiences, perception, and social interaction must enter into a person's life – world and let the participant's words and accounts lead the researcher to understandings that would remain hidden without deep and open-minded exploration.

5. Instrument of Collecting Data

The instrument of the research of this qualitative research is the researcher himself. The researcher is a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory. According to Moleong (2007:34) The instrument of this study is the researcher herself with her knowledge and other references which is related to the study. The instrument of this research is the writer his self. According to Thomson (2003:453) said that qualitative studies is the human investigation the primary instrument for gathering and analyzing of data.

6. The Technique of Collecting Data

Qualitative research its mean, the researcher should to observe society in order to know the real condition, habitual, problem, get data from interaction with the society and another source such as from theories beside on the expert. Methods and techniques in three categories: *observations*, *interviews* and *study of documents*. These are also the basic methods used in cultural anthropology (Bernard, 1988:62).

To get the result from qualitative method of research there are some steps or kinds of techniques such as observations, interview, and study of document we can use both of them, choose that can be appropriate with the problem and the function of this method or technique is to get the data analysis.



In this research the researcher uses three kinds of technique of collecting data involved in this research namely observation, interview and questioner.

a. Observation

The first time researcher will be observe the school that have implementation 2013 curriculum. Observation is a basic technique used in almost all qualitative research. Observation usually means the researcher's act to find out what people do (Bernard, 1988:62). Preliminary observation is conducted in the beginning, to identify the objective condition. From this observation the research using descriptive field notes and reflective field notes to observe teaching learning in implementation curriculum.

As state by Lodico (2006; 119) “to control for observer bias, qualitative researchers usually record both descriptive field the following information: (1) Time, date, location, and length of observation, (2) List of participant, (3) Detailed descriptions of person, (4) Verbatim conversation and direct quotes. Reflections field notes include descriptions of the observing. These are often recorded as observer”.

Researcher will enter one of school that has change 2013 curriculum to KTSP and enter some class to observe learning English process implementation curriculum. Then from the observation she can get information about how the English teacher responds toward implementation KTSP curriculum after they use 2013 curriculum, are there any differences. To get the observations data the researcher follows the form of recording observation from Lodico (2006: 122) there are some point: (1) setting, (2) activities, (3) observation (4) questions for guiding researcher in observing the condition learning and teaching English. in this research, there are five questions as guideline in observing the implementation curriculum in English teaching learning. (*see Appendix 1*)



b. Interview

The second step is researcher want to interview three English teachers responds for about the new policy of government changing 2013 curriculum to KTSP in learning teaching process and also other questions. State by Kothari (2004: 97-98) “suggests collecting data interview in which involving presentation of oral-verbal respond, can be conducted also through personal interviews (on face to face) and telephone interviews. It is to overcome the other possibility unrepresented-respondents. There are three English teachers there, researcher will try to interview them to know their respond face the new policy of government.

The interview is needed because the researcher wants to get information from the teachers deeply about his or her challenge implementation toward in 2013 curriculum.

The research made and matched the list of interview questions with the topic that the research wants to know, namely: teacher’s role in teaching and learning process, the interaction between teacher and students, and about how the teacher response about the curriculum changing, how format of lesson plan, system of evaluation. The question of this interview consists of 30 questions that relate to the topic (*see Appendix 2*), and researcher will ask another questions to the teacher if in observation, the research find some questions. So, other questions are needed to be asked to the teacher and headmaster.

c. Study of Documentation

In this research the researcher need some documents to support the result of observation. Documentations is search data from the documentation such as note, book, magazine, newspaper, trascpts, and age (Arikunto, 2002: 206) in this research the researcher using documentation as syllabus, and lesson plan.



7. The Tecnique of Analysis Data

Data analysis in qualitative research adopted by Ledico, et al (2006: 203) data analysis is inductive processes, all of data will be collected and in stages combine to complete each other, more general descriptions and conclusions, data analysis depend on the research questions and the type of approach taken, the researcher just using five steps do not using building themes and testing hypotheses in the analysis of the data. Actually there are six steps in data analysis: (1) preparing and organizing the data, (2) reviewing and exploring the data, (3) coding data into categories, (4) constructing descriptions of people, places, and activities, (5) building themes and testing hypotheses, (6) reporting and interpreting data. To get the result of observation the first steps is researcher will be preparing and organizing all of data that can be support such as the result of observations, interview, and documentation, the second steps researcher reviewing and exploring the data, the third create a coding to make easier see the data, constructing about the people, place and activities than describe, next building the themes and the last reporting and interpreting data.

The result of observation will be presented in (Appendix 1) in the thesis, interview will be presented in two ways. The first result will be described about the English teachers' response toward the new policy of government in curriculum change from 2013 curriculum to KTSP.

For the result of interview to get deep information from English teacher responds that will be presented in (Appendix 2), and do not forget the researcher using document to support data analysis the document such as, syllabus, RPP or lesson plan, and picture when the researcher do the research will be presented in (Appendix 3). For all of data if has been collected the researcher will make description and the researcher will give interpretations and conclusions of those research finding.



J. Literature Review

Looking at the literature review has related to this research, in Fauzi (2014) with the title “The Implementation of 2013 Curriculum in English Teaching Learning”. This research discuss about The Implementation of 2013 Curriculum in English Teaching Learning. The aims of this research is to know how is The Implementation of 2013 Curriculum in English Teaching Learning, to find out the data about the students responses toward the implementation of 2013 curriculum in English teaching learning and the problems and solutions related to the implementation of 2013 curriculum in English teaching.

Suharyadi (2013) explain about “The exploring scientific approach in English language teaching”. This research discuss about the exploring scientific approach in English teaching. The aim of this research is exploring the nations of ”scientific approach” and its possible application in English language teaching. Scientific approach to be popular when the Ministry of Educations launched a new curriculum (curriculum 2013) for elementary and high schools to replace the previous curriculum – KTSP in 2013. Thus how learning takes place should be scientific – based, meaning that all process and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking. The result of previous study is scientific approach is not a model of teaching, but a set of fixed steps that can be used in teaching. Scientific approach cannot replace the existing approach and methods in ELT.

Sahiruddin (2013) in his research discuss about “the implementation of 2013 curriculum and issues of English teaching and learning in Indonesia”, this research present about the some constraint and resources related to the implementation of new curriculum 2013 in Indonesia especially in context of English language teaching and learning. Some common ELT problems in Indonesia such as students’ lack of motivation, poor attitude toward language learning, big class size, unqualified teachers, cultural barriers for teachers to adopt new role of



facilitator, and so forth are also discussed. The solution of this problem is using scientific approach for teaching and learning English.

The position of this research is not follow up those findings, but to put itself in another position. Fauzi's study seems only talk about implementation 2013 curriculum in English teaching learning. It does not discuss the new issues about English teachers' responses toward governments' news policy on the implementation between 2013 curriculum and KTSP. Suharyadi discuss about the exploring scientific approach in English language teaching, not talking about the problem face by English teachers toward implementation 2013 curriculum. Sahiruddin's research is about the problem of ELT in Indonesia, he do not talking about the problem and effect of government's news policy about implementation new curriculum.

The literature review do not directly discuss the English teacher responses toward governments' news policy in curriculum itself. The position of this research will discuss about the English teachers response toward the new policy of government in curriculum 2013 changing to KTSP. 2013 curriculum as a new curriculum in Indonesia so there are many differences system with the last curriculum such as teaching learning process, method of teaching, role of teacher and students, assessment system, and about lesson plan system. Because of the researcher found this problem in some school one of school is in SMAN 8 Cirebon and that school include in one of favorite school in Cirebon town so researcher felt interest to analysis this phenomenon. The advantage of this research is to know English teachers' responses toward the new policy of government in curriculum 2013 changing to KTSP and what the kids of effect in educational system related with government's news policy.



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CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter outlines the English teachers' responses toward government's news policy on the implementation in between 2013 curriculum and KTSP, the writer would like to make a conclusion and suggestion, because there's no perfectly word that can designed by the writer.

A. Conclusion

In the first of January 2015, the government has a new policy about the implementation of 2013 curriculum and KTSP. For schools which not implemented 2013 curriculum in one year should back to implementation curriculum KTSP, and schools which as implemented 2013 curriculum in one year will be came school model.

1. There are some similarities in English lesson plan such as (a) school identity, (b) learning objective. Instead the differences of English lesson plan in between KTSP and 2013 curriculum.

The differences in English lesson plan between 2013 curriculum and KTSP: In students competenct 2013 curriculum curriculum there are some point to determine student competence such as: (a) Core competency (KI), (b) Basic competence (KD), (c) Indicator competence (IK). For curriculum KTSP core competency in 2013 curriculum become standard competency in KTSP. In core activities the differences are in 2013 curriculum has five steps observing, questioning, experimenting, associating, and networking but in curriculum KTSP there are three steps such as elaboration, exploration, and confirmation, in the system of evaluantion 2013 curriculum evaluate (a) Attitude observation, (b) Performance test, (c) Written test, (d) Portofolio (using rubric assessment) and very detail, in curriculum KTSP there are three aspect tha will be evaluate such as affective, cognitive, and physicomotoric in KTSP the system of evaluation more inclining to cognitive domain.

2. There are the similarities and differences in teaching learning activities before and after curriculum has been changed from 2013 curriculum to KTSP. The similarities in teaching learning are (a) in time allocation, (b) pre- activity, (c) apply student center approach, and (d) closed activity.

The similarities both of 2013 curriculum and KTSP in teaching learning activities are in core activities, 2013 curriculum has five steps in core activities such as observing, questioning, experimenting, associating, and networking namely scientific approach, for curriculum KTSP in core activities only three steps such as elaboration, exploration, and confirmation. There are some approach can use in KTSP such as inquiry based approach and cooperative learning based approach.

English teacher at SMAN 8 Cirebon actually do not has good enough understanding in implementation curriculum both of 2013 curriculum and KTSP, because there are some point that they not answer with the same theory.

B. Suggestion

The changes of curriculum are the crucial issues for now, and surely it will be gain next term. So, the writer hopes for this thesis are:

1. For the lecturer, this research can be useful to give the example references to update the educational problems while curriculum matter.
2. For the students of English department, they can be learnt more knowledge about the changes curriculum.
3. For the reader, its more interesting to read well the appropriate subject as the curriculum and material development.
4. For the next researcher to continue the research to compare study, this thesis can be references for them to accomplish their thesis.





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The Jakarta Post, Jakarta | February 21 2013 | 8:05 AM

