THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING LEARNING: A CASE STUDY AT TENTH GRADE OF SMAN 3 KUNINGAN

A THESIS

Submitted to English Education Department of Faculty of *Tarbiyah* and Teaching Science of *Syekh Nurjati* State Institute for Islamic studies in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education

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2014 M/1435 H

ABSTRACT

ASEP YASSIR FAUZI: THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING LEARNING: A CASE STUDY AT TENTH GRADE OF SMAN 3 KUNINGAN

In the world of education, curriculum is a plan to get an out-come that is expected from the learning process. The plan is arranged structurally for each field, so that it gives a compass and instructions to develop the strategies of learning (Nengly and Evaras, 1976). A curriculum therefore is a learning program specifically designed and systematically arranged for the benefits of a group of students. It is given to the schools to achieve the goal of education. This research is applies qualitative method. The researcher uses qualitative method. According toDawson (2007:15-16 as cited in *Aisyah*, 2004) states qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group. It attempts to get an in depth opinion from participants.

The implementation of 2013 curriculum is especially in SMAN 3 Kuningan which already this curriculum said it was good enough and give significant and influences towards learning process and student abilities,and to implement in Indonesia generally they believe that 2013 curriculum can be implemented in Indonesia of course supported with teacher' creativity and readiness, government, facilitation and socialization implementation of 2013 curriculum in all level school in Indonesia.

We can look up the student's respond to the implementation new curriculum 2013, there so many problems toward this crucial subject, like teacher's preparation in teaching and learning process, student's readiness toward the learning subject in the new method that forced up to the students.

Teachers and students have a central change of this problem, so both of them should be prepare well. Here some of the problems related to the implementations 2013 curriculum above are: Teacher's Mindset, School Preparations and Student's readiness.

There are some problems, there would be the solutions for those problem above are:Teacher's training, Preparation of Textbook, Learning device and Education governance.

So, if the government want to change the curriculum, they must prepare well the learning device such as Syllabus, Kinds of variety of Lesson Plan etc. because the new curriculum still use the School Based Curriculum as the learning device.

Key Word: The Implementation of 2013 Curriculum in English Teaching Learning

RATIFICATION

The thesis which is entitled "**THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING LEARNING: A CASE STUDY AT TENTH GRADE OF SMAN 3 KUNINGAN**", written by **ASEP YASSIR FAUZI**, with registered number **1410130043**, has been examined on August 15th, 2014. It has been recognized as one of the requirements for Undergraduate Degree in English Education Department of *Tarbiyah* Faculty and Teaching Science *Syekh Nurjati* State Institute for Islamic Studies (IAIN) 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 date, instrument, technique of collecting data, technique of analysisdata and steps in conducting of the research. 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

Education curriculum in Indonesia has been changed several times. On this year of 2014, the curriculum will be changed with an integrative thematic concept applied to elementary, junior high, high school, and vocational school called by Curriculum 2013. In November, Indonesia's deputy minister of education, Musliar Kasim, explained that changes in the Indonesian educational system curriculum was an absolute necessity because, "Right now many students don't have character, tolerance for others, empathy for others." The need for augmentation was in response to concerns that students were becoming overwhelmed with the workload, and that instances of student violence were increasing as a consequence. Government officials asserted that students needed to learn how to become better citizens and that it could only be achieved by instilling character and a greater sense of morality.

To prepare for the implementation of the new curriculum, the ministry would give teachers 52 hours of training, as well as mentoring sessions during the first few months of the 2013/2014 academic year. Separately, Retno Listyarti, the chair of the Jakarta Teachers Discussion Forum (FSGI), said that 52 hours of training would not be enough to prepare teachers for the new curriculum. It would be very hard to instruct and force teachers to apply this new curriculum, with the hope of teaching about heterogenous society from math.

The new curriculum could be used to improve religious tolerance as education should not only make people smart but also to train Indonesians to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race, and tribes. We are educating people not only to make them smart but also to produce Indonesians who are mentally tough, physically healthy, tolerant and willing to live in harmony with others of different religion, race, and tribe.

The proposal to eliminate dedicated science and social studies classes has led to an outcry among parents and educators who worry that it could lead to a dumbing down of the country and make it less competitive. Indonesia, a vast archipelago with more than 240 million people, has one of Asia's fastest growing economies. Its attempt to improve its manufacturing and service industries is tied to its efforts to produce more skilled workers. Officials in the trade and manpower ministries have urged more training in areas like computer science.

On the other hand, Critics say the proposed changes will take the country in the opposite direction. One says that Indonesia is going to have a lost generation. It's going to mean fewer researchers, less technology development. It's Indonesia entering the Dark Ages. Some teachers say that science and social studies are practical classes that teach children to ask questions, identify problems and find solutions. They would be difficult to integrate into other instruction. Children learn to understand new things through science because It stimulates their spirit to learn, their curiosity.

One criticism of the proposed changes is that they overlook more crucial reforms needed in the education system. In much of rural Indonesia, teachers often fail to turn up to school, local administrations do little to monitor the quality of instruction, and books are dated or inadequate. Education experts say that many teachers lack basic knowledge about the current curriculum and are ignorant of the fact that they are allowed to develop their own course plans. Even in cities like Jakarta, schools in poor neighborhoods lack resources and well-trained teachers. Teachers need to be better trained on how to implement the current curriculum and teach religion in a way that is not dogmatic. A report released in November by Pearson and

the Economist Intelligence Unit, which ranked national education systems, placed Indonesia at the bottom of its list of 40 countries.

But officials who back the proposal say that the government has a responsibility to prepare children to be better citizens, which means providing them with them moral and religious instruction. Indonesians are religious people, they are very much attached to their religious teachings, their religious values. That is why religion must be taught in school. Some lawmakers on the House of Representatives commission overseeing education and youth affairs agree that prayer and worship should be promoted in school. But critics of the proposal do not think that a curriculum overhaul is the answer. Some teachers worry that government and religious leaders are oversimplifying the problem and are using terms like "character building" and "morality" to justify more religious education.

Indonesia has set aside 171 billion Indonesian rupiah, or almost $18 million, to draft a new curriculum, but many worry that the money will be wasted if attention is not put toward improving the education system as a whole. To change the curriculum means that you have to train the teachers and to provide the book. Indonesia is a very big country. Change is not as easy as flipping hands. But the government has defended the changes to the curriculum by arguing that they are trying to simplify a school system that has been criticized for overwhelming elementary students with too many subjects.

In the world of education, curriculum is a plan to get an out-come that is expected from the learning process. The plan is arranged structurally for each field, so that it gives a compass and instructions to develop the strategies of learning (Grayson,1978). A Curriculum is also helpful for the students to reach the maximum goal of what they have learned (Nengly and Evaras, 1976). A curriculum therefore is a learning program specifically designed and systematically arranged for the benefits of a group of students. It is given to the schools to achieve the goal of education. As a program design, a curriculum is the base of the learning process where success and failure depends are measured in relation to the understanding of the curriculum being used.

Particularly in Indonesia, the school curriculum has been modified and improved for many times to create a sterling education and better learning opportunities for the Indonesians. For about seven years, the goverment has considered the curriculum of KTSP or SBC curriculum as the one that should be followed and taught in Indonesian schools. Due to the rapid development of the modern era with modern pedagogical methods that come to existence, the KTSP curriculum may have been judged to be less practical especially that it includes too many school subjects for the students. Therefore, the goverment proposed a new curriculum called "Curriculum 2013" to replace the old one. In primary schools, the new curriculum will reduce the number of subjects students have to study. The subject of Indonesian language, for example, was designed to include chapters about science and social studies subjects. However, the main difference lies in the fact the English language subject will no longer be taught in the primary Indonesian schools as a part of the new 2013 curriculum scheme. In other word, English language subject might have been considered by the curriculum committee as an extracurricular subject. Excluding the English subject from the curriculum of primary school students will indeed bring about some positive, but for the most part, negative impact on the students' English language academic performance. This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from elementary (SD), junior high (SMP), and senior high (SMA) have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Unlike the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guide and subject materials.

The curriculum, however, scraps Computer or IT from the compulsory high school subjects. Students are not required to sit in the class for computer subject, rather, they can learn it outside classroom. In return,

science subjects (mathematics, physics, biology and chemistry) and religion subject have additional one hour contact time each.

For senior high school students, the 2013 curriculum gives them opportunity to learn another subject from the other major. For example, a student from natural science major can take some subjects in social science or language/culture major, such as sociology or economy. Students can take whichever subject that they like. In fact, students are free to choose major and up to two cross-major subjects as early as they enter senior high school. With this new feature, the Ministry hopes to abolish the paradigm that the students who get into natural science stream are smarter and better than the others.

To implement this new curriculum, the government has budgeted over IDR829 billion. This is part of the 20% of national budget for education sector. Most of the budget is intended for infrastructure such as teachers training and books. However, books distributions are so disorganized that a number of schools do not obtain the books yet. In addition, teachers training was done just several days before the school started. It makes teachers' preparation for the new curriculum too rush and ineffective. (curriculum.info.com)

Many criticisms were leveled against the Ministry for the 2013 curriculum implementation. As the cost is high, lack of preparation has stirred dissatisfaction in the society. Multiple doubts are directed towards the effectiveness of the curriculum in enhancing students' skills in the face of less-than-ready teachers and infrastructure. Some even voices their concerns over the possibility of the implementation of the 2013 curriculum as a way for the current government to take credit and use it as a tool for political campaign in 2014.

Regardless of the intention of the government, in my opinion, the 2013 curriculum has shown substantial conceptual improvement from the previous one. Before the government decided to implement the curriculum in 6,326 schools and asked 74,289 teachers to participate, they have consulted

education experts and underwent long development process. It began from internal discussion with the education experts, to presentation to the vice president and parliament, and finally, public examination. In this light, the concepts themselves must not be that bad. The more pressing and pertinent question therefore is the implementation. *How can the government ensure the implementation is fully carried out in accordance to the concepts written on the paper*?

Knowledge is one of the most important things for everyone. Furthermore, a good behavior is also one of the factors. Knowledge and good behavior lead people to reach a bright future, everyone must want it. Bright future brings pride, happiness, satisfaction, richness, and it must be everyone's expectation. So, if many people can reach the bright future, it will also bring advantages to their country. The larger number of successful men a country has, the better it will be. Without knowledge and good behavior, people won't get any closer to the bright future and so does the country, it will never be better, it will be even worse. To prevent this case, every goverment in each country always struggles to produce smart, clever, good, and bright societies. They always try to make a new educational program, in order to refresh the educational things in their country according to world's development.

The most refreshed one 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.

Curriculum 2013, the newest curriculum of national education of Indonesia, will make a lot of changes to the face of education system of this archipelago country. For all stages of educational institutions, from elementary school to senior high school, numerous lessons will be dismissed. Started from this coming academic year (2013/2014), the changes made will be on the process of learning, the number of lessons, and also the learning time will be longer than before. As the impact of those spreading issues about

this new curriculum, some people think that the curriculum 2013 will cause more unemployed; arising a new folly due to the abolition of vital lessons. Therefore, this curriculum causes pros and cons.

The difference between Curriculum 2013 and the Education Unit Level Curriculum are located on the competence aspect of knowledge. Curriculum 2013 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 intergrated in other subjects, such as Indonesian Language etc, whereas English can be learned as an extracurricular subject. I wonder if the government forgets that for reaching the bright future good attitude must be accompanied by knowledge. Moreover, those subjects are very important for chidren's developments. English is the international language, Social science teaches children how to socialize others, Science tell them about their own nature. I can't imagined how it will be if 6 years in elementary school are wasted without learning about those three important subjects completely.In junior high school, it says that the students have to be taught more lessons in Math and Science than the last curriculum and the information and communication technology will be removed because they think this subject is a medium for learning other subjects.

And as we know, in the last curriculum the students have to determine the major that they want to take in the second grade of senior high school, but in this new curriculum, they have to do it in the first grade of senior high school. Equal to the system for junior high school, senior high school will also lose the information and communication technology as one of the subjects.

Not only the students, the teacher have not been ready for this new curriculum either, almost of them even have not known what the curriculum 2013 contains. They also need preparations, trainings, and whatever needed to be able to teach well in this new curriculum and certified teachers of Science, Social Science and other removed subjects are worrying about their continuation job.

But, behind all those weaknesses in our opinions that are brought by this new curriculum, I think Indonesia's governments have strong reasons for this plannings. So, what a good idea if they will tell us about the clarities.

So, According to the background of the problem, the writer took a title for this research is "The Implementation of 2013 Curriculum in English Teaching Learning: A Case Study at *Tenth Grade of SMAN 3 Kuningan*"

1.2   The Formulation of The Problem

1.2.1 The Field of the Research

The field of this research is curriculum and material development. The researcher wants to conduct the research in curriculum area. Because curriculum is very important thing in educational system.

1.2.2 The Kinds of the Problem

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

This study entitled "THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING LEARNING: A Case Study at *Tenth Grade of SMAN 3 Kuningan*". This research only focuses on analyzing The implementationof 2013 curriculum in English teaching learning. This particularly designed paper is to get the best result of the study with effective time and energy. It is also to make specific focus of the study.

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

➢ The New curriculum is the phenomenon and crucial subject that faced by all of the school in Indonesia
➢ Not all school implement the 2013 curriculum
➢ Explanation about the new curriculum isn't delivered completely

1.2.3 The Main Problem of the Research

The main problem Because Explanation about the new curriculum isn't delivered completely to all of the school in Indonesia, while in the year 2014 all of the school in Indonesia should implement the 2013 curriculum especially in Kuningan City.

1.3 The Limitation of the Problem

The research focuses on the problem on the implementation of 2013 curriculum in English teaching learning.

And the place of this research is onlyin *SMAN 3 Kuningan*, because the researcher found the phenomenon from that school. So, in this research, the researcher limits the study under the title, **The implementation of 2013 curriculum in English teaching learning at** *Tenth Grade of SMAN 3 Kuningan.*

1.4 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. Howis the implementation of 2013 curriculum in English teaching learning at *tenth grade of SMAN 3 Kuningan*?

2. How do the students responses towards the implementation of2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3kuningan*?

3. How are the problems relating to the implementation of 2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3kuningan*?

4. How are the solutions to the problem relating to the implementation of 2013 curriculumin English teaching learning at *Tenth Grade of SMAN 3kuningan*?

1.5   The Aims of the Research

In accordance with the research problems formulated above, the objectives of the study are drawn. It expected that the finding of this study will disclose the following:

1. To find out the implementation of2013 curriculum in English teaching learning at *tenth grade of SMAN 3 Kuningan*.

2. To find out students responses towards the implementation of 2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3 kuningan.*

3. To find out how are the problems relating to the implementation of new 2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3 kuningan.*

4. To find out how are the solutions to the problem relating to the implementation of the new 2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3 kuningan.*

1.6   The Usefulness of the Research

The result of the research hopefully provides a practical and theoretical contribution to English students, English teachers, and language researchers.

1. For English students

   This research encourages students to learn listening especially and EFL course generally in the curriculum and material development.

2. For the teachers

   This research encourages English teachers to know the contribution of the 2013curriculumin learning English to their students improvement in experience.

3. For other researchers

   The finding of the study will be useful for further study and some efforts of some kind of study.

1.7   The Theoretical Foundation

In this chapter the researcher presents some theories concerning the problems. Discussion of this chapter will involve the implementation of 2013

curriculum in English teaching learning at *Tenth Grade of SMAN 3 kuningan.*

1.7.1 English Teacher

1.7.1.1 Position of English Teacher

According to Harmer (2001: 57-63) some position of English teacher, such as controller, organizer, assessor, prompter, participant, resource, tutor, observer, switching the various roles.

Based on the explanation above about position of the English teacher, in general position of teacher are as instructor and educator. Instruct student new thing, learn and transfer knowledge and also educate students be a good person in morality aspect especially.

1.7.1.2 Function of English Teacher

Base on the (Sunarti&Widyaiswara, 2012) that in teaching character and moral virtues of English, teacher should be a model. Problems of students' bad character and culture which is always appear in the field of education. This may result from the fact that education in Indonesia emphasizes intellectual development only, while other aspects, such as personality, affective factors, and culture, receive less attention.

In other way improvement of English emphasis on the cognitive aspect such as skills in reading, language, mathematics, and science aimed at preparing students to enter the global world should be balanced against the improvement of their affective aspect. This means that character building and culture teaching must not be ignored, so the functions of English teacher are transfer of knowledge, value and character building.

1.7.2 Curriculum

1.7.2.1 Definition of Curriculum

Definition of Curriculum according Marsh, C. J. & Willis, G (2003), there are:

1) Curriculum is those subjects that are most useful for living in contemporary society.

2) Curriculum is all planned learning for which the school is responsible.

3) Curriculum is all the experiences learners have under the guidance of the school.

4) 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.

5) Curriculum is what the students construct from working with the computer and its various networks, such as the internet.

6) Curriculum is the questioning of authority and the searching for complex views of human situation.

7) Curriculum is all the experiences that learners have in the course of living.

Based on the some definition curriculum above, the writer 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.

1.7.2.2 Kinds of Curriculum Year by Year in Indonesia

There are development of curriculum in Indonesia year by year, begins from 1947 Curriculum until newest curriculum, 2013 curriculum, (ACDP Indonesia Education Sector Analytical and Capacity Development Partnership, 2013).

Table 1.1

Development of Curriculum in Indonesia

1947 Curriculum, Early Independence Era (1945-1950)	**Pancasila as the basis for education practice (Article 31 of 1945 Constitution)** **The subject plan are specified in a description**
1964 Curriculum 1968 Curriculum Old Order Era	Article 30 of 1945 Temporary Constitution; Law 4 of 1950 on the Basic of Education and Teaching in School. Education plan for SD
1973 Curriculum, New Order Era	• TAP MPR (Decree of the People's Consultative Assembly) No. XXVII/MPRS/1966; national education goal is stated in the GBHN (guidelines of state policy) • Law 2 of 1989 on National Education System • 17 legal instruments in the form of Government Regulation and Ministerial Decree
1975 Curriculum	SD curriculum, the emerging of Normalization of Campus Life (NKK)
1978 Curriculum	Student Active Learning Method (CBSA)
1994 Curriculum	Revision of previous curriculum
1997 Curriculum	Revision of 1994 Curriculum
2004 Curriculum Reform Era	Law 20 of 2003 on National Education System Pioneering of Competency based Curriculum (KBK) ; start of the acceleration class
2006 Curriculum	Education unit level Curriculum (KTSP); schools are free to develop curriculum according to the condition; startup of

	international standard class
2013 Curriculum	Development of core competency concept as horizontal integrator; a number of subjects is reduced or integrated

Actually there are many approaching which was implement in each curriculum above, from the description above that conclude approaching above inclined to the text based teaching approaching especially implement for teaching language, recognizing that people's normal use language is as texts, teaching approach is organized with authentic text (Mickan, 2013). People lead their lives with text. This means that texts-based teaching approach resonates with people's experience with language in daily life.

The writer can conclude that 2013 curriculum is modern curriculum as the completion previous curriculum in some aspect elements and as the differences with previous curriculum. But previous curriculum is traditional and classic method in same of aspect inside such as technology, evaluation, and learning process.

English teachers perceive about 2013 curriculum can categorize by the interview process with interview trellis said that new curriculum is implement new method, government penetration, simplicity process, specification learning stage, and joy full learning (arguments respondent of English teacher). Here there are map out specification both curriculum.

KTSP 2006	**KURIKULUM 2013**
- Educations unit and teacher are get authority in arranging syllabus. - Text book drop from the school - Design of KTSP curriculum	- Government gets authority in arranging syllabus. - Text book drop from the government. - Design of 2013 curriculum is include core competency then

is include standard competency and basic competency.	basic competency.
- In KTSP curriculum there is exist standard content.	- There is SKL in 2013 curriculum.
- So many subject matter which should mastery by students (12 subject matter)	- Teacher compel should has many knowledge in teaching practice
- Oriented evaluation	- Integrative lessons will be 10 subject matter
- Standard process (exploration, elaboration, confirmation)	- Authentic evaluation
- Learning process only in class	- Standard process (observing, questioning, associating, experimenting, networking)
- Lesson standing alone	- Learning process not only in class
- 32 hour/week	- Developmental lesson
	- 38 hour/week

Of course between previous curriculum and new curriculum have strengths and weaknesses each other, here there are strengths and weaknesses of 2013 curriculum.

Strengths of 2013 curriculum:

1) Students compel should be active, creative and innovative in problem solving.
2) Authentic evaluation (all of aspect)
3) Integrative lesson in developmental character
4) Curriculum base competency appropriate with the educational purposes.
5) Competency describing as holistically in affective, skill and cognitive domain.
6) Compel remedial continuously.
7) Government prepares all of component curriculum for example syllabus, text book and guiding book.

8) Improving motivation in teaching with improve profession pedagogy, social and personal.

Weaknesses of 2013 curriculum:

1) 2013 curriculum contra with UU number 20 year 2003 which the content of national system education it is because emphasized curriculum development only base on the aspect pragmatic oriented. In the other hand, 2013 curriculum not base on evaluation aspect from system held in KTSP.

2) Teacher as the important element is not involved directly in process of effort 2013 curriculum development. Government looks that teacher and students have same capacity.

3) Still used National Examination so there is not balancing between orientation from learning process with result of 2013 curriculum itself

4) Some of the teacher still not ready and to be creative teacher and also not understand clearly about concept of scientific approach.

In the other side, KTSP curriculum have strengths and weaknesses also, here there are the strengths of KTSP curriculum:

1) Schools autonomy in education development.

2) Motivate all of school personnel to improve their creativity in held education programs.

3) KTSP very possible for each school for emphasized and develop subject matter which acceptable for students necessary.

4) KTSP will decrease students study load

5) Give opportunity for teacher to develop content of the curriculum appropriate with the condition of school, student competency and condition each district.

6) Used competency approach which emphasized to the understanding, skill or competency especially in school which relate with society job.

7) Education unit give authority for arranging syllabus in order to can accommodate school potency necessary and competent students and society competent.

Weaknesses of KTSP curriculum:

1) Less of SDM

2) Less of facilitation

3) Still many teacher which not yet understand KTSP as comprehensive in concept, arrangement or practice

4) Increasing hours study influence program teacher certification.

1.7.3 2013 Curriculum

1.7.3.1 Definition of 2013 Curriculum

Based on the (Marzatus, 2013) writing in her article, that KTSP which now is implemented in Indonesia has significant differences in the 2013 curriculum. The most distinguished thing is the structures of those curricula. The 2013 curriculum will have a fewer subjects than KTSP. For example in junior high level, total subjects for KTSP are 12, but in the 2013 curriculum will just have 10 subjects. They are Religion, Civilization (PKn), Indonesian, Mathematics, Culture (SBK), English, Art, Sport (PJOK), and Science (IPA) and Social (IPS) will be integrated lesson.

Moreover, in the 2013 curriculum will apply a thematic learning method and especially in junior high level emphasized to the affective domain support with the cognitive and psychomotor. Furthermore, there is an additional time in the 2013 curriculum for junior high level. It was 32 hours, but in the new curriculum it will be 38 hours every week.

1.7.3.2 Rules of 2013 Curriculum

There are some rules which arrange 2013 curriculum in Indonesia (Kemendikbud, 2013);

a) UUD RI No. 20 Year 2003 about System of National Education.

b) Government Rule No. 32 Year 2013 about Changing of Government Rule No. 19 Year 2005 about Standard of National Education.

c) Government Rule No. 74 Year 2008 about Teacher.

d) Minister of Education and Culture Republic Indonesia Rule No. 22 Year 2006 about Content Standard for Unit of Basic and Intermediate Education.

e) Minister of Education and Culture Republic Indonesia Rule No. 54 Year 2013 about Standard of Graduation Competency of Basic and Intermediate Education.

f) Minister of Education and Culture Republic Indonesia Rule No. 65 Year 2013 about Standard of Basic and Intermediate Education Process.

g) Minister of Education and Culture Republic Indonesia Rule No. 66 Year 2013 about Standard of Evaluation Education.

h) Minister of Education and Culture Republic Indonesia Rule No. 68 Year 2013 about Basic Design and Curriculum Structure of Junior High School.

i) Minster of Education and Culture Republic Indonesia Rule No. 71 Year 2013 about Text Book Lesson and Teacher' Guiding Book for Basic and Intermediate Education.

1.7.3.3 Implementation of 2013 Curriculum

Related to the statement of (Mirzatus, 2013) in her article publish by HISSA that the implementation of the 2013 curriculum has some effects in several ways somehow. The effects must be in positive or negative. The advantages are the good standard competence, the constructive approximation method, and the continuing competence from SD to SMA.

Firstly, the graduation standard competence is well ordered. In 2013 curriculum, the determination of graduation standard competence had to be fixed first before the subjects. Secondly, the 2013 curriculum completes the approximation method based on the students' creativity. The new curriculum fulfils three main component of education: knowledge, skill, and attitude. Thirdly, the 2013 curriculum is designed continuously from SD to SMA.

The disadvantages are teachers' position threatened to be relocated, obstruct children's intelligence, and unobvious lesson. First, English and IT (Information and Technology) teachers might lose their job. It is

because IT subject that was taught in SMP and SMA would be removed and it is also done in English for SD. Second children's intelligences related to English will be deleting from elementary level. Third, the lesson will be unclear to learn. In fact, Social and Science lessons are combined into one. That is Indonesian. Naturally, it is difficult to differ for the students to learn science in the Indonesian.

1.7.3.4 English Teaching Learning

Actually 2013 curriculum has implement new method in teaching learning process that is scientific approach, scientific approach is approach which implement new stage on teaching learning process there are observing, questioning, associating, experimenting and networking, the five stage here can be implement and recommend in English language teaching on the implementation of this new curriculum. In every stage have some weaknesses, for example in observing stage which is emphasized for meaningful learning. In questioning stage, when teacher ask, he guide his students to learn, when teachers answer students question, that time he motivate his students for listen and to be good learner. In associating, it is emphasized to competency group variously idea and associated various event for then entered to be memory part. In part experimenting, learning activity with experimenting approach do trough three stage there are prepare, implementation and action continued.

Besides scientific approach, in 2013 curriculum there are some method of learning which recommended in teaching learning process, for example discovery learning which is recommended for teaching science and English. Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself" (LefancoisdalamEmetembun, 1986:103 as cited in Kemendikbud, 2013). Discovery did through observation, classification, measurement, prediction, determination and inferi. According to Syah (2004:244 as cited in Kemendikbud, 2013) in implement discovery learning in class, there are

some procedures, such as stimulation, problem statement, data collection, data processing, verification generalization.

1.8 Previous Study

Looking at the previous study, that has related to this research, in Istriani (2005) with the title *"The Challenge of English teacher's professionalism toward the implementation competency beside curriculum (CBC) 2004"*. This research discuss about the English teacher challenge toward the implementation in the new curriculum that called by KurikulumBerbasisKompetensi (KBK). The aims of this research is to know how far the teacher's prepared and professionalism to face the implementation of CBC Curriculum, to find out the data about the effort of English teachers to face the implementation of CBC Curriculum and to seek and scrutinize the appropriate the implementation of CBC curriculum.

Second is research by (Widiastuti, Padmadewi, Artini, 2013) published by University of Ganesha Education Singaraja (pasca.Undiksha). This research was conducted in an attempt to analyze and describe the implementation of English School Based Curriculum (ESBC) in SMAN 5 Denpasar in the academic year 2012/2013. The setting of the research was in three classes and there were three teachers as the subjects of the study. The primary reasons for taking this school as the research setting was mainly because this school provides learners with National as well as International Standard. The teaching and learning processes were conducted entirely in English and the ESBC has been implemented since 2006. The sources of the data were Syllabus, lesson plans and the teaching and learning activities in naturalistic environment of the classroom. This research was conducted to figure out the teachers' understanding of ESBC, the planning of ESBC, the implementation of ESBC and the teachers' problems in implementing ESBC.

This research used as the comparison between the writer' research with other research and also as the other references, research by Widiastuti, Sri, et all entitled a Study on the Implementation of English School Based Curriculum in SMA Negeri 5 Denpasar is analysis about implementation previous

curriculum (2006 curriculum) unlike with the writer' research who conduct implementation of 2013 curriculum. The differences from this research with the writer' research are the subject of the study take three classes and three teacher, differences with the writer' research the setting of the research is from three schools and six teachers and the writer' research take research in junior high school difference with the research by Widiastuti, Sri, et all take in senior high school and also the writer' research investigate the newest curriculum, 2013 curriculum difference with the research by the Widiastuti, Sri, et all investigated about 2006 curriculum.

1.9 The Methodology of the Research

The purposes of the research are drawn. The objective of the research is to analyzeThe implementation of 2013 curriculum in English teaching learning at *Tenth Grade of SMAN 3 Kuningan.*

1.9.1 The Place and Time of the Research

The time of the research is two month (on April 21 – May 21 2014) and the place of the research is SMAN 3 Kuningan Jl. Siliwangi – Kuningan 45554. Mason (2000) states that to know students' personal belief, attitude towards something, we can take the data at school, language course, campus, home, etc.

1.9.2 The Method of the Research

The method of the research is qualitative research. Dawson (2007:15-16 as cited in Aisyah, 2004) states qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group. It attempts to get an in depth opinion from participants. Fraenkel, et al, states (1932:426-427 as cited in Aisyah, 2004) that the characteristic of qualitative research are:

1) The natural setting is direct source of data and the researcher is the key instrument in qualitative research.
2) Qualitative data are collected in the form of words or pictures rather than numbers.
3) Qualitative researcher are concerned with process as well as product

4) Qualitative researcher tend to analyze their data inductively

5) How people make sense out of their lives is a major concern to qualitative researcher.

It means that qualitative research that the human investigation the primary instrument for the gathering and analyzing of data and the meaning is very important to the result of data more than generalization.

1.9.3 The Source and Type of Data

The In this research, the researcher uses both primary data and secondary data research.

1.9.3.1 Primary data source

Primary data source of this research is to analyzed of the implementation 2013 curriculum in English teaching learning. Primary sources are original documents (Correspondence, diaries, report, etc).

Kothari stated (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. 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.

1.9.3.2   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 of Communication. The secondary data source are 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.

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1.9.4   The Instrument of the Research

The instrument of the research of this qualitative research is the researcher hisself. 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.

There are three kinds of instruments involved in this research, that is; (1) deep observation, (2) deep interview, and (3) deep interview.

1.9.5   The Technique of Collecting Data

The researcher uses three kinds of technique of collecting data involved in this research namely deep observation, deep interview and deep questioner

1.9.5.1 Deep Observation

Preliminary observation is conducted in the beginning, to identify the objective condition. The researcher believes that through observation can check and control validity and reliability Kothari (2004: 96). Also to ease the investigation, Tayie (2005: 94) states "the overall goal of data analysis in field observation is to arriver at a general understanding if the pehnomenon under study. In this regard, the obserer has the advantage of flexibility."

In this study, the position of researcher is observer as non participant, in which he can experience what the member's group experience (Kothari, 2004: 96) and get involved such the member partially however more tends to be observer (Alwasilah, 2012: 173). Then, deep investigations follow afterward to dig up the problem and its other aspects or possibilities. The researcher captures the environment in the research field, by taking note, records, snaps, and reports.

1.9.5.2 Deep Interview

The technique that is quite important to do in collecting data is through interview. The researcher tends to chooses it for digging over some information, and need to know whole possibility of issues which existed in the field of research. Tayie (2005: 14), states that qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups. This technique is considered suitable for this study. As Kothari (2004: 97-98) suggests collecting data interview in which involving presentation of oral-verbal resposes, can be conducted also through personal interviews (on face to face) and telephone interviews. It is to overcome the other possibility to unpresented-respondents.

There are three types of interview that is; unstructured interviews, semi-structured interviews, and structured-interviews. In this case, the researcher takes semi-structured interviews to enhance the further information.that researcher usually prepare a list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol (Lodico et. al, 2006 : 124). The interview is needed because the resercher wants to gather information from the teacher deeply about his teaching listening using a language laboratory and if the researcher interview students, a number of them is too much to be interviewed and the researcher has gained the students' comment or opinions about the language laboratory using questionnaire.

The researcher interviewed him in the last meeting in a language laboratory in second semester on May 2014. Interview questions are adopted from Lodico et. al (2006 : 123), but not at all. The resercher made and matched the list of interview questions with the topic that the resercher wants to know, namely: teacher's role in teaching and learning process, the interaction between teacher and students, between student and the other students, the enthusiasm of students, and the contribution when learning listening using a language laboratory not only in listening skill but

also in other language skills and students' behavior. The question of this interview consists of 15 questions that related to the topic and the researcher asked other questions to the teacher if needed.

1.9.5.3 Deep Questionnaire

Students opinions based on their experience learning with 2013 curriculum in English teaching learning were gained through a questionnaire written in Bahasa. The questionnaire consists of 9 closed questionnaire that will be given to 30 students, and 5 of 9 items is free-form or open ones that not only need the short answer, but also need reason why the participants choose it. Finally, there are 3 items require some of comments or opinions from students.

The researcher made questions of questionnaire that covered six aspects of learning experience, namely: foundational knowledge, application knowledge, the human dimension, integration, caring, and learning how to learn. See Appendix B.3 for the list of questionnaire. But, before making questionnaire, the researcher made the scope of questionnaire first. (see Appendix B.2)

1.9.6 The Technique of Analysis Data

"Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information" (Fraenkel, et al, 2012:436 as cited in Aisyah, 2004). Theresearcher will reduce the data firstly. Only the data that can significantly contribute to the research problems the researcher will take from the recorded data.

Creswell (2007) describes the data analysis spiral. Once data are collected, they must be organized and managed. The researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher represents or visualizes the data for others.Data analysis spiral consist of (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

1.9.7 Steps in Conducting of the Research

There are five basic steps in conducting of the research (Sukmadinata, 2009:114-115):

1) Planning

Before doing research, the writer planed the scope and limitation of the problem there are only limit to the English teacher view on 2013 curriculum, previous curriculum, comparison both curriculum and implementation of 2013 curriculum. It is done to minimize a bias and intervention other factors in this research. Then, the writer makes any description of research field and search data source such as the result of interview and observation process as the primary data and supported with the other references as the secondary data. After obtaining primary data, the writer chooses and determines the purposive population and sample from that data source, English teacher in some junior high schools in Kuningan as the object of the research.

2) Pre Data Collection

This step involves a good adaptation and relationship between writer and informant (data source), the writer firstly come to the each school for manage permission to each principal of the school and also with the English teacher as the respondent of the research, it can be reflected from the people who involve in this research. They are teachers and school environment. It is for pre collecting data about research field and early considerations.

One of important activities is doing informal interview with some informants there. We can make brief conversation that relates to research plan we will get useful data to be guideline for doing research. The writer believes that this step will minimize problems faced and make structured research. The interview process involved three categories school, school already implemented 2013 curriculum, in going and don't know when implement.

3) Basic Data Collection

This step is continuing step. Here, after obtaining all data needed the writer can start to collect data more deeply through interview and simple description (observation). Because the writer after doing the second step can see, hear and feel about research, then he can start to analyze data from data existed. The writer begins with the make worksheet to collect data result from interview and observation process systematically in order to make easy the writer arrange the data based on the research questions.

4) Post Data Collection

Collecting and analyzing data end when the writer leaves the research field and he does not collect any data anymore. He stops to collect data when he feels enough to obtain any information needed and does not find any new data. In this step, the writer only ensures that all data have been collected and analyzed completely. This steps is time to the writer begins her work to arrange all of the data which was collected to the next chapter discussion.

5) Completion

This step can be said as perfection step. It means all data have been tidily collected then he should have organized all. Then, he can start to organize research findings by using data analysis.