

## **CHAPTER IV**

### **FINDING AND DISSCUSSIONS**

In this chapter, the researcher will present the finding of research and discussions of the implementation of the 2013 Curriculum in teaching writing, the materials, the assessments, and the problems in the implementation curriculum 2013 in teaching writing at Muhammadiyah 5 Junior High School of Surabaya.

#### **4.1 The implementation of the 2013 Curriculum in teaching writing at Muhammadiyah 5 Junior High School Of Surabaya**

##### **4.1.1 Finding**

The implementation of learning English at Junior High School Muhammadiyah 5 of Surabaya consists of three key stages. They are called pre-activities, core activities and post activities. Pre-activity is an activity where the English teacher must make the syllabus, lesson plan, prepare instructional methods and media. Then, the teacher does the core stage (learning in the classroom). At this activity, the teacher implements what they have been written in the lesson plan. Also, in this activity the teachers should implement a scientific approach in the learning process.

In this second stage, the teacher also put the aspects of attitudes, the attitudes of students in participating learning process in the classroom. Also, the learning process in the classroom should be dominated by the students, such as; the students be more active during the learning. Students are required to seek out the information which they have not gotten yet. This is evident when the

researcher followed the learning process in the classroom. The process like this is in accordance with the concept of the curriculum in 2013, the process-based assessment. The teacher in this case is not the only source of learning<sup>1</sup>.

The third stage in the implementation of the curriculum in the classroom is the stage of assessment, such as the assessment of knowledge and skills. This assessment is based on the work or products that have been produced by students. All these stages must be performed by a teacher to obtain the value of the student. The concept of curriculum assessment in 2013 that applied in SMP Muhammadiyah Surabaya 5 uses variable number 1 to 4.

The researcher found that in the curriculum of 2013, the teachers are required to be professional in designing affective and meaningful learning, organizing learning, choose the appropriate learning approach, the learning procedure and determine the competence formation effectively, and establish success criteria. This is in accordance with the professional duties of a teacher and a principal.

#### **4. 1. 2 Discussion**

In the researcher's analysis, the teachers should have already prepared the syllabus and lesson plans in the early stages, this is in accordance with the basic tasks that a teacher should design the effective and meaningful learning. The researcher analyze that, the teachers can be called competence if they have an ability to design the learning materials. In teaching English, the teachers implemented the curriculum in 2013 well, but a few of the teachers could do the

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1 Intan Purnamasari, Makalah "*Implementasi Kurikulum 2013*", STAIN Tulungagung, 2013

implementation well in teaching English. In the researcher view, during the observation the teacher did not completely accept the syllabus and lesson plans when in the learning process, whereas those are important to support their teaching. It proofed that the implementation of the 2013 curriculum is not maximal at Junior High school Muhammadiyah 5 of Surabaya. Also it is supported by the vice principal, he explained that the implementation only runs about 80%.

Moreover, the implementation of learning English using the material "English-writing" in Junior High School Muhammadiyah 5 of Surabaya ran pretty well. The Researcher observed that actually it is not much different from the KTSP, the differences only appear in the approach of learning and assessments. At this time, the students are learning actively and creatively in participant the learning activity following study. The implementation of the 2013 appears when the learning phases take place in the classroom is in the scientific approach which was given by the teacher when teaching in the classroom. This research analyzes the core activities which consists of observing, questioning, experimenting, associating, and communicating.

## **4. 2 The materials are used in teaching writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School Of Surabaya**

### **4. 2. 1 Finding**

The object of learning materials that was researched by the researcher at SMP Muhammadiyah 5 Surabaya was matter of instruction, short notice and warning. This material was prepared in accordance with the existing curriculum syllabus 2013. The materials such as; text instruction (instruction), in the sign or signs (short notice), warning (warning / caution), was submitted by the student. It was by the student who is able to identify; the purpose of short notices communicative purposes in groups based on leading questions teachers, the structure of sentence on notice identify, Collecting short notices which they found in the school environment, Capturing the meaning of short notices which they found, Making short text notices in groups and mention the purpose of the text short notice which has been made.

The material on curriculum of 2013 consists of knowledge, attitudes and skills which is developed based on standards of competence and basic competence. The content of learning materials in the form of knowledge includes facts, concepts, principles and procedures. The learning materials related to the skills include the ability to develop ideas, choose, use of materials, and use of equipment and working techniques. While the materials related to the attitude or value is material relating to the scientific attitude. such as; the value of togetherness, the value of honesty, the value of compassion, the attitude of helping each other, Excitement and interest in learning, the spirit of work, willing to accept the opinions of others and would be criticized.

#### 4. 2. 2 Discussion

The researcher found the elements of the curriculum in 2013 based on the material taught above as follows.

- a. Fact: The material will illustrate the fact of the violation or restrictions that occur in the community. Material of "English writing" on short notice, warning / caution, and instruction including useful material when students live in the community. This material is consistent with the fact that being in the community. This material is provided with the hope that later can assist students in identifying language, capture the meaning contained in it and students can also make the sentences associated with instruction, short notice or warning / caution.
- b. Concept : The material is taught with the concept of how to write the correct sentences and proper instructions. Indeed, one of the elements of this curriculum is about the concept in 2013, which with this material the students can write about the concept of instruction, short notice or warning / caution.
- c. Principle: The material on short notice will be beneficial to everyone and to maintain public order and safety.
- d. Procedure: In writing the short notice, there are some procedures or limits which must be passed; it teaches how to order materials or the rules that govern it. With these materials, it helped the students to understand and apply the instruction, short notice or warning / caution in their surroundings are. It is expected, they will understand what is instruction, short notice or warning / caution.

### **4.3 The assessments are used to assess writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School of Surabaya.**

#### **4.3.1 Finding**

The recap of the results which is received by the researcher of the English language subject teachers, the written score is between 1 to 5. On the lesson plan list, the material aspects of awareness writing is harmonious text, choice of vocabulary, and grammar options. Scores are listed ranging from 1 to 5. Scores 5 is for the best answer and score of 1 is for a less precise answer (Attached). The aspects of assessment which assessed attitudes aspect consist of polite attitude, honest, confident, responsible, and cooperation. All these attitudes were assessed when the learning took place. The latter is a skill aspect, this aspect assesses student's skills in her ability to speak (speaking skill). The aspects were pronunciation, intonation and fluency.

After the third assessment process was completed, the three aspects are recapitulated into values in a table which are then labeled "conversion competence of knowledge, skills and attitudes". This step is used to detect the predicate value which has been achieved by the students in learning. The predicate include A, A-, B +, B, B-, C +, C, C-and D +.

### 4.3. 2 Discussion

In the Researchers analysis, the teacher's assessment is an authentic assessment. By definition, authentic assessment is a form of assessment which the students are asked to perform the real-world tasks that demonstrate meaningful application of essential knowledge and skills. Another definition, Authentic Assessment is an assessment of the direct and immediate measure (Mueller, 2006:1)<sup>2</sup>. There are many activities will be more obvious when assessing directly, such as the ability to argue or discuss, skills in speaking and writing. Similarly, the assessment can be used to assess the attitudes or behavior of the students during the learning process in the classroom.

But there is a little uncomfortable of this assessment, the assessment is given with collective than individual. In this aspect, the assessment attitude should be written during the learning process. But the fact, the teacher writes it after learning is complete. The assessment on the curriculum of 2013 in the materials of "English writing" are very variations, not only cognitive aspects, but also the aspects of psychomotor and affective which also complete their assessment. These assessments can help students who are less intelligent, because when the collective assessment of students who are less proficient group helped by the acquisition value. Also, the students who are less intelligent can be helped by the affective value.

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<sup>2</sup> Nuryani Y. Rustaman, FPMIPA dan Sekolah Pascasarjana UPI, "*Penilaian Otentik (Authentic Assesment) dalam Penerapannya Dalam Pendidikan sains*"  
[/http://file.upi.edu/Direktori/SPS/PRODI.PENDIDIKAN\\_IPA/195012311979032-NURYANI\\_RUSTAMAN/PENILAIAN\\_OTENTIK\\_Sgr'06.pdf](http://file.upi.edu/Direktori/SPS/PRODI.PENDIDIKAN_IPA/195012311979032-NURYANI_RUSTAMAN/PENILAIAN_OTENTIK_Sgr'06.pdf)

#### **4. 4 The problems in the implementation curriculum 2013 in teaching writing at Muhammadiyah 5 Junior High School of Surabaya**

##### **4. 4. 1 Finding**

From interviews with several speakers, the researcher found several problems in the implementation of the curriculum in 2013. The problems arose over the implementation of the 2013 curriculum are: Changes to the curriculum of the KTSP in 2013 had encountered resistance from the teachers' readiness to implement this curriculum. It may be caused that it is still new, so it took time for the teachers to change their mindset from the KTSP into the curriculum in 2013. The Teacher must always be innovative, creative and based IT in the learning process. Teachers also struggled to develop the material, because the material in the book 2013 curriculum different from the material on KTSP.

##### **4. 4. 2 Discussion**

In the Researchers analysis, the problems that have been faced by Junior High School Muhammadiyah 5 of Surabaya in implementing curriculum of 2013 is the same as that faced by other schools but it is not as complex as in other cities. The researcher assess that the problem occurs only on pedagogical issues itself, namely the ability of the teachers in designing learning and applying learning in the classroom curriculum in 2013. The teachers which in their mindset have been curriculum of 2013 will have no difficulty in implementing this curriculum, but teachers are still old-style in teaching will be left far behind in the implementation of the curriculum in 2013.