



**THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON
2013 CURRICULUM TO THE SEVENTH GRADE STUDENTS OF
SMPN 5 KEDIRI IN ACADEMIC YEAR 2014/2015**



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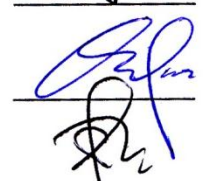

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THE IMPLEMENTATION OF TEACHING ENGLISH BASED ON 2013 CURRICULUM TO THE SEVENTH GRADE STUDENTS OF SMPN 5 KEDIRI IN ACADEMIC YEAR 2014/2015

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ABSTRACT

Cahyaning Wahyu G.S: *The Implementation of Teaching English Based On 2013 Curriculum To The Seventh Grade Students Of SMPN 5 Kediri In Academic Year 2014/2015*, Skripsi, English Department, Teacher Training and Education faculty, University of Nusantara PGRI Kediri, 2014.
Key Words : Teaching English, 2013 Curriculum

Indonesia has been changing the curriculum several times. Curriculum is actually made based on social condition occurring in environment related with moral value that has to be changed. Because of it, the government made curriculum 2013. A scientific approach is a method that is used in teaching English based on 2013 curriculum. Therefore, this research focuses to analyze scientific approach in teaching English and what are the strength and weaknesses of implementing scientific approach in teaching English based on Curriculum 2013 at the eighth grade students of SMPN 5 Kediri in 2014/2015 academic year.

The research design is descriptive qualitative research done to the English teacher of seventh grade students of SMPN 5 Kediri. The researcher choose this school because it has been implementing 2013 curriculum. The study started on October 2014. The data were obtained using interview, documentation and observation. There are three components in the process of analyzing the data: reducing the data, presenting the data, and making conclusion as well as verification.

The writer takes the data from the 3 techniques; observation, interview and documentation. First is observation in the English class by make checklist that content of

what are the strength and weaknesses of the learning process. Second is by the result of interview with the English teacher and the students. Third is by documentation, by collection videos that is recorded when the class is starting.

Based on the result of data analysis, it is found that in Observing stage provides students a moment in which they are stimulated with language input is further elaborated in next stage by giving the material with the media, picture or real object. Here, the researcher finds that the teacher didn't give and explain the material by showing the real object, picture or media. He was just using a book, then explained on whiteboard. Questioning stage. It puts students in the setting of exposed to express out their curiosity by means of the bases of observation in assistance of the teacher. From the findings, the teacher gave some questions related with the material. Experimenting stage. It is a group work in which each student is required to try to practice what is learned by using other source such as interview, read another book or browsing. The teacher will guide the students in trying to practice and develop the ability to master the knowledge and skills mastery. In the findings, the teacher divided the class into the groups, though the groups are divided too much and it is not effective. Each group discussed to answer the task. During the discussion the teacher active to took around. But the teacher just a little in giving feedback. Associating stage. It is a part of group work's activity. The groups collect and share their ideas from the each member to make a conclusion for present in the next stage. The researcher finds that there were some discussion in some students, but also there is no discuss. Networking stage, This is



communicating section. Every group presents and responsible their work in front of the class.

The Researcher suggests the teacher must uses media in learning process, gives the students a chance to looking for information in the other source of study, stimulate the students to make them expree their curiosity.

Then, she also must correct every wrong pronounciation and grammar from the students. For the students, they must active in discussion with heir friends, active ask the questions to increase their knowledge, more confident speak English and study about pronounciation and grammar.

I. INTRODUCTION

Nowadays, Indonesia has been implementing 2013 Curriculum as revision of previous curriculum, School-Based Curriculum (KTSP). In 2013 Curriculum, teaching learning process are used new approach that is scientific approach. This change is expected to be able to improve the teaching quality and the students' competencies including knowledge, skill and attitude. Theoretically, School-Based Curriculum arranged and applied reflects on knowledge, skill and attitude so that it can increase the whole student's potency. School-Based Curriculum is proclaimed as curriculum that can make students more active and critical. Teaching English in Junior High School is needed by the students although in elementary school they have learnt English. By teaching English, the students can learn more about oral and written language to communicate.

In fact, in teaching and learning process sometimes the students feel confuse and do not understand with teacher say because in teaching English teachers must use English when explain the materials. Consequently, the students do not keep attention to the lesson because they feel English is difficult to understand. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teacher's explanation.

The implementation of 2013 Curriculum has significant differences with the implementation of KTSP. One of the differences is in teaching and learning process. In 2013 Curriculum, delivering the subject use scientific approach included observing, questioning, experimenting/exploring, associating and communicating. Teachers are not the only resource for students. Students are asked to look for the other resource that available in surrounding them. Besides that, teaching and learning process not only in classroom but students can study in school environment and society. And teaching and learning process in 2013 Curriculum is including competency in knowledge, skill and attitude. teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

According to Kemendikbud (2013: 161) scientific approach consists of five steps for all subjects. First is *observing*. In observing students are trained about



seriousness, thoroughness and searching for information. Second is *questioning*, students are expected able to develop creativity, curiosity and the ability to formulate questions. Third is *associating*, competencies that developed are honest, meticulous, disciplined, and hard working. Fourth is *experimenting*, here students have to communicate with other and practice to appreciate the opinion from other friend. The last is *networking*, students have to develop their ability to express the idea and practice their ability to use language.

In line with the explanation above, approach that used in 2013 Curriculum are different with approach in School-Based Curriculum. Scientific approach makes students more active to find other source that available in surrounding them because the learning process not only focuses in the class but also outside of class. Moreover, learning process with scientific approach have to touch three components; knowledge, skill and attitude. Teacher can apply various activities in classroom based on those competencies. So, classroom activity has big role because it decides whether or not the goal learning are reached. The activity applied in classroom uncertainly can reach the concepts that have decided because this curriculum still new and there are many interpretation that causes its implementation do not being maximum yet. Theoretically, each step of scientific approach has activity that can develop three components; knowledge, skill and attitude.

Teaching is defined as giving someone training or lesson in a particular subject, how to pass knowledge or skill. There are many kinds of subject has been implemented in 2013 curriculum, especially in Junior High School. One of them is English subject. Teaching English can be said as activity of the teacher in giving or training the English skill and giving them to understand how to learn appropriately.

Here the resercher would like to know the implementation of scientific approach in SMPN 5 Kediri. The researcher decides the place in SMPN 5 Kediri because has english class that suitable with 2013 curriculum practise. On teaching and learning process the teacher used scientific approach. In class, the activity started with greeting and warming up about previous material based on “When English Rings A Bell book”, in theme “ How are you” that contain kinds of greeting. After that they go to the next material in theme “ How are you” that contains expression of thank”. At the first, the teacher applied *observation* stage, here the students were asked to observe the picture and dialog about “expression of thank” in the source book. The second is *questioning*, it is a step where the teacher stimulates the students of asking question. Hopefully the students active to get more knowledge or information. In this step



teacher play videos that show about thank. First video there are mother and son in the bedroom, second video someone who supports his friends in the bike competition, third video someone in the car. After the teacher showed the videos, the students asked what are the video about?" then the teacher explain about each video. The next step is *experimenting*, in this step the teacher divided the class into the groups to find out the kinds of expressions related with theme "How Are You" that contains expression thank" by themselves or they search information in other sources by browsing and opening dictionary to looking for the words to express thanking. After that the students make a dialog and practise in front of the class. The next step is *associating*, in this stage the students and the groups discussed and collected all of the information which got from the experimenting stage became a conclusion in this stage the teacher as a facilitator around each groups to give feedback. The last stage is *networking*, here students practise the dialog that they made in front of the class in pairs, some students still bring a note and just a little pairs without note. The teacher asked them to give comment to their friends who practise the dialog, some students say good, and give applause to their friends.

II. RESEARCH METHOD

This research is categorized as qualitative research. It means that the research does not use statistical formula for analyzing the data. In this study the researcher uses a descriptive qualitative technique. The writer uses qualitative research because she presented qualitative data. The data was not presented in number, but it described in form words or pictures. According to Dornyei (2007:24):

"Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is the analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis."

Based on the statement above, it means that qualitative research does not use numerical data but in the form of words to be sentences that is called description.

This research data collected from class observation during teaching learning process and from interview. This is focus on the implementation of teaching English based on 2013 curriculum and the strength and the weaknesses. In this study, the writer attempts to identify and describes the result of observation of the implementation of teaching English based on 2013 curriculum for seventh grade students at SMPN 5 KEDIRI. The research started on May 2014 until May 2015.



In this research, the population of the research is the Seventh Grade Students of SMPN 5 Kediri. The subject that will choose in this research is the students in English class and the teacher who teaches English subject at the seventh grade students of SMPN 5 KEDIRI. The researcher chooses the subjects because for the students, they are as English learners that following the learning method of 2013 curriculum. For the teacher, the teacher follows workshop about implementation of 2013 Curriculum that has time of teaching for 24 periods/week and has been teaching English for 12 years. So, the teacher is experienced in teaching English.

III. RESEARCH FINDING AND DISCUSSION

Research Finding

The result of interview was conducted to get more data to support and to confirm the data taken from the observation:

1. The Result of Interview

Here, the researcher did two times interview. The first is interview with the English teacher and the second with the seventh grade students.

a. Interview with the English Teacher

This interview happened on May 15th 2015 before he taught in the seventh class. The researcher divides into 3 aspects of interview; the educational background and experiences, 2013 Curriculum Understanding and Teaching using Scientific Approach.

1) The educational background and experiences

In this part, the researcher provided the questions. It covers the educational background of the English teacher and her experiences in teaching English. First question "Apakah pendidikan terakhir anda?" The teacher answered "saya dulu S-1 Pendidikan Bahasa Inggris dari IKIP PGRI Kediri (Sekarang UNP)". Second questions "Berapa lama anda mengajar bahasa Inggris di SMP ini?" He answered "Saya mengajar di SMPN 5 Kediri sudah 3 tahun" Third questions is "Berapa jam dalam seminggu anda mengajar bahasa Inggris?" He answered "saya mengajar 24 jam seminggu". Fourth questions is " Dalam mengajar, anda menggunakan bahasa pengantar apa?" He answered "kadang menggunakan bahasa inggris, kadang menggunakan bahasa indonesia tergantung pemahaman anak-anak. Kalau anak-anak banyak yang gak paham saya ya menggunakan bahasa indonesia".

2) 2013 Curriculum Understanding

In this part, the researcher provided the questions. It covers how far the English teacher understanding about 2013 curriculum. Fifth questions "Bagaimana pendapat anda tentang implementasi kurikulum 2013?" He answered "Kurikulum 2013 itu baik



untuk pembelajaran, juga membuat siswa semangat belajar.” Sixth questions “Ditinjau dr segi implementasi, aspek yang membedakan kurikulum 2013 dengan kurikulum sebelumnya?” The teacher taught for a while then He answered” hmmm.... yang membedakan ya itu metodenya, dulu kan KTSP menggunakan Contextual Learning dan Kuriulum 2013 menggunakan Discovey Learning seperti Project Based, he answered while talking with other teacher.

3) *Teaching using Scientific Approach*

In this part, the researcher provided the questions. It covers how the teacher implements five steps of scientific approach (*observing, questioning, experimenting, associating and networking*) in listening, speaking, reading and writing skill. Seventh question “Pada tahap observing, bagaimana cara anda memberikan materi pada L, S, R, W, mungkin dari listening dulu pak?” He answered “Kalau Listening, ya siswanya saya berikan video supaya bisa menghasilkan pronunciation yang baik, dengan meniru percakapan yang ada di video”. Then, the researcher continued his question “Yang Speaking?” He answered “saya ajak berlatih dialog”. The researcher asked again “Reading?” He answered “ yang reading saya berikan text, lalu saya ajarkan teknik membaca skimming dan scanning.”

The researcher continued ask “Yang Writing?” He answered “ Kalau writing saya ajarkan penulisan kalimat yang sesuai dengan grammar”. The researcher stopped for a minute to wrote down the teacher’s answer. After that the researcher continue to the next questions, Eight questions “ Bagaimana cara anda mengajak siswa untuk mengenalkan/ mengidentifikasi struktur kalimat, vocabulary dan grammar?” He answered “disini siswa saya suruh mencari tema dan kosa kata untuk dikembangkan menjadi kalimat.” Next to Ninth questions “Kesulitan dan kemudahan apa yg anda rasakan dalam tahap observing ini??”

Because of the teacher was busy, he asked to bring the interview guide paper at his home and he promised to give it tomorrow. Continued,the answer of ninth questions is “ kesulitannya dari segi penilaian dan kelebihanannya bisa mengetahui karakter siswa mana yang aktif dan pasif. Tenth questions “Pada tahap questioning, bagaimana cara menuntun siswa agar ereka mampu memnculkan pertanyaan?” He answered” memberikan clue/ leading question terkait tema yang di bahas”. Eleventh questions is “Kesulitan dan kemudahan apa yg anda rasakan dalam tahap questioning ini?” He answered “ kesulitannya siswa kurang aktif, butuh diulang-ulang, kemudahannya mengetahui karakter siswa yang aktif dan pasif”. Twelfth questions “Pada saat experimenting, bagaimana cara anda mengelompokkan siswa pada L, S, R,



W?” He answered “L,S,R,W menggunakan sistem random, setiap kelompok ada siswa yg high and low”. Thirteenth questions” Hal apa saja yang and amati dari kegiatan kelompok siswa?” He answered” diskusi, kerjasama dan keaktifan per individu”. Fourteenth questions “Kesulitan dan kemudahan apa yang anda rasakan dalam tahap ini?” He answered lebih mudah mengetahui karakter peserta didik”. Fifteenth questions “Pada tahap associating, bagaimana cara anda memberikan feedback terkait hasil kesimpulan kelompok siswa?” He answered “ memberikan masukan-masukan terkait topik untuk dilakukan perbaikan pada saat diskusi selanjutnya”. Sixteenth questions “Kesulitan an kemudahan yang anda raakan dalam tahap ini?” He answered” memudahkan untuk memberikan penilaian dari berbagai aspek baik pengetahuan, spiritual dan ketrampilan”. Seventeenth questions “Pada tahap networking, bagaimana cara anda memberikan penilaian / kesimpulan akhir pada L, S, R, W?”. He answered same with observing stage”.

4) Teaching Techniques

In this part, the researcher provided the questions. It covering the techniques that are used by the teacher during he learned English based on 2013 curriculum. Eighteenth question “Teknik apa yang biasa anda gunakan waktu mengajar? He answered” Ya, setiap kelas berbeda, karena setiap siswa memounyai kemampuan berbeda”. Nineteenth questions” teknik apa yang biasa anda gunakan dalam mengajar?” He answered” Scientific approach, discovery learning”. Twentieth question “ Bagaimana cara mengimplementasikan teknik anda?” He answered “ dari abstrak ke konkrit.”

2. English Students

The researcher interviewed with 5 students of seventh grade at May 18th 2015 a day before the teacher gives the lesson to their. The researcher interviewed students to support the data taken from the result of interview the teacher. The researcher gives 20 questions to 5 students randomly. The questions are about teaching and learning English based on scientific approach, the activity of the students in stages of scientific approach and the opinion related teaching English based on 2013 curriculum.

There are some different answers from the students, but here the researcher have grouped which the students that have same answers and the different. First question is “bagaimana cara guru anda memulai pelajaran?” Here all of the students A and C answered “dimulai dengan Berdoa”, Students B, D, E answered “ di mulai dengan memberi salam, berdoa,cek absen, menanyakan PR”. Second question is “apa yang kamu lakukan saat guru memberikan materi?” All of the students answered



“mendengarkan.” Third question is “apakah guru anda memberikan pertanyaan setelah memberikan materi?” All of students answered “ kadang-kadang” . Fourth question is “bagaimana cara guru anda menyampaikan pertanyaan pada anda?” Student A, B answered “guru menanyakan sudah paham atau belum dengan penjelasannya tadi.” Student C, D, E, answered “di suruh mengerjakan soal di buku.”

Fifth question is “bagaimana cara anda menjawab pertanyaan dari guru?” students A and C answered “ ya langsung dijawab”. Students B answered “ ya di jawab”. Students D and E answered “angkat tangan lalu jawab”. Sixth question is “bagaimana jika anda belum memahami materi yang sudah di jelaskan oleh guru anda?” All students answered “Tanya ke guru.” Seventh question is “apakah anda aktif bertanya?” Student A, C answered “kadang- kadang kalau berani ya tanya”. Student B,D,E answered “tidak”. Eighth question is “apakah guru anda memerintahkan anda untuk membaca atau mencari sumber lain saat mengerjakan tugas?” All of the students answered “jarang”. Ninth question is “Hal apa saja yang anda amati saat anda membaca buku / melakukan pengamatan untuk mengerjakan tugas? All of the students answered “mencari jawaban untuk menjawab soal dari guru”. Tenth question is “apa yang anda hasilkan saat melakukan pengamatan?” All Students answered “jawaban”. Eleventh questions is “kemudahan atau kesulitan apa yang anda jumpai saat anda melakukan pengamatan untuk menemukan jawaban?” The strength, all of the students answered “bisa menemukan jawaban bersama kelompok.” The weakness Students A, C answered “ susah menerjemahkan,” students D answered “ tidak paham maksud dari buku” students B,E “kadang tidak menemukan jawaban”. Twelfth question, “Apakah guru anda membentuk kelompok saat pelajaran?” All of the students answered “ya, selalu”. Thirteenth question is kegiatan apa yang anda lakukan saat berkelompok?” All of the students answered “kerja kelompok”.

Fourteenth question is “apa yang di hasilkan dari diskusi anda?” All of the students answered “jawaban-jawaban dari pertanyaan”. Fifteenth question is “kemudahan dan kesulitan apa yang anda alami saat kelompok?” All of the students A, D answered “kemudahannya jawabannya biar cepat terjawab” The weakness, All of students answered “waktunya sempit” Student A and B added “ada teman yang malas kelompok.” Students C,D,E answered ada teman yang gak mau membantu mengerjakan”. Sixteenth question is “apakah semua kelompok mendapat kesempatan maju untuk presentasi hasil diskusi?” All of students answered “ya, semua kelompok maju”. Seventeenth question is “Apa yang dilakukan kelompok lain saat anda / kelompok anda presentasi?” All of the students answered “mendengarkan”. Eighteenth



questions “kesulitan dan kemudahan apa yang anda alami saat melakukan presentasi?” Student A,C,E answered “ndredek karena tidak bisa bahasa inggris”. Student B,D answered “tidak pede karena malu”.

Nineteenth question is “menurut anda apakah kekurangan dan kelebihan K13?” The strength, All of the student answered “boleh buka google,” students D,C,E answered mengerjakan tugas bisa berkelompok jadi cepet selesai”, The weakness, All of the student answered “ PR nya banyak”. Twentieth question is “Apa saran anda untuk K13?” All of the student answered answered “PR nya jangan banyak- banyak”.

Discussion

Based on the observations that was presented by researcher and the result of interview English teacher of SMPN 5 Kediri, the researcher discuss the result of data with the other relevant data from the result of interview and observation (checklist) that will be compared with theory of scientific approach in 2013 curriculum. Besides that, this discussion will answer the two question of the research about how is the Implementation of teaching English and what are the strength and weakness of teaching English based on 2013 curriculum at the seventh grade students of SMP Negeri 5 Kediri in academic year 2014/2015.

1. The Implementation of scientific Approach

Teaching based on 2013 curriculum by using scientific approach includes observing, questioning, experimenting, associating and networking. Before the researcher discusses how the teacher applied scientific approach, The researcher would like to the step of activity that is done by the teacher. First is Pre activity, in this activity the teacher prepares material before given. Before the teacher began the lesson, he said salam and greeting to the students. He checked students’ attendance and asking the condition of students in the class. Second is whilst activity, it content five steps of scientific approach (*observing, questioning, experimenting, associating, networking*). *Observing* stage provides students a moment in which they are stimulated with language input is further elaborated in next stage by giving the material with the media, picture or real object. Here, the researcher finds that the teacher didn’t give and explain the material by showing the real object, picture or media. He was just using a book, then explained on whiteboard. The next is *Questioning* stage. It puts students in the setting of exposed to express out their curiosity by means of the bases of observation in assistance of the teacher. From the findings, the teacher gave some questions related with the material. In first observation there was no question from the students, it is also in

Second observation. In the other hand, The ministry of education and culture (2013:157)



states that Questioning has function to encouraging and inspiring students to actively learn, and develop questions of and for itself. So it is clear that the teacher can't stimulate and inspire the students to make the questions though effective less. The third stage is Experimenting. It is a group work in which each student is required to try to practice what is learned by using other source such as interview, read another book or browsing. The teacher will guide the students in trying to practice and develop the ability to master the knowledge and skills mastery. In the findings, the teacher divided the class into the groups, though the groups are divided too much and it is not effective. Each group discussed to answer the task. During the discussion the teacher active to took around. But the teacher just a little in giving feedback.

The next is *Associating* stage. It is a part of group work's activity. The groups collect and share their ideas from the each member to make a conclusion for present in the next stage. The researcher finds that there were some discussion in some students, but also there is no discuss. So, it is clear that the teacher has less implemented associating stage. The fifth stage is *Networking* stage, This is communicating section. Every group presents and responsible their work in front of the class.

2. Strength and Weakness of The Implementation of Scientific Approach

Based on the findings, the writer has collected data about the strength and weaknesses of the implementation of teaching English by using scientific approach at seventh grade students of SMP N 5 Kediri.

Table 4.1

Strength and Weaknesses of Scientific Approach

Stages	Strength	Weaknesses
Observing	Students interesting and enjoy	No media
Questioning	Students are usual trained listening skill	teacher couldn't stimulate the students
Experimenting	Teacher checked discussion	Teacher less gave feedback, Students were noisy, some students didn't made discussion
Associating	Some groups active discussion	Some group passive
Networking	Teacher helped to correct wrong grammar, appreciated	Students were noisy, didn't focus



In *Observing* stage, the strength is the students looked interesting and enjoy with the lesson, they could answer the leading questions. The weakness is the teacher didn't bring the media in this study, she just used book from the government. So, there was a limited source and there was no innovative of study.

In *Questioning* stages, the strength are the teacher trained student's listening skill by asking the students to follow after him. But, the weakness is the teacher couldn't stimulate the students to make them asked.

In *experimenting* stage, the strength is the teacher active to check the discussion. The weakness is some there are some groups passive. They didn't use a chance to ask the teacher to got support answer, Teacher less gave feedback, Students were noisy, some students didn't made discussion. In *associating* stage the strength is some groups look seriously for discussion. The weakness is there a group who the member was passive. In *Networking* stage, the strength is the teacher corrected wrong grammar and gave appreciate every presentation. The weakness is students were noisy, didn't focus with the presentation

Conclusion

Here conclusion that founded by the writer, the researcher has described the findings about the implementation and the strength and weakness of teaching English based on 2013 curriculum. From the findings the writer would like to make conclusion:

1. The implementation of teaching English:

Teaching and learning process in tenth grade students of SMP N 5Kediri is good enough. The teacher has implemented 5 steps in scientific approach (Observing, Questioning, Experimenting, Associating and Networking) in teaching English learning process. In observing stage provides students a moment in which they are stimulated with language input is further elaborated in next stage by giving the material with the media, picture or real object. Here, the researcher finds that the teacher didn't give and explain the material by showing the real object, picture or media. He was just using a book, then explained on whiteboard. In questioning stage. It puts students in the setting of exposed to express out their curiosity by means of the bases of observation in assistance of the teacher. From the findings, the teacher gave some questions related with the material. In experimenting stage, the teacher divided the class into the groups, though the groups are divided too much and it is not effective. Each group discussed to answer the task. During



the discussion the teacher active to look around. But the teacher just a little in giving feedback, explanation and questions that guided them to found the answer.

In associating stage, The groups collect and share their ideas from the each member to make a conclusion for present in the next stage. In networking stage Every group presents and responsible their work in front of the class. The other group listened and focused to the presentation

2. Strength and Weakness of The Implementation of Scientific Approach

In Observing stage, the strength is the students looked interesting and enjoy with the lesson, they could answer the leading questions. The weakness is the teacher didn't bring the media in this study, she just used book from the government. So, there was a limited source and there was no innovative of study.

In Questioning stages, the strength are the teacher trained student's listening skill by asking the students to follow after him. But, the weakness is the teacher couldn't stimulate the students to make them asked.

In experimenting stage, the strength is the teacher active to check the discussion. The weakness is some there are some groups passive. They didn't use a chance to ask the teacher to got support answer, Teacher less gave feedback, Students were noisy, some students didn't made discussion. In associating stage the strength is some groups look seriously for discussion. The weakness is there a group who the member was passive. In Networking stage, the strength is the teacher corrected wrong grammar and gave appreciate every presentation. The weakness is students were noisy, didn't focus with the presentation.

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