A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF 2013
CURRICULUM IN TEACHING ENGLISH AT THE SEVENTH GRADE
OF SMPN 3 JEMBER

THESIS

By:
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

I would like to dedicate my thesis to my Lord Allah SWT and all special people of mine. They are:

1. My beloved parents, Bambang Wagiman, S.Pd., S.P., M.M. and Jariyatur Robiah, S.Pd. Thank you so much for a lot of love, pray, support, and effort in every step I take. Thank you for always being by my side and giving me strength in any situation. I love you so much.

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4. All of my friends that I cannot mention one by one. Thank you for your never ending support.

5. My teachers and lecturers who become my source and guidance of knowledge

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedure and guidelines, e.g. cancelation of academic award.

I hereby grant to the University of Jember the right to archive and to produce and communicate to the public my thesis or my project in whole or in part in the University/Faculty libraries in all forms of media, now or here after known.

Jember, May 2018

The Writer,

Ida Fitria Rachma Putri
NIM. 130210401020

CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF 2013 CURRICULUM IN TEACHING ENGLISH AT THE SEVENTH GRADE OF SMPN 3 JEMBER

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, University of Jember

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This thesis entitled "A Descriptive Study on the Implementation of 2013 Curriculum in Teaching English at the Seventh Grade of SMPN 3 Jember" is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

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8. My beloved almamater, Jember University

Lastly, I hope this thesis will be useful for the readers. Any suggestions and criticism would be appreciated.

The Writer,

Ida Fitria Rachma Putri

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SUMMARY

A Descriptive Study on the Implementation of 2013 Curriculum in Teaching English at the Seventh Grade of SMPN 3 Jember; Ida Fitria Rachma Putri, 130210401020; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

In teaching learning process, curriculum becomes a very important thing in education since it is a general concept which involves consideration of the whole complex philosophical, social, and administrative factors. The latest curriculum applied in Indonesia is 2013 curriculum. The curriculum is needed to be developed because of some reasons such as challenges in the future, competence in the future, public perception, knowledge development and pedagogy, and negative phenomena which could arise. The objectives of 2013 curriculum were for Indonesian better education since it does not only care of the students' knowledge but also establish students' attitude. The teacher's role is very necessary in the success of 2013 curriculum implementation. If the teacher implements it well, students will have real good quality as the objectives of 2013 curriculum. The teacher plays important role in implementing the national curriculum. Whatever the curriculum is, the failure or the success is determined by the teachers. Eventhough, teacher is not only the component in the curriculum, but the success to gain national education goal is teacher as the executor in teaching learning process.

The objective of this study is to know the implementation of 2013 curriculum by the English teacher. It is described based on two aspects that include lesson plan and its implementation on the classroom in teaching learning English, based on the teacher's book and syllabus (the revised 2016). The research problems of this study was "How does the English teacher construct the lesson plan?" and "How is the procedure of English teaching learning process by using 2013 Curriculum?"

This research was a descriptive study. The writer collected the data by using observation, interview, and documentation. The data was collected in May 2018 from the English teacher of grade seventh. The observation was conducted when the researcher observed the teaching learning process in the classroom. The

interview was conducted to the English teacher. The documents are lesson plan and tasks. The area of this research was determined by using purposive method. The researcher chose SMPN 3 Jember because it was selected by the government as one of pilot project schools to implement this new curriculum.

Based on the result of data analysis, it could be reported that the implementation of 2013 curriculum by the English teacher was good enough. On the "planning", the teacher had implemented it correctly based on format of the lesson plan directed by the government on *Permendikbud Nomor 81A Tahun 2013 Lampiran IV* about components and systematic of Lesson Plan. There were nine components of lesson plan; lesson plan identity (name of school, subject, class/semester, material, and time alocation), core competency, basic competence and its indicators, teaching objective, material, teaching method, media, tools, learning sources, steps of learning, activity and evaluation. However, the teacher had not put the set induction and closure activity for each meeting. Besides, some operational verbs *(KKO)* were not applied as it is suggested by Anderson, L.W. and Krathwohl, D.R. that it should be operational verbs.

For the implementation of 2013 Curriculum, based on the observation in the classroom through two meetings the teacher did all the procedure correctly. Although the teacher did not put set induction and closure activity in the lesson plan, the teacher implemented it in the classroom in every meeting. However, in the second meeting she forgot to check the students' attendance. In both meetings the teacher did not complete all teaching learning activity because of the time. In the first meeting the students did not do their excercise and in the second meeting not all students present their work.

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CHAPTER I
INTRODUCTION

This chapter presents the foundation of the research including the background of the study, problem statement, objectives of the study, and the significance of the study

1.1 Research Background

In Indonesia, English plays an important role as a foreign language to enable people to communicate with other people around the world both in formal or non-formal institutions, at school or outside school. According to Indonesian curriculum, the Indonesia's government has put English as a compulsory subject for students in the Junior High School and Senior High School. Meanwhile, at the university, the students learn English as the basic subject, especially those who belong to bilingual or international class. Therefore, it cannot be denied that mastery on English as a foreign language is very essential to catch up with the progress of knowledge.

Teachers, as the persons who are in charge of teaching and learning have to improve their teaching skill and prepare their students to enter global era which is very challenging. The aim of teaching English in Indonesia is developing communication in both spoken and written forms covering speaking, listening, writing, and reading (Zulfikar:2012)

According to Nunan (1997:6), curriculum is a general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program. Thus, curriculum is a very important thing in education which has developed from time to time. The latest curriculum applied in Indonesia is revised 2013 curriculum.

Based on the Decree of the Ministry of Education and Culture in the "Concept and Implementation of 2013 Curiculum" (2014:3-5), 2013 curriculum is developed for some reasons such as challenges and competency in the future, public perception, knowledge development and pedagogy, and negative phenomenon which could arise. In other words, we can say that 2013 curriculum is education of characters based learning because it does not only care of the

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students' knowledge but also establishes students' attitude.

However, this curriculum is not really 'done' yet, because there are still lots of revision. After the first application in the 2013 on some pilot projects, the government found some weaknesses needed to be revised. Not all schools in Indonesia have applied this curriculum in their teaching learning process. It is implemented gradually from 2013/2014 academic year in some schools as pilot project. Meanwhile, some schools in Indonesia who are still not ready yet to apply this new curriculum, still use KTSP (School-Based Curriculum) in English as their guidelines in teaching learning process either for constructing lesson plans or choosing the books. It means that teachers who still use KTSP have not quite understood of how to apply 2013 Curriculum although they have joined training or workshop on that issue. It is because they do not practice teaching using 2013 Curriculum. Based on *Permendikbud Nomor 160 tahun 2014 tentang Pemberlakuan Kurikulum tahun 2006 dan Kurikulum 2013* in the academic year 2019/2020 all schools has been implemented 2013 curriculum. That is why, the researcher wanted to know how 2013 Curriculum has been implemented.

The previous research finding was conducted by Darsih (2014) entitled "Indonesian EFL Teachers' Perception on the Implementation of 2013 English curriculum". The findings showed that the teachers still have lack understanding about the new curriculum, since they are still confused in implementing the new features in 2013 Curriculum. However, the teachers believe that this curriculum is good to be applied in Indonesia because it does not only concern with knowledge but also with students' attitude.

Another research was conducted by Ahmad (2014). It focused on the issues about the change of curriculum, since this new curriculum may arise different interpretation and implementation among teachers. As a result, teachers' interpretation can be divided into two types; correct and comprehensive interpretation, refusal and pessimistic interpretation.

Irmawati and Ashar (2016) in their research also found out that teachers still have lack understanding about 2013 curriculum especially in arranging the lesson plan. Meanwhile, another research conducted by Hakim (2013) concluded that there were three important pillars which are *SKL (standard of graduate*

competence), KI (core competence), and *KD (basic competence).*

Some previous researches point out the lack of teacher's understanding about this new curriculum. Meanwhile, this research describes the implementation of the use of 2013 Curriculum in English language teaching starting from the planning and teaching learning process dealing with some previous researches that show lack of teacher's understanding about this new curriculum.

Since some previous researches showed that the teacher did not apply 2013 Curriculum correctly and the researcher found out a teacher who understands the new curriculum deeper because she is a national instructor, the researcher was interested in conducting a research entitled "A Descriptive Study on the Implementation of 2013 Curriculum in Teaching English in the Seventh Grade of SMPN 3 Jember"

1.2 Research Problems

The researcher was interested in describing how the teacher constructed the lesson plan based on 2013 Curriculum and the procedure or its implementation in the classroom. This research was aimed to give knowledge for the teachers or teachers to be, to use curriculum as the main guideline in teaching. Furthermore, they can apply the latest curriculum in the right way in the teaching learning process.

Based on the background of the study explained above, the problem statement was formulated as: "How is the implementation of the 2013 Curriculum in the Seventh Grade of SMPN 3 Jember?". This problem was specified into:

1. How does the English teacher construct the whole lesson plan?
2. How is the procedure of English teaching learning process by using 2013 Curriculum?

1.3 Research Contribution

1.3.1 Theoretical Contribution

The expected theoretical benefit of this study are; the readers can understand about the implementation of 2013 Curriculum and the general overview on how 2013 Curriculumshould be implemented in Junior High School based on the syllabus and guideline book provided by the government. It includes the planing of teaching learning and the realization or its implementation of

English teaching learning process in the classroom.

1.3.2 Practical Contribution

a) **For the Researcher**

To increase the researcher's knowledge about 2013 Curriculum and the researcher can apply the knowledge to face problems in the real world.

b) **For the College**

The result of this study can be used to improve students' knowledge in English Department as teachers to be. It is expected that students are able and be competent in understanding the teaching process based on 2013 curriculum.
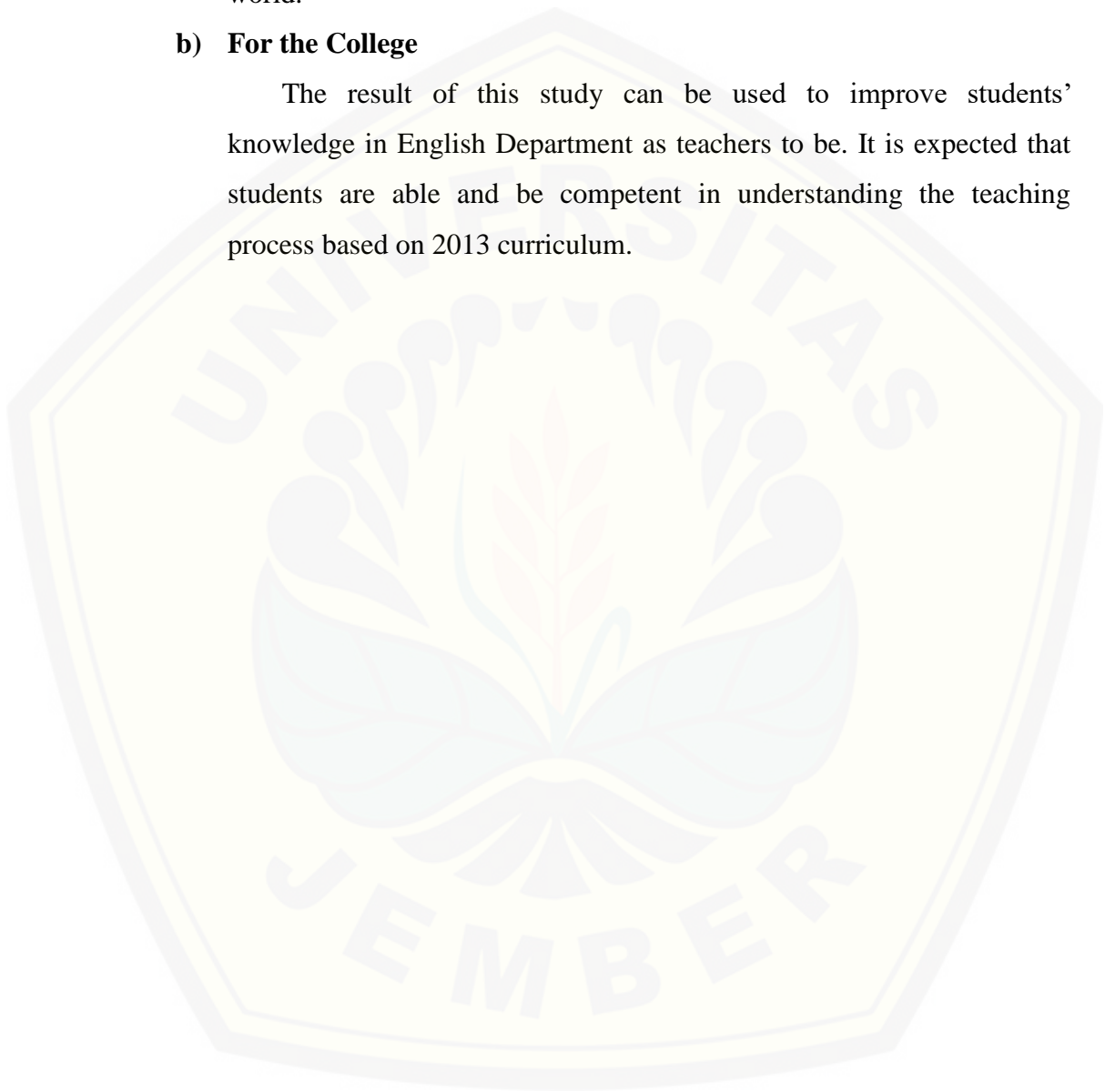
CHAPTER II
RELATED LITERATURE REVIEW

This chapter presents some related literatures of the study including the theoretical framework, conceptual framework, and previous study

2.1 Theoretical Framework

The study conducted to describe an event, activity, or phenomena, is called as qualitative method (Korrapati:2016). This research is designed as a descriptive case study because it describes how the teacher implements the 2013 Curriculum, starting from the planning, the teaching learning activity, preparing the materials, the implementing materials in the classroom, and how the teacher evaluates the teaching learning process.

According to Yin (2009:18), a case study is used to understand a real life phenomenon in depth. It focuses on collecting information about the particular phenomena that happens in real life. In this study, the researcher specifically chose particular instance to understand a specific thing, in this case the implementation of 2013 Curriculum through teacher's comprehension. It is to describe an English teacher's experience in applying 2013 Curriculum as the guideline for teaching learning process.

2.2 Conceptual Framework
2.2.1 Curriculum
2.2.1.1 The Definitions of Curriculum

Sukmadinata and Syaodih (2012:31) stated that curriculum is the core of education, because compared with the other field of education such as management, curriculum, teaching learning, and student guidance, curriculum is the most influential field toward teaching learning result. It is because curriculum covers components in education such as syllabus, lesson plan, materials, method, media, classroom activities, and evaluation. Thus, curriculum holds the most important role in education through the success of teaching learning process.

According to *Undang-Undang No.20 Tahun 2003,* curriculum is a set of plans and arrangements related with objectives, contents, teaching-learning

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materials, and methods used as a guideline in the implementation of learning activities to achieve the national education goals.

So, curriculum can be seen as a concrete plan of implementation of educational theory. It is a set of plan about the purpose, content, and the material which are used as the guideline for teaching learning activities to reach the educational goals.

2.2.1.2 The Function of Curriculum

In detail, Arifin (2011:13-16) mentions that the functions of curriculum can be viewed from various perspectives as follows:

1. The function of curriculum in achieving educational goals is as a tool to establish student's character according to the vision, mission, and national education goals. As stated in *Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, the national education goals are to develop the students' potential to become human beings who have faith to God, good character, health, knowledge, competence, creativeness, independence, democracy, and also responsibility.

2. The function of curriculum for the principal is as a guideline for organizing and guiding school activities. The principal has a responsibility to measure the success of education program at the school they lead by controlling whether the activities of the educational process are based on the applicable curriculum.

3. The function of curriculum for each level of education is as the continuity and power of preparation. Each level of education from kindergarten, elementary, junior high school, senior high school, and college needs curriculum as the preparation or plan before the teaching and learning process itself.

4. The function of curriculum for teachers, practically, is to implement it. Teacher is a person who implements the curriculum in their teaching learning activity.

5. The function of curriculum for supervisors is as the guidelines, benchmarks, or measurement in guiding teacher's activities at school. Supervisors use curriculum to specify which parts need enhancement and

improvement in the effort of curriculum implementation and quality of education.

6. The function of curriculum for society is to give enlightenment and knowledge in various areas of life. Society is dynamic which demands the continuous development of civilization. Therefore, curriculum should be flexible in following the developments. A flexible curriculum is essential to sustain humanity, because it functions and prepares children to face the problems in the society. Therefore, curriculum changes are expected to respond the demands of the period.

7. The function of curriculum for the fresh graduate students is to form a high quality workforce and to be able to compete in increasing productivity. Agencies or companies who work with fresh graduate student can increase the quantity of a product and the quality of workers who will increase the business of an agency or company.

2.2.2 Curriculum 2013

2.2.2.1 The Background of 2013 Curriculum

The 2013 Curriculum has been started to be applied in 2013. There are two main arguments why the 2013 Curriculum is needed. First is the internal factor, such as (1) The previous curriculum *(KTSP)* content is too complicated, it is because it prioritizes the students knowledge, so that students are given a lot of material with a number of subjects. (2) The curriculum has not been based on competency which is appropriate with the function and aim of education yet. It is because the competency in KSTP still focuses on the students' knowledge whilethe function and aims of national education, mentioned in *Undang-Undang No. 20 tahun 2003,* are to make students who have belief and good character. (3)The competency has not shown the domain of attitude, skill, and knowledge holistically; some new competencies needed to face this era have not been available in the old one. (4) It is not appropriate with the change of life in local, national, and global. 2013 Curriculum is not only concern about student's knowledge but also student's attitude and morality too. Nowadays, there are so many problems faced by students, such as mental distraction, bullying, drugs, and many others. So, moral education in the era of globalization is needed as a basis

for students to face the challenges of the times. (5) The standard process of learning has not shown the sequence in detail. (6) The evaluation system is not aimed to evaluate the basic competence (process and result or outcome). In KTSP the main focus is knowledge meanwhile the 2013 Curriculum will evaluated other basic competences like attitude and creativity.

The second is external factor like globalization and education expansion in international level where there are so many sets of problems in globalization era and the government needs efforts to prepare the student to face this era. Mulyasa (2014:97-99) states that 2013 Curriculum is a curriculum based on character and competence and was born as the answer from critique in KTSP Curriculum. 2013 Curriculum is considered to give a solution toward the challenges in the future. The phenomenon appears in this era becomes the government's concern in changing the KTSP 2006 to 2013 Curriculum.

The theme of 2013 Curriculum is to produce productive, creative, innovative, affective Indonesian students through attitude, creativity, and knowledge affirmation. To bring it into reality, in implementing the curriculum, teachers strive for designing an affective and meaningful teaching learning, organizing the teaching learning, choosing the right approach for teaching learning, determining the teaching learning procedure and competence formation effectively, and deciding the success criteria (Mulyasa, 2014:99).

Fadlillah (2014:16) says that the important point in 2013 Curriculum is enchantment and the harmony of soft skills and hard skills which cover competency aspect of attitude, creativity, and knowledge. Soft skill is a person's skill dealing with others including him or herself including the values, motivation, behavior, habits, character and attitude. Therefore, everyone has different soft skill which is influenced by their habit of thinking, speaking, acting and behaving. Meanwhile, hard skill is the ability of understand the material which is in the form of thematic integrative. In this context, 2013 Curriculum attempts to give values that are reflected in attitudes which can be in line with creativity that students can get through knowledge in school. In other words, soft skills and hard skills should be balanced and can be applied in daily life.

Referring to *Undang-Undang No.20 tahun 2003* on National Education System, it is stated that curriculum functions to develop the skills and character development as well as civilized dignified nation in the intellectual life of the nation. So, the changing of Curriculum is expected to become a way in building students' skills and character.

2.2.2.2 The Characteristic of Teaching Learning in 2013 Curriculum

Fadlillah (2014:175) states that teaching learning process in 2013 Curriculum has some characteristics which make this curriculum different from the previous one.

The approach used in the teaching and learning of 2013 Curriculum is scientific approach which is done by a process through observing, questioning, collecting information, associating, and communicating. This kind of teaching learning process maximises students' attitude, creativity, and knowledge. The scientific approach provides teaching material which based on the fact or phenomenon, it has characteristic such as interactive and inspirational, fun, challenging, and motivational to actively participate in teaching learning process.

In 2013 Curriculum, the learning process is evaluated by using authentic evaluation to evaluate the whole students' readiness, process, and result. It can also help the teacher in detecting students' competence accomplishment, including attitude, knowledge, and creativity. Those three have each own instrument. Attitude is evaluated through observing, self-evaluation, evaluation among friends, and journal. In evaluating knowledge, teacher can choose written test, oral test, and performance. Meanwhile, students' creativity can be evaluated through practice, project, and portfolio.

2.2.3 Teaching Components

The teaching learning process will not be done without the components. According to Moedjiono& Dimyati (1993:23), the components of teaching process are students, teacher, teaching objective, materials, method, media, and evaluation. They will be explained below:

2.2.3.1 Students

In education, a student is a complex organism that has a remarkable ability to grow. Students are learning not arranging lessons. They have to study actively to construct their knowledge, and therefore, students are solely responsible for the results of their studies (Moedjiono & Dimyati, 2002).

2.2.3.2 Teacher

Based on *Undang-Undang No. 20 tahun 2003* teachers are people who are qualified as teachers, lecturers, counselors, trainers, tutors, instructors, facilitators, and other predicates in accordance with their specialization, as well as participation in education.

Then, according to *Undang-Undang no. 14 tahun 2005* a teacher is a professional educator with a primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, primary education, and secondary education. So, a teacher is the main person who has control to handle the teaching and learning process.

2.2.3.3 Teaching Objective

In *Permendiknas RI No. 41 Tahun 2007* about the Standard Process, teaching objectives describe the learning outcomes that are expected to be achieved by students in accordance with basic competencies.

2.2.3.4 Materials

Instructional material is the information tools and texts needed by teachers and trainers to plan and review the implementation of learning. According to the National Center for Competency Based Training (2007), teaching materials are set of written and unwritten materials used by teachers or instructors to carry out the learning process in the classroom.

Teaching materials can be defined as a set of instructor's materials that is used to achieve the learning objectives in accordance with core competence and basic competence specified. For example in descriptive text, the material used is the descriptive text of farm area. The learning objective is to make students know what kind of animals usually raised in the farm.

2.2.3.5 Method

Teaching method based on Hamalik (2003:80) is a way used by the teacher in making a connection with students in teaching and learning process to reach teaching objective that is already decided by the teacher. It can be concluded that teaching method is a strategy or manner done by the teacher in the interaction with students to achieve the teaching objective. For example, in teaching writing of invitation the teacher can use project-based learning and asks the students to make an invitation card as a project or the result of teaching and learning process.

2.2.3.6 Media

Sadiman *et. al* (2006:7) state that media are everything that can be used to deliver the material from teacher to the students to stimulate students' mind, feelings, attention, and competence so that the learning process can happen. Meanwhile, Danim (1995:7) states that media are a set of tools or complement used by the teacher in order to communicate with students. For example in teaching the students of how to make an invitation card, teacher will bring the real invitation card as a tool to deliver the material to the student and help students to understand the material. So, it can be concluded that media are a set of tools as source of learning by the teacher in delivering the material to the students to stimulate students' mind, feelings, attention, and competence.

2.2.3.7 Evaluation System

According to Sudjana (2009:3), evaluation is a process in deciding or giving score to the certain object based on certain criteria. Then, evaluation is scoring the student's activity and prospect which is done gradually in the form of exam, practice, daily assignment, or observation, portfolio, performance

2.3 Previous Research Study

A research done by Darsih (2014) inspired the researcher to take this study. However, her focus was English teacher's understanding and perception in 2013 Curriculum. The study revealed that the teachers' understanding about 2013 Curriculum is only about the basic principle. They still have some problems that 2013 Curriculum not easy to be implemented. The teachers still have lack of understanding and are confused in implementing 2013 Curriculum. They think

that government should provide socialization as a prominent effort to determine the success of 2013 curriculum. The socialization can be in the form of workshop and training needed to make teachers familiar with the new features which are not applied in *KTSP*. Even though there are many things to be learned, the teachers believe that this curriculum is appropriate for nowadays conditions in Indonesia since this curriculum is not only concern about the knowledge but also students' attitude.

The researcher also found a study about 2013 Curriculum which focused on the understanding of teacher and policymakers' perspective. The research was done by Ahmad (2014) and was conducted in Makassar, Indonesia. His focus was on the issues about the change of curriculum, since this is a new curriculum which might arise different interpretation and implementation among teachers. The new curriculum arranged by the policymakers may be interpreted in different way by the teachers.

As a result, the English teacher thought that the curriculum is a positive, innovative, and creative change in the English teaching practice for the future of Indonesia. It also provides different types of teaching learning process from traditional to modern pedagogic dimension. So, the teachers agree with the change of curriculum since they believe that it will bring a good impact either for the teacher or students. Teachers believe that their experience and knowledge will influence their perception about the curriculum change.

Meanwhile, the teacher's interpretation is divided into two types, the first is correct and comprehensive. It belongs to the teacher whose mindset wants to know and learn the new curriculum. However, the teachers interpret the concepts based on their own level of understanding. The second type belongs to the teachers whose mindset is to refuse the change of curriculum because it is the hardest inner constraint, as they tend to be pessimistic. The government and associated policy makers need to transform the policies into a more operational term since it needs big amount of efforts such as time and money, to make this change of curriculum successful.

In line with the evaluative study conducted by Irmawati & Ashar (2016) which was conducted in Bantaeng shows that some teachers still lack of

understanding about the lesson plan specifically in formulating the learning objectives, selecting learning resources, and learning models. In conducting the learning process, all teachers who were observed did not give set induction and motivation well. In conducting assessment the teacher thinks that it is complicated and difficult to apply.

Hakim (2013) in her study which focused on the essential requirement for English teacher in implementing 2013 Curriculum concluded that there were three important pillars in 2013 curriculum that the English teacher should know and implement. They should understand the standard of graduate competence, core competence, and basic competence. The teacher should also understand the nature of scientific approach and authentic assessment. Other important thing is to know how to apply them in the classroom.

Some previous researches showed that there were so many teachers who did not apply the 2013 curriculum correctly. The teachers think that the features in 2013 curriculum are hard to understand and confusing to apply. Furthermore, there are some revisions gradually done to this curriculum. However, the teachers think that this curriculum is good since it does not only emphasize on the knowledge but the students' attitude too. So, the teachers hope that there will be more workshop or training held to give a deeper knowledge about this curriculum to the teachers.

This research described the implementation of using the 2013 curriculum by the teacher, Ms. Ima Melati, S.Pd., M.Pd., starting from the plan and the implementation in teaching learning process. The participant in this research was the national instructor in one of favorite schools in Jember. She had great experience to share about teaching and learning using 2013 curriculum.

CHAPTER III
THE STUDY

This chapter highlights the explanations of some aspects dealing with the research method applied in the research. The aspects are research design, research context, data collection method and data analysis method.

3.1 Research Design

In this research, the writer applied qualitative design because the purpose of the study was to describe certain situation deeply by having descriptive data in the form of words. In this case, the writer described the planning its implementation done by the teacher of the seventh grade students at SMPN 3 Jember in implementing 2013 Curriculum. Moleong (2012:4) stated that qualitative study is a research procedure which produces descriptive data as words in written or oral from people and their behavior being observed.

This research used descriptive qualitative research because the aim of this research is to show and describe the implementation of 2013 Curriculum in teaching English to the Seventh Grade students in SMPN 3 Jember. According to McMillan (1992:144), a descriptive research simply describes a detail phenomenon. In line with the explanation, Suryabrata (1991:78) explains that a descriptive research is a research that does not need hypothesis, but it tends to describe a certain situation of the research.

3.2 Research Context

In this research, determining the research area was done purposively. Arikunto (2002:24) states that purposive method is a method of choosing research area which is based on certain purpose. The researcher chose SMPN 3 Jember because of some reasons. First, SMPN 3 Jember is one of great schools in Jember because every year the students can achieve high scores in national examination. Second, SMPN 3 Jember is the only one reconciliation school in Jember which means that if there any visitors from other city it will be directed to this school. Located at Jalan Jawa no. 8 Jember this school had impressive achievement and student's output based on their national examination score and every week in

ceremony they always have time to announce some students who win various competitions. SMPN 3 Jember is a pilot project school applying 2013 curriculum to make the students easier in learning English from 2013/2014 academic year. SMP 3 Jember has about 280 students every year divided into eight classes.

3.3 Research Participant

In English subject, SMPN 3 Jember has National Instructor who always joins National coaching. Her name is Ms. Ima Melati, S.Pd, M.Pd. As a National Instructor she is mentoring about 26 teachers in Jember. Therefore, it can be claimed that she had a lot of experiences in teaching English using 2013 Curriculum. She is teaching the seventh and the ninth grade students at SMPN 3 Jember but she did not allow me to have a study with the ninth grade students because she wanted her students in the ninth grade focused on the national examination. So the participant was the teacher in the seventh grade.

3.4 Data Collection Method

Data collection method is an important step in a research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. The writer chose three methods which are:

3.4.1 Observation

This method was applied to get a complete description of the implementation of the revised 2013 Curriculum in teaching English to the Seventh Grade students. The researcher observed the situations in the class when the teacher gave the lesson. The researcher observed the teacher in implementing "planning" and its implementation based on the revised 2013 Curriculum which was analyzed. The information about what the English teacher did in the teaching learning activity can be seen in App. D p. 39.

The aim of this classroom observation was to get complete information about the activities in the classroom. The observation was done twice to get a complete observation for one chapter. Since the limited time, the teacher allowed the researcher to have research for one chapter only, besides one chapter has already applied those five steps of teaching English (observing, questioning,

collecting information, associating, and communicating) based on 2013 Curriculum.

3.4.2 Interview

In a qualitative study, interview is really important. According to Sugiyono (2008:231), interview is a meeting of two persons to gain information and idea about a particular topic. Another reason why the researcher wanted to use interview wass because it was more flexible and open-minded for informant because the teacher could answer it in her own words. This method was intended to get the data about the teaching sets such as the objective in teaching English using 2013 Curriculum, the teacher's role and the students' roles. Some purposive questions were provided to guide the researcher in conducting the interview with the teacher about the implementation of using 2013 Curriculum in teaching English through the in-depth interview. As the teacher answered the questions, the researcher recorded the interview to be checked later.

3.4.3 Documentation

Documentation is a method of data collection in the form of written records and can be assured as well as the official evidence (Moleong, 2000:160). The researcher conducted a documentation method by documenting things related to the implementation of 2013 Curriculum in 2013, for example lesson plan and document designed by the teachers.

3.5 Data Analysis Method

The researcher used content analysis from Miles and Huberman (1994:12) which is popular as interactive model. It has three main components; reducing data, displaying data, and drawing conclusion.
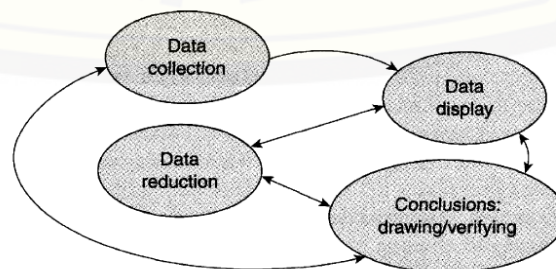
Source: Miles and Huberman, 1994: 12

3.5.1 Reducing Data

Miles and Huberman (1994:16) stated that the first step of analyzing qualitative data is reduction for example writing the summary and teasing out themes. The interview was recorded in audio and transcribed into written text. The researcher deleted the irrelevant data from the interview. According to Miles and Huberman (1994:17) the data can be reduced through selection, summary and paraphrase. Through the selection, the researcher selected the data which had no relation with the topic to be deleted. In paraphrasing, the researcher changed the words or phrases from the interviewees into the easier way to understand without changing the meaning. In summarizing, the researcher summarized the result of interview to show the main ideas discussed with the interviewee so it was focused on the topic.

3.5.2 Displaying Data

After reducing the data, the researcher categorized the interview transcript based on the question on the research problem which had two main focuses; the planning and its implementation system of revised 2013 Curriculum in teaching English. Displaying data was a process of consolidating data from observation, interview, and documentation. According to Miles and Huberman (1994:17) there are many different ways of displaying data such as graph, chart, networks, and diagram. In this case, the data displayed the process of planning and implementation of 2013 Curriculum. It was displayed in the form of flowchart displaying the step of implementing teaching English using the revised 2013 Curriculum.

3.5.3 Drawing Conclusion

In the last step, the researcher drew conclusion about the findings. The conclusions were presented in the descriptive form based on the research study. However, it is possible that the conclusion maybe noted earlier in the analysis (Miles and Huberman, 1994:18-20)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research results and suggestions. The researcher expects to be able to derive the representative conclusion which concluded the fact to describe how the teacher of the seventh grade student implemented the 2013 Curriculum. The suggestions are proposed to the headmaster, the English teacher, the English teacher trainee and the future researcher.

5.1 Conclusion

Based on the result of the data analysis and discussion above, it could be concluded that the implementation of 2013 Curriculum in teaching English to the seventh grade at SMPN 3 Jember were good, although there were some inappropriate components on syllabus and in its implementation in the classroom. The steps of the implementation of 2013 Curriculum done by the English teacher on the Seventh Grade students were as follows:

1. Planning
   a) Prepare the 2013 Curriculum syllabus provided by the government for the seventh grade students
   b) Core competence (*KI), and* Basic competence *(KD)* and main material (social function, language elements, and topic) were available in the syllabus.The teacher adapts it from syllabus.
   c) The teacher developed indicators and learning objective by matching it with basic competencies and teaching learning activities.
   d) English material and its time allocation were already provided in the Teacher's Guide Book for each chapter.
   e) Choosing the media, learning sources and method by adjusting the teaching learning process and school facilities.
   f) Arranging evaluation instrument (knowledge, attitude, and creativity)

2. Implementation
   a) Conducting pre activity and post activity in each meeting, but in second

emeeting the teacher forgot to check students' attendance

b) Conducting teaching learning process with scientific approach, through five steps those are; observing, questioning, colleting information, associating, and communicating

c) Using song as teaching and learning media

d) Conducting teaching learning process with Project Based Learning

5.2 Suggestion

Related to the findings toward the teachers' implementation of 2013 Curriculum, some suggestions are given to the following people:

5.2.1 The Headmaster

The headmaster should prepare school facilities to support teaching learning activities such as LCD projector and language laboratory.

5.2.2 The English teacher

Based on the result, the teacher is suggested to pay attention to time management, since in the first meeting students did not have enough time to do their work and in the second meeting not all of the students can present their work.

5.2.3 English teacher trainee

It is highly suggested to the English teacher trainee to learn how to construct teaching learning process based on 2013 Curriculum because the old one is no longer used started from 2019/2020 academic year.

5.2.4 The future researcher

The future researcher can use this research as a consideration to develop a new research in the same field. The result of this research can be used as a source of information for the future researcher. Since in this study the researcher has not describe the evaluation system yet, the future researcher may use it as a topic for new research.

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Appendix B

THE SCHEDULE OF CONDUCTING THE OBSERVATIONS

No.	Observation	Time (Date/Day)
1.	First Meeting	7 May 2018
2.	Second Meeting	9 May 2018

GUIDE OF THE SUPPORTING DATA INSTRUMENT

A. In-Depth Semi-Struction Interview Guide

Interviewee : IM, S.Pd., M. Pd.

Date : 7 May 2018

No.	Questions	Answers
1.	How long have you been teaching in SMPN 3 Jember?	I've been teaching at SMPN 3 Jember since 2009
2.	What do you know about the 2013 Curriculum concept? What is the significant difference between the 2013 Curriculum and KTSP?	As I know, the most obvious difference between KTSP and 2013 Curriuclum is the focus. The KTSP more focuses on students' knowledge, while K-13 tries to balance knowledge, attitude, and creativity
3.	When do you usually construct the lesson plan? How did you develop it?	I construct lesson plan usually before the teaching and learning process. I develop it from syllabus and teacher's guidance book
4.	What kind of preparation did you do before the teaching learning process?	I think material is the most important thing to be prepared before teaching learning process. I like to use *'kekinian'* material because it makes students become more excited in learning process.
5.	Do you usually apply scientific approach (5M) in the teaching learning process?	Yes, because it is the characteristic of 2013 Curriculum
6.	What kind of method do you use in teaching learning process?	It depends on the material. For example in this chapter the method is project based learning.As

		a result, I ask the students to analyze a song in pair
7.	What kind of media or tools do you use in teaching learning process?	It depends on the material, but because all LCD projectors in this school are broken and the language laboratory is no longer used, it is a little bit challenging for me to make media, especially for material which needs visual look such a picture and video. This chapter actually will be more attractive if students can see the video from the LCD projectors.
8.	What kind of learning resource do you use in teaching learning process?	Books and materials from internet. If the materials are taken from internet, I should choose whether I have to adopt or adapt it
9.	Did you give assignment to the student?	Yes, but not in every meeting
10.	Did you conduct the remedial and enrichment program?	Yes, I conducted it after examination
11.	What kind of obstacles do you find in implementing 2013 Curriculum?	I didn't find any obstacles in implementing 2013 Curriculum. But I think the books 'When English Ring a Bell' provided by the government is only based on activity so the material presented in this book is so lack. Also, school's infrastructures are not enough to support teaching learning process
12.	What kind of effort do you do to cope with those obstacles?	I will find another material from internet and other books. For the

		39	material which needs visual look I will print it out. Precisely, we as teacher, should make those problems challenging because teacher are demanded to one step foward from their students.

B. Documentation Guide

No.	Data Taken	Data Resource
1.	The teacher's lesson plan	Document
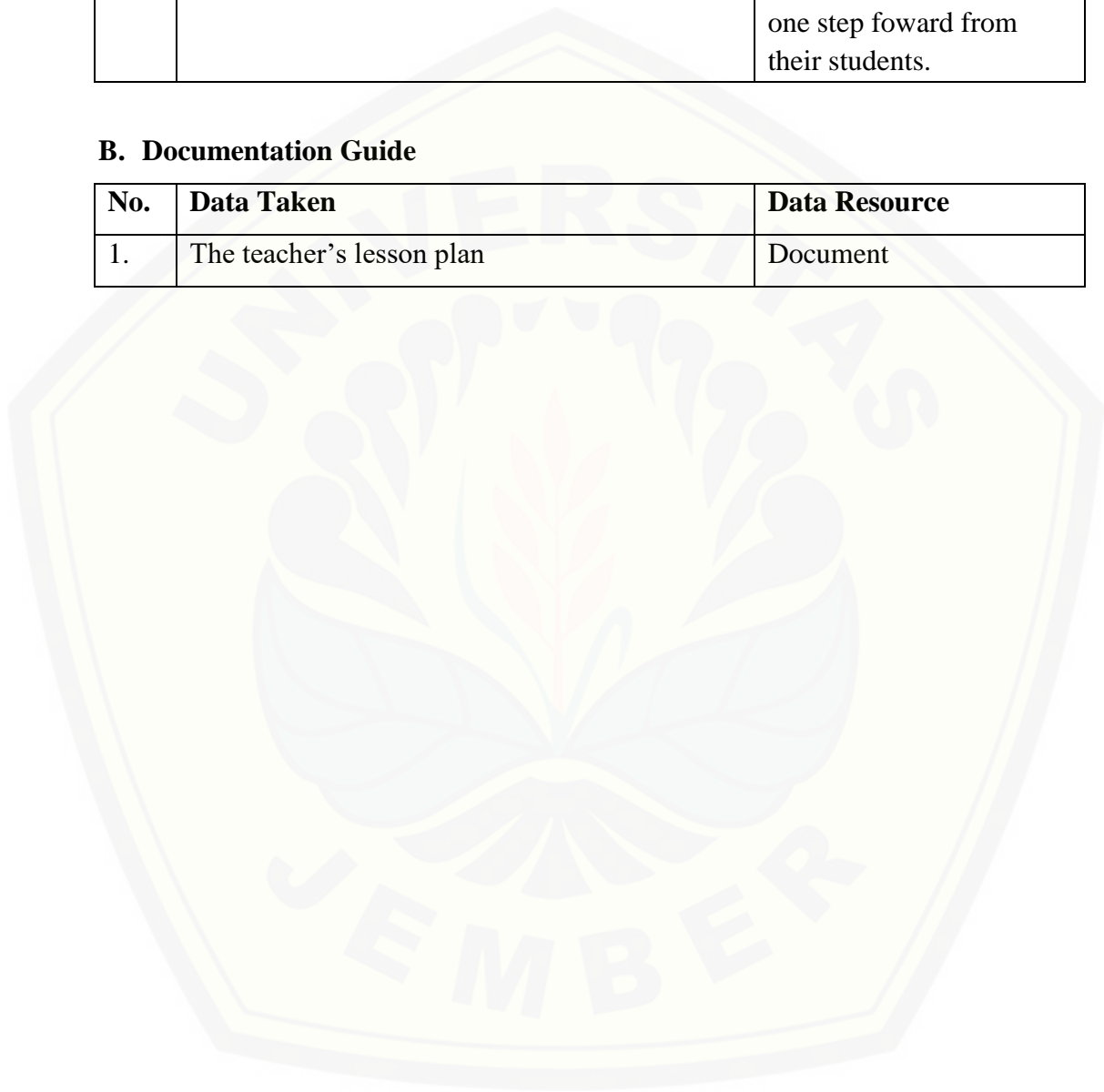
OBSERVATION GUIDE FOR PROCEDURE

Date   : 7 May 2018
Time   : 10.55-11.35
                12.15-12.55

No.	Activity	Yes	No
1.	Pre-Activity		
	a. Greeting	√	
	b. Checking students attendance	√	
	c. Encouragement of intimacy/ creating the harmonious atmosphere of learning	√	
	d. Stating learning objective	√	
2.	Main Activity		
	a. Logical sequence
• Observing
• Questioning
• Experimenting/Collecting Information
• Associating
• Communicating	√
√
√
√	
	b. Attitude, skill, and character development	√	
3.	Post Activity		
	a. Summarizing	√	
	b. Giving feedback	√	
	c. Giving homework	√	
	d. Evaluating (attitude, knowledgde, creativity)	√	

Adopted: *Panduan Penguatan Proses Pembelajaran Sekolah Menengah Pertama (2014)*

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Date   : 9 May 2018
Time   : 07.55-09.15

No.	Activity	Yes	No
1.	Pre-Activity		
	a. Greeting	√	
	b. Checking students attendance		√
	c. Encouragement of intimacy/ creating the harmonious atmosphere of learning	√	
	d. Reviewing	√	
	e. Stating learning objective	√	
2.	Main Activity		

	b. Logical sequence
	    • Observing
	    • Questioning
	    • Experimenting/Collecting Information
	    • Associating
	    • Communicating
		√
		√	

	b. Attitude, skill, and character development	√	
3.	Post Activity		
	a. Summarizing	√	
	b. Giving feedback	√	
	c. Giving homework	√	
	d. Evaluating (attitude, knowledge, creativity)	√	

Adopted: *Panduan Penguatan Proses Pembelajaran Sekolah Menengah Pertama (2014)*

OBSERVATION FOR LESSON PLAN

Format Lesson Plan

Sekolah:
Mata Pelajaran:
Kelas/semester:
Materi Pokok:
Alokasi waktu:
A. Kompetensi Inti (KI)
B. Kompetensi Dasar dan Indikator
C. Tujuan Pembelajaran
D. Materi Pembelajaran (Rincian dari Materi Pokok)
E. Metode Pembelajaran

F. Media, Alat, dan Sumber Pembelajaran
    1. Media
    2. Alat/Bahan
    3. Sumber Belajar

G. Langkah-langkah Kegiatan Pembelajaran
    1. Pertemuan Kesatu:
        a. Pendahuluan/Kegiatan Awal (...menit)
        b. Kegiatan Inti (...menit)
        c. Penutup (...menit)
    2. Pertemuan Kedua:
        a. Pendahuluan/Kegiatan Awal (...menit)
        b. Kegiatan Inti (...menit)
        c. Penutup (...menit), dan seterusnya

H. Penilaian
    1. Jenis/teknik penilaian
    2. Bentuk instrumen dan instrumen
    3. Pedoman penskoran

Adopted: Permendikbud Nomor 81A Tahun 2013 Lampiran IV (Komponen dan Sistematika RPP)

1. **English Material for VII Grade SMP/MTs**

Chapter	Tittle	Basic Competence	Material	Time Allocation
VIII	That's what friends are supposed to do	3.8 4.8	memberi dan meminta informasi terkait makna lirik lagu	2 meetings

(Adopted from Buku Guru"When English Rings a Bell" kelas VII Edisi Revisi)

2. **Core Competence for Junior High Scool in Seventh Grade**

Kelas VII
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

3. **Basic Competence, Main Material, and Teaching Learning Acivity for Chapter 8**

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu: 3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur	1. Fungsi social Mengembangkan nilai-nilai kehidupan dan karakter yang positif 2. Unsur kebahasaan a) Kosa kata dan tata bahasa dalam lirik lagu b) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	1. Membaca, menyimak, dan menirukan lirik lagu secara lisan. 2. Menanyakan hal-hal yang tidak diketahui atau berbeda 3. Menyebutkan pesan yang terkait dengan bagian-bagian tertentu 4. Melakukan refleksi tentang proses dan

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kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	c) Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	hasil belajarnya

Adopted: Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah – Revisi 2016 (SMP/MTs)

4. Operational Verbs (KKO)

a. Cognitive

C1 Mengingat (remember)	C2 Memahami (understand)	C3 Mengaplikasikan (apply)	C4 Menganalisis (analyze)	C5 Mengevaluasi (evaluate)	C6 Mencipta (create)
Mengutip	Memperkirakan	Menegaskan	Memecahkan	Membandingkan	Mengumpulkan
Menerbitkan	Menceritakan	Menentukan	Menegaskan	Menilai	Mengatur
Mejelaskan	Merinci	Menerapkan	Menganalisis	Mengarahkan	Meracang
Memasangkan	Mengubah	Memodifikasi	Menyimpulkan	Mengukur	Membuat
Membaca	Memperluas	Membangun	Menjelajah	Merangkum	Mereparasi
Menamai	Menjabarkan	Mencegah	Mengaitkan	Mendukung	Memperjelas
Meninjau	Mencontohkan	Melatih	Mentransfer	Memilih	Mengarang
Mentabulasi	Mengemukakan	Menyelidiki	Mengedit	Memproyeksikan	Menyusun
Memberi kode	Menggali	Memproses	Menemukan	Mengkritik	Mengode
Menulis	Mengubah	Memecahkan	Menyeleksi	Mengarahkan	Mengkombinasikan
Menyatakan	Menghitung	Melakukan	Mengoreksi	Memutuskan	Memfasilitasi
Menunjukan	Menguraikan	Mensimulasikan	Mendeteksi	Memisahkan	Mengkonstruksi
Mendaftar	Mempertahankan	Mengurutkan	Menelaah	Menimbang	Merumuskan
Menggambar	Mengartikan	Membiasakan	Mengukur		Menghubungkan
Membilang	Menerangkan	Mengklasifikasi	Membangunkan		Menciptakan
Mengidentifikasi	Menafsirkan	Menyesuaikan	Merasionalkan		Menampilkan
Menghafal	Memprediksi	Menjalankan	Mendiagnosis		
Mencatat	Melaporkan	Mengoperasikan	Memfokuskan		
Meniru	Membedakan	Meramalkan	Memadukan		

b. Affective

A1 Menerima	A2 Merespon	A3 Menghargai	A4 Mengorganisasikan	A5 Karakterisasi menurut nilai
Mengikuti	Menyenangi	Mengasumsikan	Mengubah	Membiasakan
Menganut	Menyambut	Meyakinkan	Menata	Mengubah perilaku

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Mematuhi	Mendukung	Memperjelas	Membangun	Berakhlak mulia
Meminati	Melaporkan	Menekankan	Membentuk pendapat	Melayani
	Memilih	Menyumbang	Memadukan	Membuktikan
	Menampilkan	Mengimani	Mengelola	Memecahkan
	Menyetujui		Merembuk	
	Mengatakan		Menegosiasi	

c. Psychomotor

P1 Meniru	P2 Manipulasi	P3 Presisi	P4 Artikulasi	P5 Naturalisasi
Menyalin	Kembali membuat	Menunjukan	Membangun	Mendesain
Mengikuti	Membangun	Melengkapi	Mengatasi	Menentukan
Mereplikasi	Melakukan	Menyempurnakan	Menggabungkan	Mengelola
Mengulangi	Melaksanakan	Mengkalibrasi	Beradaptasi	
Mematuhi	Menerapkan	Mengendalikan	Memodifikasi	
Mengaktifkan	Mengoreksi	Mengalihkan	Merumuskan	
Menyesuaikan	Mendemonstrasikan	Menggantikan	Mengalihkan	
Menggabungkan	Merancang	Memutar	Mempertajam	
Melamar	Memilah	Mengirim	Membentuk	
Mengatur	Melatih	Memindahkan	Memadankan	
Mengumpukan	Memperbaiki	Mendorong	Menggunakan	
Menimbang	Mengidentifikasi	Menarik	Memulai	
Memperkecil	Mengisi	Memproduksi	Menyetir	
Membangun	Menempatkan	Mencampur	Menjelaskan	
Mengubah	Membuat	Mengoperasikan	Menempel	
Membersihkan	Memanipulasi	Mengemas	Mensketsa	
Memposisikan	Mereparasi	Membungkus	Mendengarkan	
Mengkonstruksi	Mencampur		Menimbang	

(Anderson, L.W. and Krathwohl, D.R. : 2001)

5. Teaching and Learning Activity

a. Observing

The activites that are done in this stage try to maximize the senses of seeing, hearing, and reading, or watching. The material observed by the students is in the form of social functions, genneric structures, and language features of the genre text given whether by listening and reading interpersonal text / transactional, special functional text, and

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functional text, in the form of readings, video, or sound recording.

b. Questioning

In this stage the students are constructing their knowledge in the form of a concept about the social function of the text and procedures of the structure text through group discussions or class discussions. In the process of questioning, teacher should develop students' curiosity and critical thinking skills. Besides, it also demands the process of active participation of students.

c. Collecting information

In this stage the students are trying or exploring the materials in order to internalize newly acquired/learned knowledge and skills. In this process students practice to reveal new things that they have learned.

d. Associating

In this stage the students are associating or reasoning, it is the process of developing students' ability in grouping and comparing the ideas and events to put it into their memory. The experiences have been memorized are related and interacted with previous experiences. Especially, in English subjects the students are guided to group and compare text based on social function, text structure, and language features.

e. Communicating

Communicating activities are aimed at developing students' abilities in presenting all knowledge and skills they have learned, in written or orally. This activity is not only about knowledge and communication skills but also about the problems and achievement experienced during the learning process. Thus, it describes students' capability in mastering attitudes, knowledge, and skills. So, this process of communicating is always accompanied by writing journals.

(Adopted from Buku Guru"When English Rings a Bell" kelas VII Edisi Revisi)

TEACHER'S LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 8.2)

Sekolah	: SMP Negeri 3 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII (Tujuh)/Genap
Materi pokok	: That's what friends are supposed to do *("Count on Me")*
Alokasi Waktu	: 4 x 40 menit (2 kali pertemuan)

A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, procedural,dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.8	Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.	3.8.1	Mengidentifikasi kosakata penting (key words) dalam lirik lagu*"Count on me"* dengan benar dan tepat.
		3.8.2	Membaca/menyanyikan lyric lagu *"Count on Me"*secara bersama-sama dengan

			pelafalan yang benar.
		3.8.3	Menjawab *pertanyaan* dari guru tentang lagu yang diputarkan dengan benar.
4.8	Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.8.1	Mengidentifikasi pesan lagu dalam lirik *"Count on Me"*.
		4.8.2	Menulis kalimat tentang *what I'm supposed to do when...*
		4.8.3	Mencari lyric lagu terkait kehidupan remaja kemudian menganalisa kosa kata dan pesan pada lagu tersebut secara individu.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi kosakata dalam lirik lagu dengan benar dan tepat.
2. Menyanyikan lagu dengan pelafalan yang benar.
3. Menjawab pertanyaan dari guru tentang lagu dengan benar.
4. Mengidentifikasi pesan lagu dalam teks lagu
5. Menulis paragraph tentang *what I'm supposed to do when…*
6. Menganalisa makna lagu tentang kehidupan remaja

D. MATERI PEMBELAJARAN

(Lirik lagu terkait dengan kehidupan remaja SMP/MTs.)

1. Fungsi sosial: Mengembangkan nilai-nilai kehidupan dan karakter yang positif.
2. Unsur kebahasanan dari ungkapan menanyakan dan menyatakan informasi terkait
   (a) Kata, ungkapan, dan tata bahasa, dan karya seni berbentuk lagu
   (b) Ucapan, tekanan kata, dan intonasi
   (c) Ejaan dan tanda baca
   (d) Tulisan tangan

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3. Topik: Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN

Project Based Learning

Scientific Approach

F. MEDIA PEMBELAJARAN

1.   Lirik lagu "Count on Me".
2.   MP3 Song "Count on Me".

G. SUMBER PEMBELAJARAN

1.   Buku guru: Kemendikbud. 2016. When English Rings a Bell, Kelas VII.
2.   Bright English by Erlangga
3.   Dictionary.

H. LANGKAH –LANGKAH PEMBELAJARAN

A. Pendahuluan	10'
Pendahuluan • Mengucapkan salam. • Berdoa bersama dipimpin salah seorang siswa. • Memeriksa kehadiran siswa. • Memberikan apersepsi yang terkait dengan materi yang akan diajarkan • Menyampaikan tujuan pembelajaran.	
B. Kegiatan Inti	60'

Pertemuan ke-1
Mengamati
• Guru meminta peserta didik untuk menyimak lagu *"Count on Me"*
 	
Menanya
• Guru bertanya pendapat siswa setelah menyimak lagu, misalnya:
    1. *The title of this song is ...* [tunggu sampai peserta didik menyebutkan] *... 'Count on me.'*
    2. *'Have you ever heard the song before? It is a nice song and quite popular among teenagers. It is a happy song.*
    3. *Does anybody know what the song is about?*
    4. *What do we need to do to know the message of a song? This is what we are going to do.*	

Mengumpulkan informasi • Guru membaca lirik lagu perbaris diikuti oleh seluruh peserta didik dengan pengucapan yang benar. • Guru meminta peserta didik untuk menyanyikan lagu *"Count on Me"* bersama-sama dengan pelafalan yang benar. • Secara berkelompok yang terdiri dari 4 orang, guru meminta peserta didik untuk mempelajari makna leksikal dari lagu *"Count on Me"* dengan bantuan kamus/ bertanya pada guru. • Secara individu guru meminta peserta didik untuk mengerjakan Task 1 **Mengasosiasi** • Secara berpasangan siswa menjawab soal pada buku "*When English Rings a bell"* halaman 182. • Secara individu guru meminta peserta didik untuk membuat paragraph tentang *"what I'm supposed to do when…"* **Mengkomunikasikan** • Guru meminta peserta didik untuk membacakan paragraph yang telah mereka tulis. **Pertemuan ke-2** **Mengasosiasi** • Secara berpasangan siswa menganalisa sebuah lagu tentang kehidupan remaja dengan menjawab 5 pertanyaan tentang lagu tersebut **Mengkomunikasikan** • Secara berpasangan peserta didik mempresentasikan analisa lagu	
C. Penutup	10'
• Peserta didik bersama guru menyimpulkan materi pembelajaran. • Melakukan refleksi diri terhadap proses pembelajaran dengan meminta siswa memberikan pendapat tentang proses pembelajaran. • Mengakhiri pelajaran.	

I. PENILAIAN

1. **TeknikPenilaian**
   a. Sikap spiritual dan social   : Jurnal

   b. Pengetahuan   : Tes tulis (Pertanyaan tertulis tentang lagu).

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c. Keterampilan : a. Kemampuan menulis paragraph tentang "*What I'm supposed to do when…*"

b. Kemampuan memformulasikan pesan lagu dalam kalimat yang benar secara tata bahasa.

2. Pembelajaran Remedial

- Pembelajaran ulang dan test ulang, jika> 50 % dari jumlah siswa memperoleh nilai dibawah KKM.
- Tugas kelompok atau tutor sebaya, jika20% - 50% dari jumlah siswa memperoleh nilai dibawah KKM.

3. Pembelajaran Pengayaan (Jika< 20% dari jumlah siswa memperoleh nilai dibawah KKM)

Instrumen Penilaian:

a. Penilaian Sikap (Lampiran I)
Jurnal
Nama Sekolah : SMP Negeri 3 Jember
Kelas / Semester : VII / Ganjil
Tahun Pelajaran : 2016 / 2017

b. PenilaianPengetahuan (Knowledge) – KI. 3

Tipe : Tes Tulis
Instruksi : Menjawab pertanyaan tentang lagu dengan baik dan benar.
Rubrik Penilaian Pengetahuan (Knowledge) – KI. 3

NO	ASPEK YANG DINILAI	KRITERIA	SKOR
A	Jawaban	Setiap jawaban benar, tulisan benar	2
		Setiap jawaban benar, tulisan salah	1
		Setiap jawaban salah	0

Penskoran:
NA = $\frac{Skor\ Perolehan}{Skor\ Maksimal}$ x 100

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Rubrik Penilaian Keterampilan Menulis (KI. 4)

Criteria	Needs Improvement	Fair	Good	Excellent
Punctuation	1	2	3	4
Capitalization	1	2	3	4
Grammar	1	2	3	4
Content/Idea	1	2	3	4
Spelling	1	2	3	4

Rubrik penilaian Ketrampilan berbicara (KI. 4)

NO	ASPEK YANG DINILAI	KRITERIA	SKOR
1	Pengucapan (Pronunciation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancer	5
		Lancar	4
		Cukup lancer	3

		Kurang Lancar	2
		Tidak Lancar	1
4	Ketelitian (Accuracy)	Sangat teliti	5
		Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

Pedoman Pensekoran Nilai Keterampilan:

NA = {*Skor Perolehan* X 100}
Skor Maksimal

Jember, 2 April 2018

Mengetahui,   Disusun oleh,

Kepala SMPN 3 Jember   Guru Mata Pelajaran

Hj. Khoirul Hidayah, S.Pd,M.Pd   Ima Melati Dewi, S.Pd, M.Pd

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006

LAMPIRAN

Lampiran 1

INSTRUMEN PENILAIAN SIKAP DAN SOSIAL

Jurnal
Nama Sekolah   : SMP Negeri 3 Jember
Kelas / Semester   : VII / Semester 1
TahunPelajaran   : 2017 / 2018

No.	Nama Peserta didik	Tanggal	Kejadian	Butir Sikap	Tindak Lanjut
Dst	….	….	….	….	….

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Lampiran 2

Count On Me
By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you
Oooh
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah
You'll always have my shoulder when you cry

I'll never let go, never say goodbye
You know...

[Chorus:]
You can count on me like 1, 2, 3
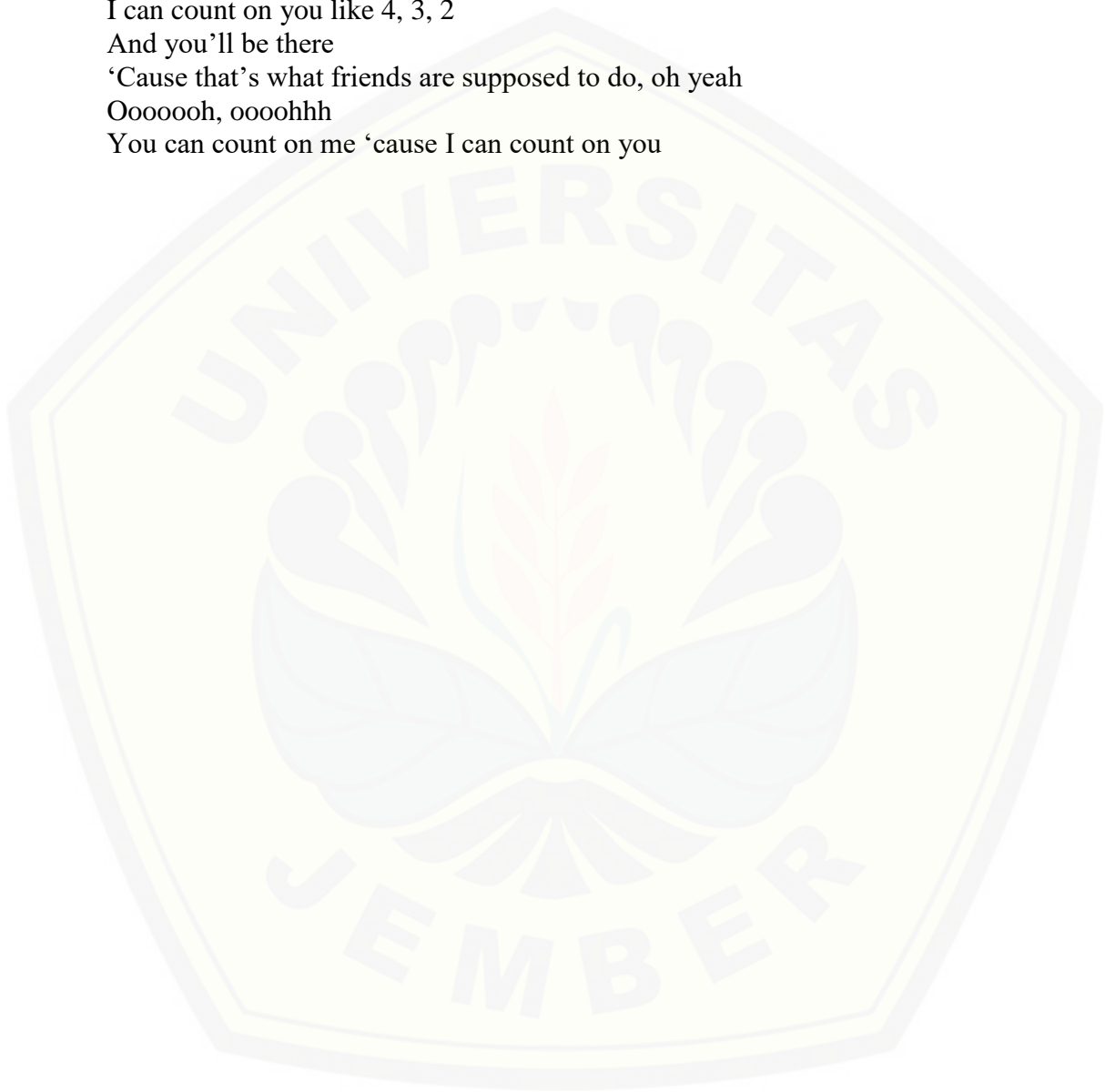I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh
You can count on me 'cause I can count on you

LAMPIRAN 3

Task 1

Answer the following questions based on "Count on Me"

1. What is the title of the song?
2. Who makes the song popular?
3. Mention five verbs used in the song!
4. What does the word *count on* mean?
5. What is the theme of the song?
6. Who do you count on? For what do you count on?
7. Does anyone count on you? For what?

LAMPIRAN 4

Task 2

Find the sentences from the song which are relevant to the folowings. Number one has been done for you.

1. Trouble, how hard it is, will never stop you from helping your friend.

   If you ever find yourself stuck in the middle of the sea, I'll sail the world to find you.

2. A friend will always show us the way each time we are lost.
3. We know what life means when we help others
4. A good friend will rely on each other.
5. A true friend will stay by your side at any situations.

LAMPIRAN 5

Task 3

Based on the answers expressed in task 1 number 6, write a paragraph of ***"what I'm supposed to do when…'***

Example 1

My sister Anne counts on me to help her with her math assignment. When she got difficulties on her math tasks, I'm supposed to teach her how to do it.

Example 2

My mother counts on me to babysit my sister. I'm supposed to feed and bath my sister when my mother gets busy with her chores

LIST OF PICTURES

1.1 Interviewing Process

1.2 Observation Process