

CHAPTER V

CONCLUSION AND SUGGESTION

As the results of this study can be summarized as follows:

5.1 Conclusion

Of the results of this study can be summarized as follows:

The Implementation of learning English at SMP Muhammadiyah Surabaya 5 consists of three key stages. Namely Early Stage, Core Stage and Late Stage. Early stages are stages that must be performed by an English teacher before presenting the material, by making the Syllabus, Lesson Plan, prepare instructional methods and media to its teaching aids. Second stage, the teacher implements that have been written in the lesson plan and also assess aspects of attitudes. The third stage in the implementation of the curriculum in the classroom is the stage of assessment, the assessment of knowledge and skills.

The materials are used in teaching writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School of Surabaya is matter of instruction, short notice and warning. This material is prepared in accordance with the existing curriculum syllabus 2013. The content of learning materials in the form of knowledge includes facts, concepts, principles and procedures. The material taught above has applied the elements of the curriculum of 2013 include: Fact, Concept, Principle and Procedure. This material also contains a short notice the value of togetherness, the value of the attitude in helping each other, and the value of the spirit of work and willing to accept the value of other people's opinions.

The assessment process is applied in SMP Muhammadiyah 5 Surabaya in learning English language writing material consists of three aspects, namely assessment aspects of knowledge, skills and attitudes. On the aspects of knowledge and skills granted after the end of the learning process, while for a given aspects attitude when learning took place. The latter is a skill aspect. After the third assessment process was completed, the three aspects are recapitulated value into a value in a table which is then labeled "conversion competence of knowledge, skills and attitudes". This step is used to detect the predicate value what has been achieved by the students in learning. Predicate include A, A-, B +, B, B-, C +, C, C-and D +. The teacher assessment above is an assessment that is authentic assessment, the Assessment immediately.

The problems in the implementation curriculum 2013 in teaching writing at Muhammadiyah 5 Junior High School of Surabaya is some teachers are still not ready with the new curriculum, the mindset still KTSP, teachers are still not innovative and creative, weights or materials on curriculum in 2013 is easier than KTSP.

5.2 Suggestions

5.2.1. For Teacher

Firstly, unprepared teacher can increase the percentage in 2013 in the implementation of the school curriculum. More and more teachers are prepared in the implementation of the curriculum in 2013, the greater percentage of success. Secondly, mindset of a teacher must be willing to change of mindset to a mindset KTSP curriculum 2013. Thirdly, teachers should be more active in innovating and creative in finding learning resources. And the last, teachers must constantly update information about the current development of curriculum 2013

5.2.2. For Students

First, Students should be more active in participating in learning in the classroom. Students who will not be able to passively accept the science or study well followed. Second, students should be more active in reading and searching for information. More reading will be able to add insight and can answer questions from the teacher. The last, hopefully students can be more creative and discipline in following the learning process in the classroom in order to produce the work, or the best value.

5.2.3. For Schools

First is, schools must improve facilities to support the success of the learning process. Support facilities that can support the successful implementation of the 2013 curriculum. Then, Policy of a school principal in managing teacher should be good mindset so that teachers in implementing the 2013 curriculum may change significantly. Also, Schools must often conduct training on curriculum in 2013 that teachers receive adequate provisions to implement the curriculum in 2013.

5.2.4. For Researchers

There are the other things for the next researchers to examine the implementation of the curriculum in 2013. If interested in researching the curriculum of 2013, the researchers suggest the examining of the differences in the implementing of multiple intelligences system with curriculum 201, thus because the draft of the curriculum of 2013 is one of the originator of the Multiple Intelligences System or better known as Human schooling.