

ARTICLE

**PENERAPAN KURIKULUM 2013 DALAM PENGAJARAN BAHASA
INGGRIS PADA SISWA KELAS VIII SMPN 7 KEDIRI
TAHUN AJARAN 2016/2017**

***THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING
ENGLISH TO THE EIGHTH GRADE STUDENTS OF SMP N 7 KEDIRI
IN ACADEMIC YEAR 2016/2017***



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ABSTRACT

The newest curriculum is called as curriculum 2013. This curriculum development must be based on national education aim. It consists of national culture as well as nowadays demands and national future. So, the content of curriculum 2013 should cover culture, knowledge and skill development. The curriculum consists of some competence that should be achieved by the students in the end of their study. In the end of their learning process, the students should achieve that three main aspects. So, in this research, the writer needs to find the answer of: How is the implementation of 2013 curriculum in teaching English to the eighth grade students of SMP N 7 Kediri in the academic year 2016/2017? In this research, the writer used qualitative techniques. So, the writer did not use any statistical formula. In this way the writer used observation, interview and documentation as research instruments. Based on the result of the research, it can be seen the teacher uses performance, observation, portofolio and formal assessment as the assessment method as the assessment. The teacher applies discovery learning, problem based learning and project based learning as the teaching method. The media used by the teacher is texts got from the students' text book and sometimes using texts from the students' porto-folio. The teacher gives feedback in the form of score and comment. In conclusion, although this is the third year of applying 2013 curriculum in teaching English, the teacher has been applying the teaching method well. He did his teaching well prepared. The 2013 curriculum applied help the students well in learning English especially reading.

Key word: teaching, 2013 curriculum

I. BACKGROUND

Curriculum seem to be the basic thing in educational development. It is a set of rules that regulates the educational process. It is cited by Nunan (2001: 14), "Curriculum is a large and complex concept and the term 'curriculum' is used in a number of different way. In some contexts it is used to refer to a particular programme of study. And 'curriculum' more widely to refer to all aspects of

planning, implementing, evaluating and managing an educational programme."

It means that in curriculum, the educational programme is regulated clearly. There are the regulation about how to plan the program, how to implement, how to evaluate and how to manage the program. In other words, curriculum help the teacher to conduct his or her teaching program.

In Indonesia, there is also certain curriculum to regulate the educational

system. The recent curriculum is called as *Kurikulum Tingkat Satuan Pendidikan* (KTSP). Like its name, this curriculum is constructed by the school itself. It is arranged based on the students' need and characteristics and the important thing is the environment where the students belong to be.

2013 curriculum is the government effort to complete KTSP. The subjects are given in theme. So, it is integrated subjects in every theme. In this curriculum, the teacher should be creative in developing a theme into some integrated subjects. It is the main different side between KTSP and 2013 curriculum.

But, it is still faced that the application of 2013 curriculum still face many problems. The teacher still does not understand well on how and what is theme based curriculum and integrated subjects that should be applied to the students. This kind of teacher's confusing gives bad effects for the students. They do not know what they will learn and the material that is far different with the last material.

Referring to the problem above, it is necessary to make some research on the application of 2013 curriculum in term of teaching English. One of them is the application of teaching English based on 2013 curriculum done in SMP N 7 Kediri. This school is one of state Junior High Schools in Kediri that apply 2013

curriculum for more or less 3 years. This year is the third year of application. Based on the data obtained by the researcher, the application of 2013 curriculum in SMP N 7 is good enough. Most English teacher of SMP N 7 Kediri have followed the teacher training of 2013 curriculum. Besides, one of them becomes one of National Instructors for 2013 curriculum application. It shows that they have good achievement about 2013 curriculum.

Relating to some statements above, it is needed for the researcher to conduct a research under the title "The Implementation of 2013 Curriculum in Teaching English to the Eighth Grade Students of SMP N 7 Kediri in Academic Year 2016/2017". This research is conducted to know on how well the English teacher apply 2013 curriculum in teaching English.

II. RESEARCH METHOD

In this research, the writer needs to find out about the application of English assessment done by the teacher. In this case, the writer's focus is on reading skill. In this research, the writer uses naturalistic ecological hypothesis.

The research took place in SMP Negeri 7 Kediri. This research was conducted in Academic Year 2016/2017. In this case, the writer took the second semester of this academic year. The writer takes the English teacher of SMP Negeri 7

Kediri because she has educational background of teaching English. Besides, she has teaching experiences for more than 10 years. In addition, SMP Negeri 7 has applied 2013 curriculum for about 3 years. So, the writer takes SMP Negeri 7 Kediri as the place of collecting the data. In this case, the writer takes class 8 B as the main subject because in 8 B, there are mix ability students.

III. RESULT AND CONCLUSION

The teaching method seems to be essential in teaching learning process. So, in teaching, the teacher should conduct certain teaching method that can help the student to learn the materials easily. That is why, in this research, the teaching method is discussed first.

Based on the result of interview and class observation, it shows that the English teacher of SMP Negeri 7 Kediri applied those three teaching method in teaching reading based on 2013 curriculum. He applied discovery learning when he asked the students to conclude their learning material after reading a certain text. He applied problem based learning when he asked the students to read then answer some comprehension questions, get solution for some situational problem given similar with the text. And he applied project based learning when he asked the students to find out the similar text from

another sources or make the similar text themselves.

The teaching media should be able to be used in assessing those aspects. In this way, the teacher uses text in teaching reading. He gets the texts from the students' text book. In choosing the texts used, he does not have certain criteria. He only chooses the text based on the topic. Besides, he also asked the students to provide the reading texts. They could get it from internet, another sources even compose it by themselves.

The assessment method seems to be the main thing in assessing the students' skill. It is the way on how the teacher measure and get to know on how far the students' achieve the material and skill including to know on how far his teaching technique is suitable for the students. Based on the result of this research, the English teacher of SMP Negeri 7 Kediri uses four methods. They are performance, observation, portofolio and formal assessment. The assessment organisation is by using pair work, group work even individual work. Moreover, the teacher also assesses the three aspects of assessment. They are skill, attitude and achievement.

So, the suggestions are given to the English teachers and the other researchers. The teacher should be creative in applying the teaching method. It means that in a

meeting, the teacher can apply more than one methods. It can be used to avoid the students' boredom and lose of motivation. The media used by the teacher is good enough. But, it is better for the teacher to use other kinds of media. The media of teaching reading is not only a text. The teacher can use slide, film strips and so on. So, the students will not only find text as their reading media.

IV. BIBLIOGRAPHY

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