

**PBI PRE - SERVICE STUDENTS' UNDERSTANDING
TOWARD THE INDONESIAN RECENT CURRICULA**

THESIS

Submitted by

Mahfuddli Sahli

NIM. 140203191

Student Of *Fakultas Tarbiyah Dan Keguruan*
Departemen Of English Language Education



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by:

MAHFUDDLI SAHLI

NIM. 140203191

Student of Fakultas Tarbiyah dan Keguruan

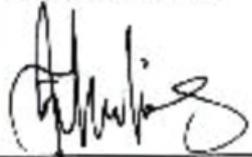
Department of English Language Education

Approved by :

جامعة الرانيري

AR-RANIRY

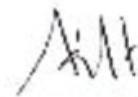
Main Supervisor



Fitriah, M.Pd

Date : 24 / 7 - 2020

Co-Supervisor



Azizah, M.Pd

Date : 20 / 7 / 2020

It has been defended in sidang munaqasyah
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On:

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In Darussalam, Banda Aceh
Board of Examiner,

Chairperson,



Fitriah, M.Pd

secretary



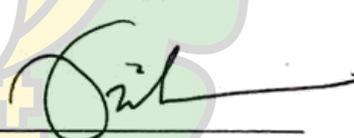
Fera Busfina Zalha, M.A

Member

47 

Aziah M.Pd

Member



Fithriyah, M.Pd

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.

Nip. 195903091989031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pb.fik@ar-raniry.ac.id Website: <http://pb.ar-raniry.ac.id/>

Surat Pernyataan

Saya yang bertanda tangan di bawah ini

Nama : Mahfuddli Sahli
NIM : 140203191
Tempat/Tgl. Lahir : Suka Makmur/ 26 mei 1996
Alamat : Jln. Simpang Balik Belang mancung, Suka Makmur
Timur, Bener Meriah
Judul Skripsi : PBI Pre - Service Students' Understanding Toward the
Indonesian Recent Curricula

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MAHFUDDLI SAHLI

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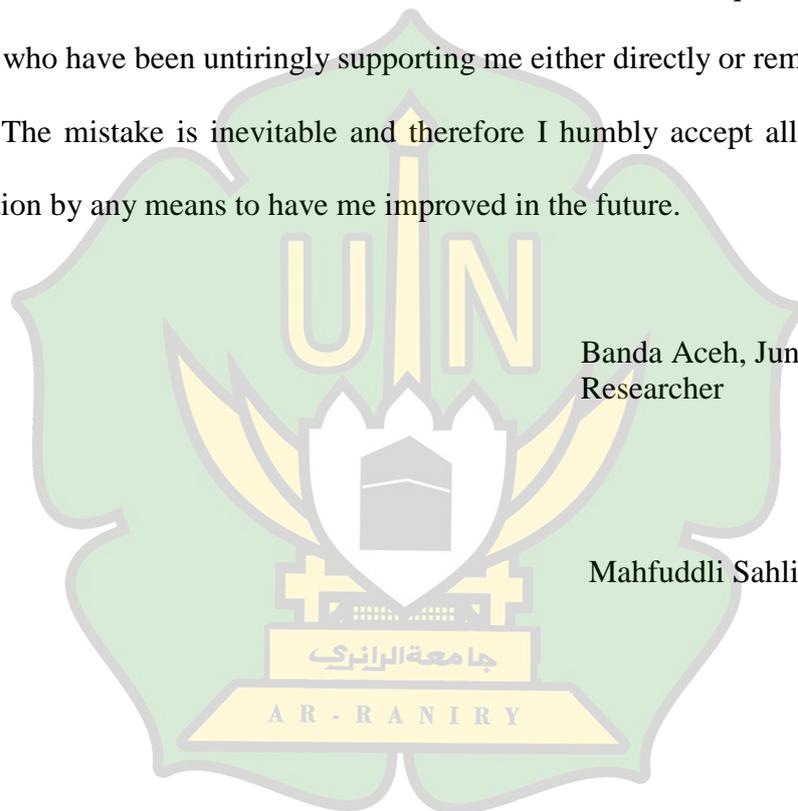
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Researcher

Mahfuddli Sahli

ABSTRACT

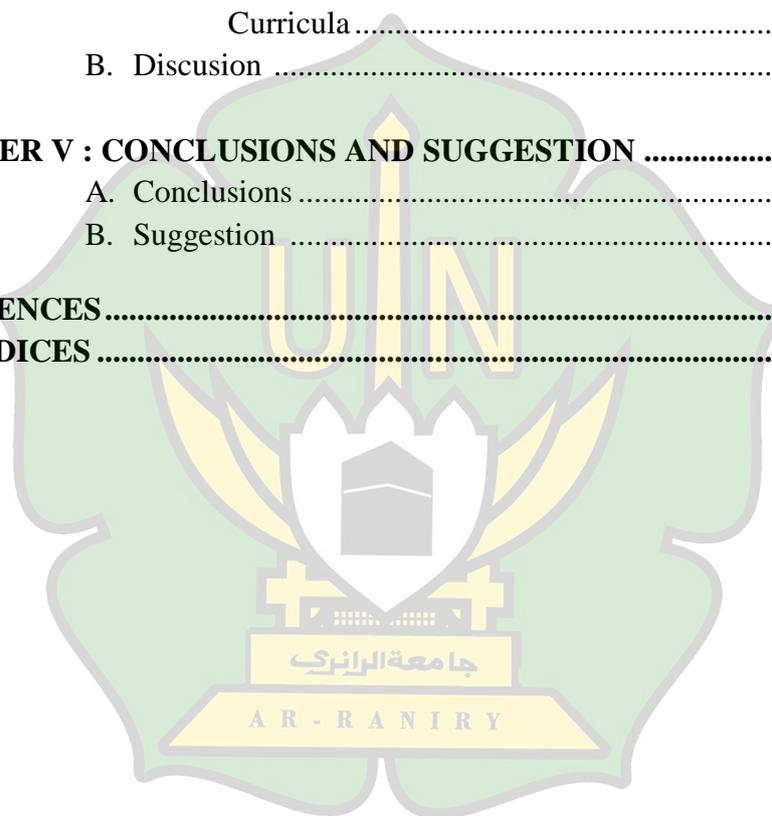
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Reg. No : 140203191
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Educatio
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Co-Supervisor : Azizah, M.Pd
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The present research was conducted to discuss PBI pre-service students' understanding toward the Indonesian recent curricula. It was aimed to get two purposes from the research objectives. The Study attempted to invertigate about PBI pre-service students' understanding of the implementation of the Indonesian recent curricula And the difficulties which were faced by them in applying Indonesian recent curricula. To fulfill the purpose of the research, the researcher employed a qualitative method. The participants of this research were 10 PBI pre-service students which were chosen purposively. The data were obtained through the interview and documentation. The findings of this research revealed that almost PBI pre-service students understood the theory of 2013 curriculum and its implementation and only few of them had the difficulties in understanding it. In addition, to support the data of the interview, the researcher analyzed lesson plans which were made by PBI pre-service students during the pre-service program. The results of the document analysis showed that some of the student still made did not follow the format fro the government, especially in designing learning activity.

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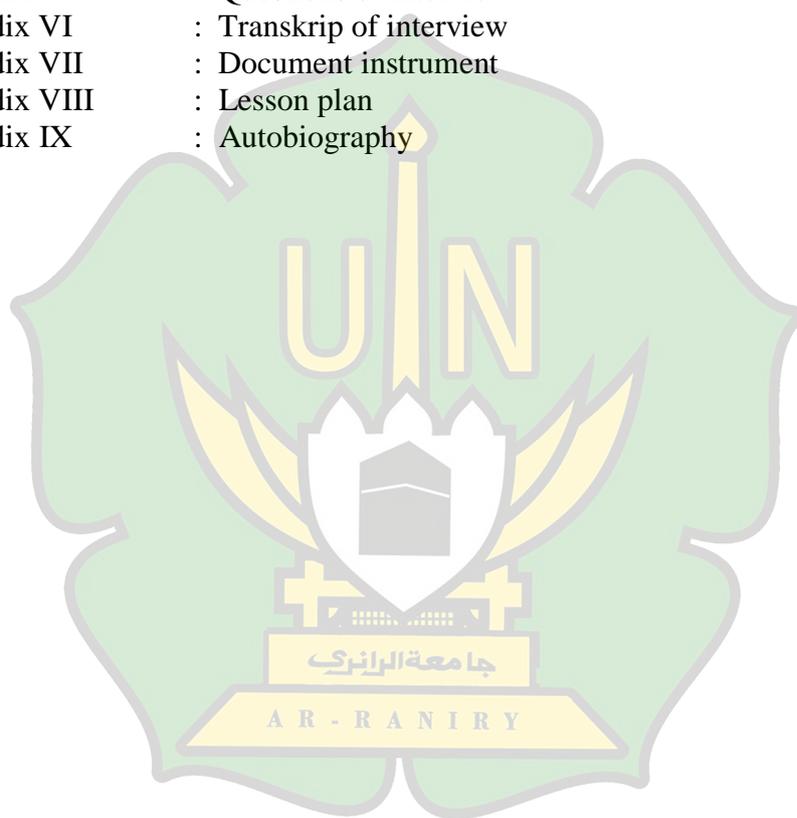
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CHAPTER I

INTRODUCTION

A. Background of Study

Education as a part of culture and human civilization, which continues to grow is the same with human nature that has the creative and innovative potential in their lives. The development of education is a dynamic process so that it can respond to the demands of structural changes in government, the development of science and technology, and globalization thus, the development of education is strongly influenced by supporting resources, including human resources having a very dominant role in the success of advancing education, for that development and human resource development must be carried out on an ongoing basis, both through formal and informal ways (Mulyasa, 2013).

The effort to improve teacher in education can be started by identifying the problems that occurred in teacher education programmes and then followed by conducting studies in order to find the best strategy to solve the problems. One of the problems in teacher education is the gap between courses in university and the reality in schools (Rock, 2003).

In Indonesian universities, teacher education programmes require field experiment which is conducted in a teaching practice course. Faculty of Education and Teacher Training of the Islamic State University of Ar-Raniry has English Education Study Program. In general, the English Education Department has many programs to support students' knowledge in education. One of the critical program that should be mastered by students is pre-service program.

The students are required to learn to teach in the pre-service program. This program aims to complete the students with skills that can be used to develop their profession in the future. Pre-service was an integral part of teacher education programmed (Tata, 2015). Pre-service had been since the 1960s and it is still used today. Pre-service was one of the learning programs used to train and enhance student teachers with various learning materials, methods and curricula.

In addition, pre-service students will do the simulation as the teacher and apply the theories to the real situation in the pre-service program. Therefore, by learning to teach, the students are expected to teach well when being a practical teacher (PPL) in any school. According to Meutia et. al (2018), pre-service students also should be able to develop the main educational tool which is consisted of curriculum, syllabus, lesson plans, instructional media, instructional techniques, and learning evaluations.

The curriculum is one of the most important tools in education and it becomes a guide in the process determination, assessment and the final result of academic activities. Matin (2017) said that Curriculum is a set of plans and arrangements, regarding objectives, content, and learning materials, as well as ways used as guidelines for the implementation of learning activities to achieve the educational goals. The curriculum has four main aspects. Firstly, the objectives (what kind of individual teacher's want to produce from the curriculum); secondly, the contents (data, information, activities and experience which forming the curriculum); thirdly, the methodology (teaching methods and how teachers encourage the students to fulfill the curriculum); and lastly, the

evaluation (the methods used to measure and evaluate the curriculum through mid-test and final examination). In short, learning and understanding the curriculum is very crucial, because the implementation of the curriculum should appropriate with the current curriculum used nowadays. Most problems that we found these days are some students and teachers still mix up the current curriculum and the old one.

Hence, they should know what curriculum is used when simulating in the pre-service program. Different curriculum, then different content that was in the lesson plan though had the same purpose (Sudirman, 2017). Therefore, by knowing all the curricula that are still valid and being applied in Indonesia, they can arrange the lesson plan according to the location and what the students need from each learning.

Teaching and applying English recent curricula in English classroom are still mattered that need to be regenerated. There were several previous studies related to this research have been conducted by some researchers. The first, the research conducted by Darsih (2014) entitled "*Indonesian Efl Teachers' Perception on The Implementation of 2013 English Curriculum*". This research investigated teachers' perception of the implementation of the 2013 English curriculum and identified the problems faced by the teachers in encountering the 2013 English Curriculum. The participants of this research were the teachers who implemented the 2013 English curriculum at one of vocational high school in Kuningan, West Java. This research revealed that the teachers' understanding on the 2013 English curriculum was not easy to be implemented at the moment since

they found several problem in the 2013 English curriculum. They got difficulties in applying new learning revolution, developing assessment rubrics and the shortage of English duration at school will not ensure to improve students' competence.

The second, the research conducted by Wahyuni (2019) entitled "*Student Teachers' Ability in Developing Lesson Plan for Their Micro-Teaching Class*". The focus of this study is only to explore the way in developing lesson plans designed by micro-teaching students instead of analyzing and understanding the curriculum. The result of this research, most students preferred to ask lecturers and friends to help them in developing their lesson plans. They must know all the components and steps in preparing the lesson plan. The most important thing that must be known by student teachers in developing the lesson plans in the micro-teaching class was that they had to achieve the learning goals in a short time, because the teaching time given was only about 25 minutes. In addition, they also looked for some other references on the internet to compare their lesson plans with the existing lesson plans on the internet and to develop their lesson plans more interesting.

The third, the research entitled "*English Teachers' Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh*" conducted by Matin (2017). The purpose of this study are to know the effectiveness of KTSP and K13 in teaching learning process based on the teachers' perception and to find out the most comfortable curriculum between KTSP and K13 based on the teachers' perception. This research was conducted at SMAN 8 Banda Aceh where the

participants are all of English teachers there. The result showed that most teachers faced difficulties in teaching using K13 because they lack of facilities. In other hands, K13 give higher standard competencies than KTSP. The teachers are agreed that the previous curriculum is more effective to be used in SMAN 8 Banda Aceh than the latest curriculum.

The last, the research was conducted by Meutia, Elyza and Yusnila (2018) entitled "*Pre-service Teachers' Performance Post Microteaching Class in Field Experience Program*". The aim of this study was to investigate the pre-service teachers' performance in the Field Experience Program after taking a microteaching class. The sample of this study was ten (10) pre-service teachers. The data collected were taken from preservice teachers' report books. The results of this research showed that microteaching helped the pre-service teachers in improving and achieving a good teaching performance in classroom during their Field Experience Program.

This research intends to fill in the gap by exploring pre-service (PBI) students' understanding toward Indonesian recent curricula in developing the lesson plan before teaching simulations. Therefore, the researcher is interested to examine what is the students' perception of Indonesian recent curricula used by students in developing the lesson plan before they start to do the simulation in the pre-service program.

B. Research Questions

Two research questions that the researcher considers to answer are:

1. How do Pre-service (PBI) students understand the implementation of the Indonesian recent curricula?
2. What are the difficulties faced by pre-service (PBI) students in applying Indonesian recent curricula?

C. The Aim of the Study

In relation to the problem above, this study aims:

1. To investigate the difficulties faced by pre-service (PBI) students in applying Indonesian recent curricula
2. To discuss pre-service (PBI) student's understanding of the implementation of Indonesian recent curricula

D. The Significance of Study

The section will provide a short explanation of the significance of the study given to those who will benefit from the proposed study:

1. To the students

The researcher hopes that this research will give some contribution especially in the theoretical and practical aspects of education. The finding of this research may help students to understand and develop their knowledge in applying Indonesian recent curricula.

2. To teachers

This research will provide some references and ideas for the teachers in teaching and managing the classroom. Furthermore, it will help the teachers to avoid and prevent the mistakes and misunderstanding in applying Indonesian recent curricula.

E. Terminology

There are some terms in this research that should be defined to avoid misunderstanding. The terms are:

1. Curriculum

According to Kliebard cited in Au (2012, p. 32), curriculum is what is taught (with implicit and explicit justification), who it is taught to (including the condition of the audience to which it is being taught), who it is taught (pedagogy), and the bringing together of knowledge into an integrated whole.

2. Pre-service Program

Pre-service program (microteaching) was first established at Stanford University, California in 1960 to improve students' teaching skills by providing the trainees with a reliable teaching training environment (Ismail, 2011). This program is intended to make pre-service students getting ready before taking up real teaching classroom in (PPL) field practice program (Akanbi & Usman, 2014)

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this study. It provides a theoretical background on the concept of curriculum. Thus, the chapter contains the following headings: definition of curriculum, function and transformation of Indonesian curriculum, Indonesian recent curriculum which consists of a definition, characteristics, excellence, and the implementation of 2013 curriculum, pre-service program which consists of the definition and the aims of the pre-service program.

A. Curriculum

1. Definition of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means the distance of the race that must be reached by runners. In the past, the curriculum was defined as the educational period that students had to take to acquire a diploma as a runner who had to take the distance to reach the finish line (Susilo, 2008).

Terminologically, the curriculum has a variety of different interpretations according to the perspectives of each expert. Based on the studies that have been conducted by many experts, the definition of the curriculum can be viewed from two different sides, those are the old view and the new view.

The old view, or often called the traditional view, formulate that the curriculum is a subject that must be taken by students to earn a diploma.

Meanwhile, according to a new view of (modern), the curriculum is understood as an educational tool that is related to all of the organized courses, activities, and experiences which students have under the direction of the school, whether in the classroom or not (Hamalik, 2009).

In the implementation of learning in all types and levels of education, the curriculum becomes the crucial thing as a tool in helping and guiding to achieve educational goals. Langgulong (2001) said that the curriculum is the 'queen' of education because it determines ways how education processes should take place. The curriculum has four main aspects. Firstly, the objectives (what kind of individual teacher's want to produce from the curriculum); secondly, the contents (data, information, activities and experience which forming the curriculum); thirdly, the methodology (teaching methods and how the teachers encourage the students to follow the curriculum); and lastly, the evaluation (the methods used to measure and evaluate the curriculum through mid-test and the final examination). Dakir (2004) emphasized that the curriculum contains all programs that are run to support the learning process. Programs that are applied are not included in terms of administration but concern the whole that is used for the learning process.

Meanwhile, the definition of curriculum according to Government Regulation Number 19 the Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals (Kunandar, 2011).

Based on the explanation above, it can be inferred that curriculum means an educational program that contains various teaching materials and learning experiences in process determination, assessment and the final result of academic activities. It is systematically planned and designed as guidelines in the learning process for educators to achieve educational goals.

2. Function of Curriculum

As some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of the curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, the curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at school (Ruhimat 2012).

In the opinion of Alexander Inglis, in his book *Principles of Secondary Education* cited in (Hamalik, 2009), there are 6 functions of curriculum, named:

a. The Adjustive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has good adaptability to the environment as a whole, both the physical environment and social environment. This is because

the environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

b. **The Integrating Function**

Individuals are part of society so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people to become a complete and integrated personality.

c. **The Differentiating Function**

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d. **The Propaedeutic Function**

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. **The Selective Function**

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

f. **The Diagnostic Function**

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is

useful for students to develop the potential and improve their weaknesses. It will guide the students to be able to develop optimally.

3. Transformation of Indonesian Curriculum

The Indonesian curricula have been developed from 1947 until 2013. The development of the curriculum is depended on the changing of people's needs, technology, thinking. In 2004, the curriculum of Indonesia is called CBC (Competence Based Curriculum), which is implemented to be a pioneer of applying curriculum based on the competences. Honestly, it only works for two years. Furthermore, in 2006, the curriculum changes to the *KTSP* curriculum, which is the development of the previous curriculum. The changing of the curriculum is, moreover, continued in 2013 which is named the 2013 curriculum (Ekawati, 2017).

The success of the curriculum depends on the ability of teachers to understand curriculum changes. Whesthuizen (2004: 72) pointed out that Curriculum changes has positive impact to develop teachers' work and students' knowledge and creativity. Some teachers and students may willingly contribute in the process of new innovations. On the other hand, some students felt that they had the difficulties to adapt with new curriculum arrangement and may not easily accept change. In the most cases, this happens because most of people used to do past experience and practices so it makes them difficult to adapt with something new.

B. Indonesian Recent Curriculum

1. The Definition of 2013 Curriculum

2013 Curriculum is the implementation of Constitution number 32 in the year 2013. The curriculum is the continuation and improvement of the Competency-Based Curriculum (KBK) and Education Unit Level Curriculum (KTSP). This curriculum refers more to the attitude, knowledge and skills competence. The students are highly expected to have high manners and discipline. The tendency direction made the curriculum also Kwon as a character-based curriculum.

Haryati (in Setiyorini, 2013) said that K13 is a competency-based curriculum was designed to anticipate the competencies needs of the 21st century. 2013 curriculum has the purpose to encourage learners or students to be better in making observations, asking, reasoning, and communicating (presenting) about what they learn or they know after receiving the lesson material. Kusuma (in Setiyorini, 2012) said that 2013 curriculum is a continuation and development of competency-based curriculum (KBK) which was initiated in 2004 that has some coverage: competence attitudes, knowledge, and skills integrally. The development of the 2013 curriculum is done in accordance with the changing demands of various life aspects. Solihin (2014) said that 2013 curriculum is learning that emphasizes the affective aspects or behavior changes. The competences which are wanted to be achieved are impartial competences among

the attitudes, skills and knowledge. In addition, the learning process is holistic and fun.

2. The Characteristics of 2013 Curriculum

Based on the decree of Minister of Education and Culture of the Republic Indonesia Number 59 the year 2014 of on the curriculum of 2013 designed with the following characteristics:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b. Putting the school as part of the community that provides a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- d. Developing the competencies expressed in terms of class core competencies which is specified more in the basic competence of subjects.
- e. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

- f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

3. The Excellences of 2013 Curriculum

According to Mulyasa (2013), the expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character-based which conceptually has several excellences:

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potential of each.

Second, 2013 curriculum is competency and character-based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

Third, many fields of study related to the development of skills that are more appropriate to use the competency approach.

4. The Implementation of 2013 Curriculum

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values, and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is “put something into effect”.

Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in line with what Miller and Seller said, that in some cases, implementation has been identified with the instruction (Hamalik, 2009).

The definitions above show the term “implementation” leads to the activity, the action, the attempt, or the mechanism of a system. The phrase “mechanism” implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case, is the curriculum (Nurdin, 2003).

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 year about the national education system that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

C. Pre-Service Program

1. The Definition of Pre-service Program

Pre-service program (microteaching) was first established at Stanford University, California in 1960 to improve students’ teaching skills by providing the trainees with a reliable teaching training environment (Ismail, 2011). This program is intended to make pre-service students getting ready before taking up real teaching classroom in (PPL) field practice program (Akanbi & Usman, 2014).

This training will give a positive effect to increase the quality of teaching pre-service students. It gives them the opportunity to do teaching simulation to improve their skills where the students are their own friends. In addition, they can observe and analyze their strengths and weaknesses in teaching and what needs to be improved (Yasemin, 2016).

The pre-service program (microteaching) is designed to teach, plan, observe, and criticize. It also includes five stages which are teaching, feedback, re-planning, re-teaching, and re-feedback (Meutia et.al, 2018). Moreover, there are some skills that must be mastered by pre-service students in preparing teaching, which is classroom management skill, questioning skill, reinforcement skill, variation skill, small group teaching skill, and skill leading a small group discussion. Pre-service students should have to ask skills to develop students' critical thinking ability, use various media teaching methods, provide reinforcement or support the answer by giving positive feedback and some detail explanation, create fun classroom activities and creative group discussion. So, the teaching and learning activities will be more interesting (Helmiati, 2013). Therefore, all of these skills must be applied in teaching practice so that pre-service students can know the ability of how to create the classroom atmosphere more enjoyable.

2. The Aims of Pre-service Program

Lynch (2017) explains that the experience from pre-service teaching enabling the prospective teachers to identify which subject they enjoy teaching and the age group of students they're comfortable teaching. Furthermore, Lynch

adds that there are eight main aims of pre-service teaching for prospective teachers:

- a. Assists potential teachers in determining the ages/ grades that they would like to work with.
- b. It helps potential teachers decide if they have been “called to teach”.
- c. Allows potential teachers to apply what they learned in the classroom to the real world of teaching.
- d. Assists potential teachers in gaining valuable practical knowledge and other critical skills.
- e. It helps potential teachers obtain valuable insight into the teaching and learning process, pupils, and parents.
- f. Allows potential teachers to hone their skills under the tutelage of professionals.
- g. Assists potential teachers in obtaining invaluable knowledge about school culture.
- h. Gives potential teachers a first-hand account of what teachers do on a day-to-day basis.

Here are eight points that explain the experience and the aim of pre-service teaching to make the teacher easier in developing their programs.

CHAPTER III

RESEARCH METHODOLOGY

The research method helped the researcher to collect, analyze, and interpret data and answer research questions (Creswell, 2012; Johnson & Christensen, 2008). This chapter provides the methods of the research which covers research design and approach of the study, data collection technique, sampling technique, the technique of data collection, and data analysis.

A. Research Design

The research method is concerned with how the method is implemented and how it carried out. This research employs qualitative descriptive research as a method to gain the information from the research object. Kothari (2004) argued that descriptive research is a study that is conducted to elaborate and describe the phenomenon happened in a particular individual or group. The point of this research is to acquire a systematic, factual, accurate information about the fact, nature, the relationship between the phenomena are being investigated. (Goddard and Melville, 2001).

According to Mackey and Gass (2005), using qualitative research is effectively appropriate to gain specific information about behaviors, opinions, values, and social context in a particular population.

In relation to the explanation above, the researcher used qualitative research because the data needed are in the form of text and statement. Therefore, the researcher used documentation and interview as a research instrument.

Furthermore, this research is a case study. The case study has the characteristics as stated by the experts as research that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon (Arikunto, 2006). The case can be an individual, an institution or a group considered as a unit in the research (Margono, 2007). This research attempts to explore certain information about a phenomenon or case of a subject. The case of this research is students' problems in applying Indonesian recent curricula.

B. Research Sites and Participants

The participants are those who are involved in the research. Mackey and Gass (2005) stated that the characteristics of the participants are depended on the kind of research itself. The participants of this research were PBI students who had taken the pre-service program or micro-teaching class.

They were the students in the academic year of 2016 who are taking pre-service programs (micro-teaching). The total of the population is 186 students in the academic year of 2016. They are at the eighth semester

Creswell (2014) argued that a sample was a subgroup of the target population that the researchers' plan to study for generalizing the findings to the target population. In this research, the participants of the research are 10 students who had taken micro-teaching class.

In addition, the researcher used purposive sampling in selecting the sample. According to Sugiyono (2016), purposive sampling can be very useful for situations where the researcher needs to reach a targeted sample quickly and

where sampling for proportionality is not the primary concern. Therefore, the researcher interviewed PBI students who had taken micro-teaching at English Program FTK UIN Ar-Raniry. The informants were taken from some of the eight semesters of PBI students who had taken micro-teaching by using purposive sampling method. The informants were chosen not randomly but on the basis of particular considerations made by the researcher. In this research, some student were taken as participants with the following criteria:

1. The student who had taken micro-teaching class
2. The student who was willing to be the informant .
3. The student who got “A” for their micro-teaching.

C. Data Collection Technique

1. Interview

The interview is another effective way to collect data for the present study. According to Sugiyono (2009, p.73), “the interview is technically to collect accurate data about the purpose of accomplishing the problem-solving process corresponding to the specific data”. The interview was used as one of the data collection in this research.

The researcher chosed interview technique to find the result of the research. This technique is an appropriate method to be used when the topic of research is discussed feeling, opinion, thought and experience. The interview is a media that can be defined as a structured conversation of person to person of finding meaningful data that has been analyzed and validated (Griffee, 2012).

In this research, the researcher used an in-depth interview in collecting data. According to Boyce and Neale (2006), an in-depth interview is a qualitative research technique that involves conducting intensive individual interviews (face to face) with a small number of participants to explore their perspectives on the specific idea, program, or situation. The researcher applied an in-depth interview because the researcher wanted to explore more information from the participants. Thus, face to face that involves one interviewer and participant is considered as the main source of the data in this research.

The researcher conducted the interviews at English Department and there were eight students involved as the participants. The researcher asked some questions to answer both research questions about the difficulties and understanding in implementing the Indonesian recent curricula. The interview took 15-20 minutes and the interviews were recorded and then transcribed.

2. Documentation

Documentation is the collection of supporting data and can be used to analyze the research process. Document review is a way of collecting data by reviewing existing documents. In addition, documentation is a method to find data about things/variables such as notes, transcripts, books, newspapers, magazines, inscriptions, meetings, agendas and so forth (Evaluation Brief, 2009). In this research, the researcher collected the lesson plan of PBI students from pre-service program or micro teaching class, because the lesson plan used to look at the alignment of all components in the lesson plan according to The Ministry of

National Education-Regulation Number 22 of 2016 about standard process of primary and secondary education.

D. Methods of Data Analysis

Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

1. Data Reduction.

The first step in analyzing the data in this research is data reduction. According to Miles (1994, p.10), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data written up field notes or transcriptions”.

2. Data Display

Data display is the process of showing the data simply in the form of words, sentences, narratives, tables, and graphics in order the data collected is mastered by the writer as the basis to make appropriate conclusions.

3. Drawing and Verifying Conclusion

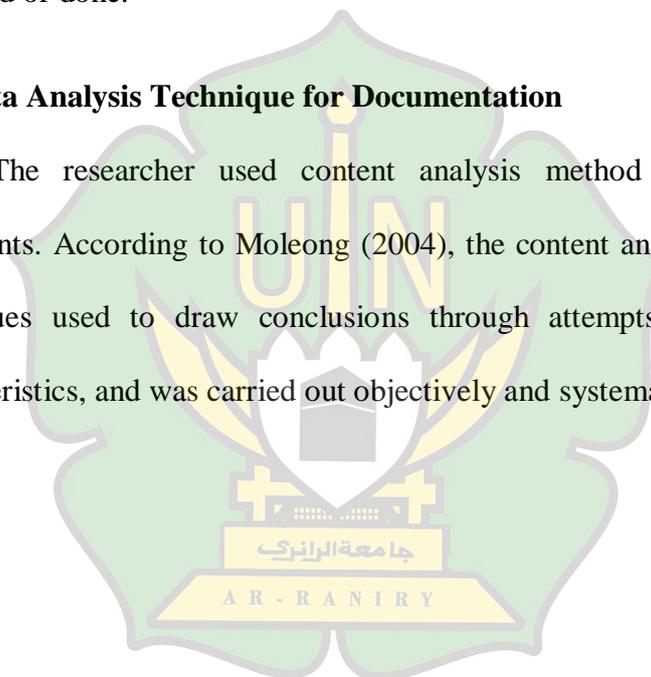
In this process, the analysis should allow the researcher to begin to develop conclusions regarding the research. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

1. Data Analysis Technique for Interview

An interview was conducted to obtain specific information from students about some obstacles and understanding when implementing Indonesian recent curricula in pre-service program. In analyzing the interview data, the researcher attempted to identify any information gained as the result of an interview by interpreting the descriptive summaries of what participants have said or done.

2. Data Analysis Technique for Documentation

The researcher used content analysis method in analyzing the documents. According to Moleong (2004), the content analysis is a series of techniques used to draw conclusions through attempts to find message characteristics, and was carried out objectively and systematically.



CHAPTER IV

FINDING AND DISCUSSION

This chapter includes discussion, the results of the study including the results of data interview analysis and the results of the lesson plan analysis to describe the ability of student teachers in developing lesson plans for their pre-service programs in the Department of English Language Education of Ar-Raniry State Islamic University. Also, the researcher used anonymity as ethics in the research. Anonymity must be done to improve the security of data processing and it can never be reconstructed to identify individuals (Grinyer, 2002). Therefore, the researcher used the 'ST' (Student Teacher) code as the informant's name

A. Research Finding

The researcher presented the research findings based on the result of interviews and document analysis. The research findings were discuss about student understanding and the difficulties

1. students understand the implementation of the Indonesian recent curricula

The important thing that should be mastered by students in helping and guiding to achieve educational goals is understanding the theory of the curriculum and its implementation. Recently, students were asked to apply the 2013 curriculum to run all educational programs and support the learning process. By understanding the theory of 2013 curriculum and its implementation, it would be easier for them to design a good lesson plan and implement fun learning activities

according to topic and material learning. ST1 said that 2013 curriculum is the current curriculum that was designed by the government to replace 2006 curriculum or commonly called KTSP. This curriculum has an important role to develop students' character. ST6 explained that 2013 curriculum is not only focused on cognitive but it also can increase students' creativity. So the students more active in learning activities than a teacher because they have to obtain and provide other materials instead of the material given by the teacher. Besides, ST8 said that in 2013 curriculum, the teacher just becomes a facilitator, it means that all learning activities are done by the students and the teacher only directs and gives them the instruction. Furthermore, ST10 stated that 2013 curriculum is a tool to achieve students' excellence in increasing students' character and dominating technology with the intention students can use the technology as media learning to develop their creativity.

The focus and purpose of 2013 curriculum were one main thing that had to be understood by the students. ST5 assumed that 2013 curriculum focus on 4 aspects assessment: knowledge, skill, attitude, and competence which these aspects aim to develop students' character. ST1 also added that this curriculum emphasizes students to apply religious and social attitudes. In relating to the focus and the purpose of 2013 curriculum, ST2 also stated that 2013 curriculum focuses more on cooperative learning or active learning which means that the learning process dominated by the students (students center) and they are expected to be more flexible and active during the learning process.

Although almost informants understand the theory of 2013 curriculum and the implementation, few of them had a lack of knowledge in understanding it.

In addition, to know the better understanding in curriculum 2013, the student teachers asked to design and develop the lesson plan. Lesson plan becomes more essential in 2013 curriculum than in the previous curriculum. So it takes more preparation to arrange it. The crucial components in the lesson plan were the important things that should be known by student teachers. They made the lesson plan components as guidelines for developing lesson plans. By knowing these components, it would make easier for them to determine and designed lesson plans according to what they wanted to teach in the pre-service program. ST1 said that the crucial component in the lesson plan was the relation of basic competency and indicator, learning sources, time allocation, learning activities, methods, and media. Therefore, in developing the lesson plan, he should review the syllabus to identify the appropriate material, develop learning activities, apply the suitable method and media related to the material.

Understanding basic competencies were one of the main things that had been done in developing the lesson plan. ST4 assumed that understanding basic competencies were very influential on all content or components in the lesson plan. ST9 also believed that the strategy in developing lesson plans was "make it based on the basic competency and interesting material." Therefore, they could determine learning objectives to help them develop learning steps. In addition, methods and assessment were also important things that had been known for developing lesson plans. ST8 also believed that using a variety of methods could

influence the learning process and the teacher must assess students' ability to know how far they understood the material. In addition, some informants stated that learning material was also an important component in lesson plans. ST10 said that in choosing learning material, student-teacher must-see and determine the students' level. Learning material and students' levels must have been the same so that learning objectives could be achieved.

In conclusion, developing a lesson plan becomes the main thing in running learning activities which are used as a reference for student teachers in controlling and managing a class in order students are able to understand and apply the material learned.

Furthermore, to support the data interview above, the researcher used document analysis to analyze student teachers' lesson plans in the pre-service program. The researcher made some information or assessment criteria for assessing their lesson plan. Students teachers who got the "A" category were those who had the right lesson plan based on predetermined criteria. For further information about categories B, C, and D can be seen in the appendix.

The result of the lesson plan analysis can be seen in the table below:

Tabel 1.1 Document Analisis

Information	Result			
	A	B	C	D
The crucial components of the lesson plan	ST1, ST2, ST4, ST8, ST9, ST10 (6 Student	ST3, ST6 (2 Student Teachers)	ST7 (1 Student- Teacher)	ST5 (1 Student- Teacher)

	Teachers)			
The suitability of basic competencies and the indicators	ST2, ST4, ST8, ST9 (4 Student Teachers)	ST1, ST6, ST7, ST10 (4 Student Teachers)		ST3, ST5 (2 Student Teachers)
The suitability of learning material and method	ST1, ST2, ST3, ST8, ST9, ST10 (6 Student Teachers)	ST4, ST7 (2 Student Teachers)	ST6 (1 Student-Teacher)	ST5 (1 Student-Teacher)
The suitability of materials and assessments	ST1, ST3, ST4, ST6, ST8, ST9, ST10 (7 Student Teachers)	ST2, ST5 (2 Student Teachers)	ST7 (1 Student-Teacher)	
The suitability of learning materials and media	ST1, ST4, ST6, ST8, ST9, ST10 (6 Student Teachers)	ST2, ST3 (2 Student Teachers)	ST7 (1 Student-Teacher)	ST5 (1 Student-Teacher)
The suitability learning method and activities	ST1, ST3, ST8, ST9, ST10 (5 Student Teachers)	ST2, ST4, ST7 (3 Student Teachers)	ST6 (1 Student-Teacher)	ST5 (1 Student-Teacher)

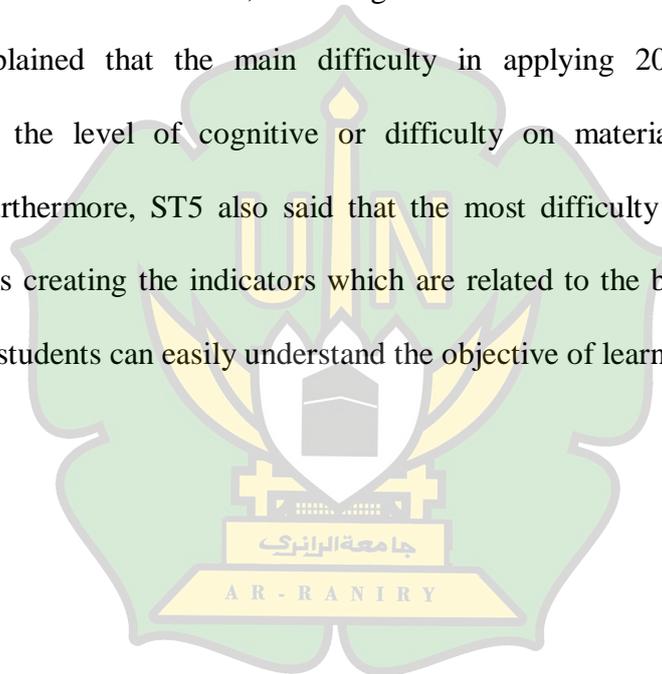
According to the table above, there were significant different results between each category in the lesson plan which was analyzed based on ten student teachers. By analyzing the table, showed that the majority of the students' teachers

designed the lesson plan in the correct format and the relationship between the components as appropriate. It implied that almost all of the student-teacher understood how to design and develop the lesson plan of 2013 curriculum. While the rest of them did not include the method into the lesson plan. So the researcher considered that there was no agreement between the method applied with the material and activities. Few of them did not include media and assessment techniques, which also became a crucial component of the lesson plan. Therefore, the researcher concluded that most of the student teachers understood how to develop lesson plans correctly and following the provisions determined by the government.

2. the difficulties faced by pre-service (PBI) students in applying Indonesian recent curricula

There were some reasons why student teachers found it difficult to develop the lesson plans. Most of them argued that the curriculum changed was the factor. ST10 explained that the lesson plan that must be made in the pre-service program was using K13 Revision. While K13 Revision never learned before, both in the English Course Design and Pre-Service Program courses. At that time, she was only taught how to make K13 lesson plans. Therefore, she found it difficult to make lesson plans with different curriculum in the pre-service program. Also, most of the informants stated "yes" in answering questions of a researcher who asked "As we know that there are 3 kinds of curricula (KTSP, K13, and K13 Revision) that had been used in some schools. Is that one of the reasons you are having trouble applying those curricula in the pre-service program?". Therefore, it

showed that the change of curriculum was the difficulty in applying and developing lesson plans in the pre-service program. ST4 said that the changing of the curriculum happens gradually which makes all teachers and students being confused to learn and apply it. ST3 also added that she felt difficult to implement 2013 curriculum because she tended to learn 2006 curriculum or KTSP. Different curriculum then different content that must be learned and understood by students and teachers. On the other hand, the change of curriculum was not the main matter as ST1 explained that the main difficulty in applying 2013 curriculum is determining the level of cognitive or difficulty on material learned by the students. Furthermore, ST5 also said that the most difficulty in applying 2013 curriculum is creating the indicators which are related to the basic competencies in order the students can easily understand the objective of learning.



B. Discussion

After analyzing all research instruments, it was necessary to investigate the results of the study. The aim was to figure out the answers to research questions. The explanation for each research question was as follows: the first question was “How do Pre-service (PBI) students understand the implementation of the Indonesian recent curricula?”. The interview result showed that student-teacher had various opinions or knowledge in understanding 2013 curriculum with the same purpose. Most of them believed that 2013 curriculum as a recent curriculum designed to achieve educational goals by putting moral value and social attitude for the purpose. The purpose of 2013 curriculum is implementing 4 aspects assessment: knowledge, skill, attitude, and competence which these aspects aim to develop students’ character. Solihin (2014) said that 2013 curriculum is learning that emphasizes the affective aspects or behavior changes. The competences which are wanted to be achieved are impartial competences among the attitudes, skills, and knowledge.

To know more student teachers’ understanding in 2013 curriculum was by analyzing their lesson plans. The interview showed that the student teachers had some strategies in developing the lesson plans in the pre-service program. First, by knowing the components found in the lesson plans, it would make them easier to develop the lesson plans. These components could guide them, what things should be written in lesson plans. According to The Ministry of National Education-Regulation, Number 22 of 2016 about process standards, the components in the lesson plan consists of school identity, class/semester, subject

matter, time allocation, learning objectives, basic competencies, and indicators, teaching material, learning methods, learning media, learning resources, learning activities and assessment. Therefore, the things they must include in the lesson plan must be based on government rules. Also, all these components were related to each other. For example, if the class to be taught was not in accordance with the learning material, then all other components such as basic competencies, indicators, methods, media, activities, and assessment will not be appropriate.

In addition, to support the data of the interview, the researcher analyzed lesson plans which were made by student teachers during the pre-service program. The results of the document analysis showed that most of the lesson plans they made were an incorrect format. Although few of them still had difficulties in developing the correct format of the lesson plan.

Next, the second question was “What are the difficulties faced by pre-service (PBI) students in applying Indonesian recent curricula?”. The interview results showed that student teachers had several obstacles in applying 2013 curriculum, especially in the pre-service program. The majority of them said that the change in curriculum gradually was the main factor. Actually, all curricula have the same components but have a little difference. For example, in the differences between 2013 curriculum and 2013 curriculum revision was in learning activities. The format of the learning activities was the same but had a little difference. In 2013 curriculum, learning activities were not detailed with the question and the explanation expressed by the teacher. While in 2013 curriculum revision, all questions and explanations of the teacher must be included in the

learning activities format. Therefore, if they understood the differences of each curriculum, it would make them easier to apply and develop the lesson plan in the pre-service program based on the curriculum needed. This is appropriate with statement explained by Whesthuizen (2004: 72) which pointed out that Curriculum changes has positive impact to develop teachers' work and students' knowledge and creativity. Some teachers and students may willingly contribute in the process of new innovations. On the other hand, some students felt that they had the difficulties to adapt with new curriculum arrangement and may not easily accept change. In the most cases, this happens because most of people used to do past experience and practices so it makes them difficult to adapt with something new.

In addition, few of the student teachers had the difficulty in determining the level of cognitive or difficulty on material learned by the students and creating the indicators which are related to the basic competencies in order the students can easily understand the objective of learning. Therefore the student teachers should learn more about the theory and the aim of 2013 curriculum to get better knowledge.

Based on the explanation above, it can be concluded that the majority of student teachers understood the theory of 2013 curriculum and its implementation even though it had little difficulties in applying and developing the lesson plan of 2013 curriculum.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusions are based on the results of the study which are discussed in the previous chapter. It also presents some suggestions related to the strategy in developing the lesson plan of 2013 curriculum in the pre-service program. The suggestions are recommended to the student teachers and the next researchers who want to conduct the research area in teaching.

A. Conclusion

Based on the result of analysis and discussion of the data, the researcher draws the conclusion that can be explained from the research on student teachers' understanding theory of 2013 curriculum and strategy in developing lesson plan of 2013 curriculum as follows:

1. By understanding the theory of 2013 curriculum and its implementation, it would be easier for the student teacher to design a good lesson plan and implement fun learning activities according to topic and material learning.
2. By knowing all components in the lesson plan, it means that student teachers can develop a lesson plan well. Because they already know what is needed in making a good lesson plan.
3. By understanding the differences of each curriculum, the student teachers can minimize the difficulties in developing the lesson

plan. It also helps student teachers to develop a lesson plan based on lecturers' requests in the pre-service program.

B. Suggestion

Dealing with student teachers' understanding and strategies in developing lesson plans in the pre-service, the researcher gives several suggestions for student teachers and the next researchers, as follows:

1. For Student Teachers

This research is expected to add some knowledge and help for student teachers in understanding and developing a lesson plan of 2013 curriculum.

2. For Next Researcher

This research is expected to be used as a reference for the next researchers in researching the understanding of the curricula and developing lesson plans for the future. because the more technology develops, the more education system will be changed. Therefore, perhaps the next research can result in new findings.

3. For the English Education Program

To overcome student teachers' difficulties in developing lesson plans in the pre-service program, all curriculum should be taught or introduced in English Course Design courses, so that the student teachers are not confused

and have difficulty developing the lesson plan by using any curricula in the pre-service program.



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telepon : (0651)7551423, Fax : (0651)7553020
E-mail: dk.uia@ar-raniry.ac.id Laman: fk.uin-ar-raniry.ac.id

Nomor : B-4518/Un.08/FTK.1/TL.00/04/2020
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 16 April 2020

Kepada Yth.

Ka Prodi Pendidikan

Bahasa Inggris.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini mengajukan permohonan kepada Bapak/Ibu untuk dapat sudi kiranya menerima mahasiswa(i) sebagai berikut :

N a m a : MAHFUDDLI SAHLI
N I M : 140203191
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Gampong le Masen Kaye Adang Kecamatan Syiah Kuala
Kota Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh yang berjudul:

PBI Pre-Service Students Understanding Toward The Indonesian Recent Curricula

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,



M. Chalis



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PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-260/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-4518/Un.08/FTK.I/TL.00/04/2020 tanggal 16 April 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mahfuddli Sahli
 NIM : 140203191
 Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

“PBI Pre-Service Students Understanding Toward the Indonesian Recent Curricula”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Agustus 2020
 Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

AR - RANIRY

SURAT KEPUTUSAN DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-17555/UIN.06/FTK/KP.07.6/12/2019

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang ditunjukkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 9 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Penempatan dan Perbaikan PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 November 2019
- Menetapkan PERTAMA** : **MEMUTUSKAN**
- Menunjuk Saudara:
1. Firiah, M. Pd
2. Azizah, M. Pd
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi:
- Nama : **Muhammad Saldi** 
- NIM : **140203191**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **PBI Pre-Service Students' Understanding toward the Indonesian Recent Curricula**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan jika sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019

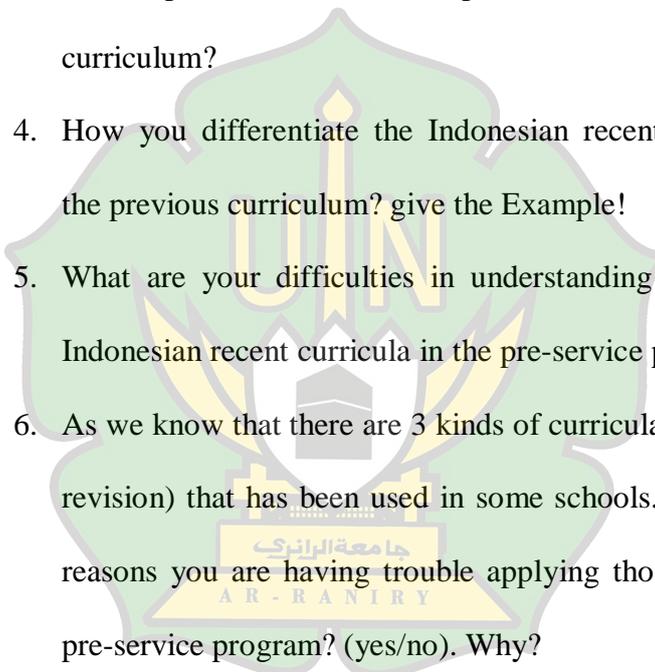
An. Rektor
Dekan



Tembusan:

1. Dekan UIN Ar-Raniry (sebagai laporan)
2. Ketua Prodi PBI FTK, Tarbiyah dan Keguruan
3. Pembimbing yang bersangkutan untuk dimaklumi dan ditindaklanjuti
4. Mahasiswa yang bersangkutan
5. Aram

Questions of interview

- a. list of questions in the interview
1. Can you explain what the 2013 curriculum is?
 2. What is the focus of the 2013 curriculum in teaching performance?
 3. Can explain how to develop the lesson plan of 2013 curriculum?
 4. How you differentiate the Indonesian recent Curriculum with the previous curriculum? give the Example!
 5. What are your difficulties in understanding and applying the Indonesian recent curricula in the pre-service program?
 6. As we know that there are 3 kinds of curricula (KTSP.K13, K13 revision) that has been used in some schools. Is that one of the reasons you are having trouble applying those curricula in the pre-service program? (yes/no). Why?
- 
- The watermark is a large, semi-transparent green shield-shaped emblem. It features a central yellow and white design with Arabic calligraphy. Below the shield, the text 'جامعة الرانيري' (Ar-Raniry University) is written in Arabic, and 'AR-RANIRY' is written in English below that.

Transkrip of interview

Student Teacher 1 (ST10)

Researcher : Assalamualaikum my friends. I am Mahfudli Sahli, student of PBI 2014. So I want to ask you to become a subject to help my research. My research is entitled "PBI Pre-Service Students' Understanding Toward the Indonesian Recent Curricula". Can you help me please ?

ST 1 : Waalaikumsalam yes, I can

Researcher : Before we start the interview I want to ask you. have you taken the micro teaching course ? and what the Score did you get?

ST 1 : I finished it and I got a score A

Researcher : ok we start now.

The first question is. Can you explain what the 2013 curriculum ?

ST 1 : The K13 curriculum is the curriculum used today, there is the K13 curriculum, which is to replace the 2006 curriculum or what is called KTSP. In the K13 curriculum there are 4 main aspects that are assessed, namely; knowledge, skills, attitudes, and behavior.

Researcher : The second is, What is the focus of the 2013 curriculum in teaching performance?

ST1 : The K13 curriculum focuses on character education in accordance with KI, namely religious and social attitudes.

Researcher : The third question is, Can explain how to develop the teaching activities in the 2013 curriculum?

ST1 : For the development of learning activities here the teacher and students establish reciprocal communication then the teacher not only provides information to students but also provides stimulation and guides students to be able to carry out the learning process to achieve the learning objectives.

Researcher : The next question is, How you differentiate the Indonesian recent Curriculum with the previous curriculum? give the Example!

ST1 : The difference between the k13 revision and the old k13 lies in the learning objectives. K13 learning objectives are written separately while in K13 the revision of learning objectives are combined with indicators for each KD.

Researcher : Next question is, What are your difficulties in understanding and applying the Indonesian recent curricula in the pre-service program?

ST1 : The difficulty in the K13 curriculum is the choice of indicators because the situation in the field or class if we choose KKU is too high, of course all students can, but if it is too low it is also not possible. so it really depends on the school too.

Researcher : The last question is, As we know that there are 3 kinds of curricula (KTSP.K13, K13 revision) that has been used in some

schools. Is that one of the reasons you are having trouble applying those curricula in the pre-service program? (yes/no). Why?

ST1 : Yes, that is one of the difficulties because the different curricula have different rollers, so it is a little difficult to apply in schools because of the changing roles in each curriculum.

Researcher : Ok. Thank you for your participation

Student Teacher 10

Researcher : Assalamualaikum my friends. I am Mahfudli Sahli, student of PBI 2014. So I want to ask you to become a subject to help my research. My research is entitled "PBI Pre-Service Students' Understanding Toward the Indonesian Recent Curricula". Can you help me please ?

ST 10 : Waalaikumsalam yes, I can help you in this research

Researcher : Before we start the interview I want to ask you. have you taken the micro teaching course ? and what the Score did you get?

ST 10 : I finished it and I got a score A for my micro teaching course

Researcher : Ok we start now.

The first question is. Can you explain what the 2013 curriculum ?

ST 10 : In my opinion, the K13 curriculum is a new curriculum launched by the government in order to replace the previously used curriculum in Indonesia, namely KTSP, now the K13 curriculum

is based on competent character, which obliges every student to be active in learning what we know in KTSP. tends to the teacher center where the teacher is the center of all learning.

Researcher : The second is, What is the focus of the 2013 curriculum in teaching performance?

ST 10 : What is the focus of this K13 is the character or attitude where we know that each KI contains religious and social attitudes which will later become a benchmark for the success of education. so the success of education is not only in knowledge but also through attitude

Researcher : The third question is, Can explain how to develop the teaching activities in the 2013 curriculum?

ST 10 : For how to develop this learning activity, it also returns to the goal of K13, namely the student center, so as much as possible learning activities must be in accordance with those that are active in learning as we know in K13 there is such a thing as apperception. well there the learning activities are divided into 3 parts (introduction, core, and closing), well in the preliminary activity, the teacher initially asks or warming up about the previous lesson then starts the apperception activity what we will learn today, we immediately tell the students what who will be able to learn today but the students themselves have to find out about what kind of activities they will do today then in the

assignment students must be more active than the teacher, so here the learning activities are not just giving questions and answering without create something

Researcher : The next question is, How you differentiate the Indonesian recent Curriculum with the previous curriculum? give the Example!

ST 10 : The most noticeable difference between K13 and KTSP is their focus. K13 focuses on character while KTSP only focuses on knowledge, their assessment aspect is only about knowledge, but if in K13 the assessment aspect is knowledge, attitudes, and behavior where the most important thing in K13 is attitude. Then in KTSP they use the standard learning process, there are 3, namely exploration, elaboration, and confirmation. in K13 they use the scientific approach method where the standard process is to observe, ask, process, present, conclude, and create or what is known as Bloom Taxonomy. well, actually in K13 this is a development of KTSP which from 3 aspects of assessment (exploration, elaboration, and confirmation) are develop to be more complex in K13. then in K13 it adheres to a student center while in KTSP it adheres to a teacher center where teachers in KTSP are more active in learning, while in K13 it is hoped that students are more active in learning

Researcher : Next question is, What are your difficulties in understanding and applying the Indonesian recent curricula in the pre-service program?

ST 10 : Actually, at the beginning of knowing K13, I had a little trouble because I used to go to school because I studied at the MA (*Madrasah Aliyah*) so at that school I only applied K13 to let myself down, namely when I went up to grade 2, then grade 1 was applied to K13 while we haven't implemented K13 yet. where at that time the other high schools they had used K13 were all possible only in some schools like MA (*Madrasah Aliyah*) which had not used K13. Recently on campus when there were lessons such as course design there I just understood about K13. well for its implementation recently I just finished implementing PPKPM in Aceh Tengah district. well there we are combined in the integrated KPM, so it's all with PPL. we were placed in one of the MTSN (*Madrasah Tsanawiya*) there, the MTSN (*Madrasah Tsanawiya*) was still in the city area. there if it is noticed they have not used K13 for learning and from the school profile I also ask the curriculum that they do not have complete K13 documents so they cannot apply K13 in that school plus the students are still a little difficult to direct them to. learn to use K13 using bloom taxonomy and so on. but in its application in the classroom still uses conventional teaching methods, namely by teaching as in

KTSP, where teachers are more active in learning. There are some students who are active but still have to warm up first and then they want to be active

Researcher : The last question is, As we know that there are 3 kinds of curricula (KTSP.K13, K13 revision) that has been used in some schools. Is that one of the reasons you are having trouble applying those curricula in the pre-service program? (yes/no). Why?

ST 10 : Because in MTSN (*Madrasah Tsanawiyah*) they have not used K13, they are still using KTSP so I don't think there is a very meaningful problem in implementing KTSP, only normal problems such as class management and so on.

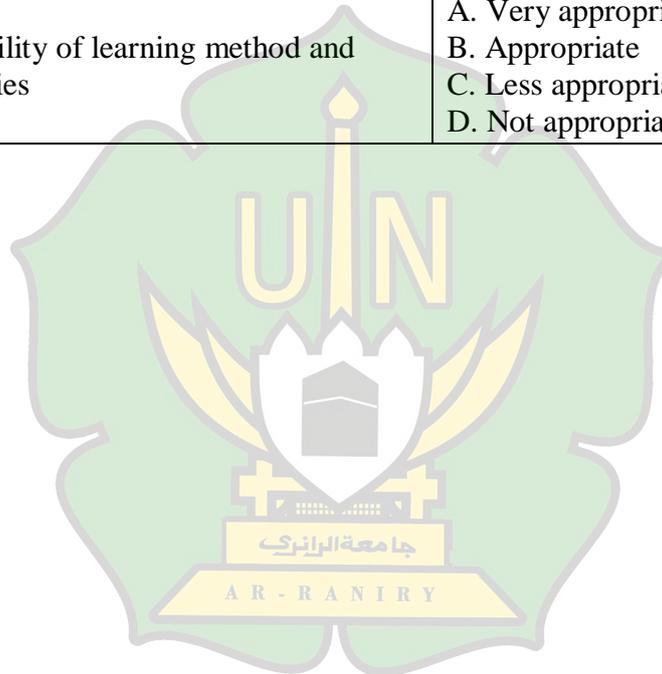
Researcher : Ok. Thank you for your participation



Document Instrument

No	INFORMATION	ASSESMENT
1.	Crucial components of lesson plan	A. All components exist B. One component does not exist C. Two components does not exist D. Three components does not exist
2.	Suitability of basic competencies and indicators	A. Everything is appropriate B. One indicator is not appropriate C. Two indicators is not appropriate D. Three indicators is not appropriate

3.	Suitability of learning materials and method	A. Very appropriate B. Appropriate C. Less appropriate D. Not appropriate
4.	Suitability of materials and assessment	A. Very appropriate B. Appropriate C. Less appropriate D. Not appropriate
5.	Suitability of learning materials and media	A. Very appropriate B. Appropriate C. Less appropriate D. Not appropriate
6.	Suitability of learning method and activities	A. Very appropriate B. Appropriate C. Less appropriate D. Not appropriate



Sekolah	: MTSN MODEL 1 MEULABOH
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ 1 (Ganjil)
Materi pokok	: Agreement, Disagreement and Suggestion
Alokasi Waktu	: 4 x 40 menit (4 JP) = 2 Pertemuan

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) 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

KOMPETENSI DASAR	INDIKATOR
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks	3.2.1 Menuntukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks

<p>penggunaannya. (Perhatikan unsur kebahasaan to, in order to, so that (dis)agreement).</p>	<p>penggunaannya. 3.2.1 Mensimulasikan ungkapan terkait ekspresi agreement, disagreement, dan suggestion.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 melakukan percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. 4.2.2 membuat teks percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p>

C. TUJUAN PEMBELAJARAN

Melalui pendekatan Contextual Teaching Learning (CTL) dengan menggunakan model pembelajaran Discovery Learning, siswa mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya dan mensimulasikan ungkapan terkait ekspresi agreement, disagreement, dan suggestion. Serta melakukan percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan

meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

D. Materi Pembelajaran

Fungsi sosial

Membuat rencana, menunjukkan kesungguhan, mengarahkan

Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dengan modal: will, be going to.
- Ungkapan persetujuan: I agree. That's a good idea. I don't think it's a good idea.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Tindakan dan kegiatan peserta didik di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI.

E. Pendekatan, Model dan Metode Pembelajaran

Pendekatan : Genre Based Approach

Model : Discovery learning

Metode : Diskusi dan tanya jawab

F. Media, Alat dan Sumber Pembelajaran

Media : text copyan, video dialog.

Alat : speaker, Laptop

Sumber : buku paket dan internet

G. Kegiatan Pembelajaran

pertemuan pertama (2JP)

3.2.1 menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

3.2.1 mensimulasikan ungkapan terkait ekspresi agreement, disagreement, dan suggestion.

1. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

Character building

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai ungkapan lisan maupun tulisan tentang ekspresi agreement, disagreement, dan suggestion.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

Critical thinking

- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang ungkapan agreement, disagreement dan suggestion.
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

Character building

2. Kegiatan Inti

Stimulation

- Guru menanyakan seputar ekspresi apa yang akan diucapkan untuk setuju, tidak setuju, memberikan saran dan penggunaan kalimat Will dan Be going to
- Siswa mengekspresikan ungkapan tersebut dalam bahasa Indonesia.

literacy

Problem statement

- Guru memaparkan beberapa statement.
- Guru meminta Siswa mengklasifikasikannya ke dalam beberapa ekspresi seperti, setuju, tidak setuju dan memberi saran. Serta memberikan contoh percakapan yang akan dibacakan di depan kelas.

Critical thinking

Data collection

Creative and

- Siswa mengklasifikasikannya ke dalam beberapa ekspresi seperti, setuju, tidak setuju dan memberi saran.

Data Processing

- Siswa secara berkelompok mengerjakan dengan cara mengklasifikasikan ekspresi ekspresi tersebut.

Verification

- Beberapa perwakilan kelompok diminta untuk menjelaskannya ke depan kelas (Memperagakan percakapan di depan kelas)

Generalization

- Guru memberikan penjelasan terhadap jawaban yang kurang tepat.

3. Kegiatan Penutup

- Siswa diminta untuk mengamambil kesimpulan terhadap ketiga ekspresi yang telah dipelajari.

Character building

- Guru meminta siswa untuk memberi saran dan menyatakan pernyataan setuju dan tidak setuju secara sopan dalam kehidupan sehari hari.
- Pemberian tugas yang dikerjakan dirumah dan dikumpulkan dipertemuan selanjutnya.
- Salam penutup

Pertemuan Kedua: (2 JP)

4.2.1 melakukan percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

1. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

Character building

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai ungkapan lisan maupun tulisan tentang ekspresi agreement, disagreement, dan suggestion.

- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

Critical thinking

- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang ungkapan agreement, disagreement dan suggestion.

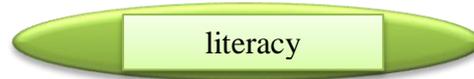
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

Character building

2. Kegiatan Inti

Stimulation

- Guru mengekspresikan beberapa ekspresi setuju tidak setuju, memberi saran dan bentuk singular dan plural nouns
- Siswa diharuskan untuk memberi jawaban terhadap ekspresi yang di paparkan guru.



Problem statement

- Guru memberikan beberapa ekspresi memberi saran
- Siswa mencatat beberapa kata kunci untuk menandakan ekspresi memberi saran



Data collection



- Siswa secara berpasangan mencari beberapa sumber lain tentang ekspresi memberi saran

Data Processing

- Siswa secara berpasangan melakukan percakapan terkait ekspresi memberi saran dengan pengucapan yang tepat.

Verification

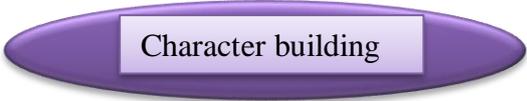
- Guru secara langsung membimbing setiap kesalahan pengucapan yang dilakukan siswa.

Generalization

- Siswa mendapatkan kesimpulan terhadap bagaimana melakukan percakapan terhadap ekspresi setuju, tidak setuju dan memberi saran yang baik dan tepat.

3. Kegiatan Penutup

- Siswa diminta untuk tidak mengulangi kesalahan pengucapan maupun respon terhadap tiga ekspresi yang telah dipelajari.



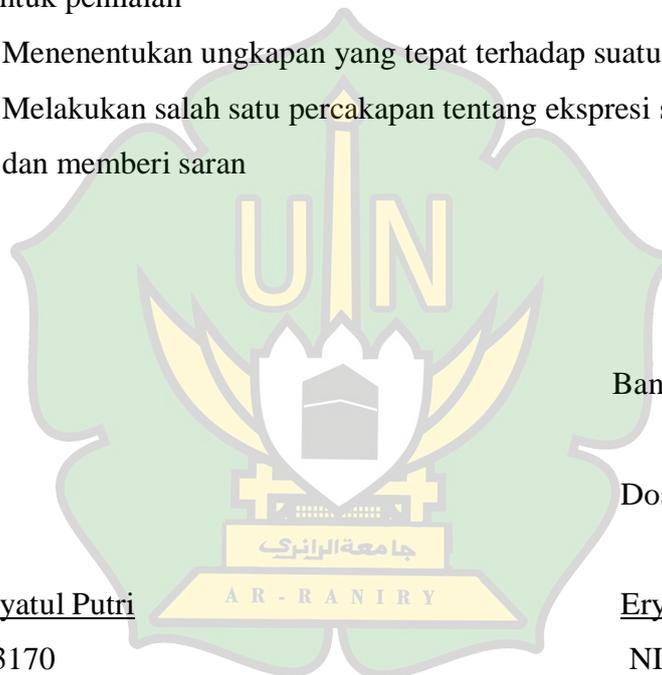
- Guru meminta siswa untuk memberi saran dan menyatakan pernyataan setuju dan tidak setuju secara sopan dalam kehidupan sehari-hari.

H. Teknik Penilaian

- Teknik Penilaian
 - Tes tertulis
 - Tes lisan
- Bentuk penilaian
 - Menentukan ungkapan yang tepat terhadap suatu statement.
 - Melakukan salah satu percakapan tentang ekspresi setuju, tidak setuju dan memberi saran

Mengetahui,
2019
Mahasiswa

Rindu Fadhlyatul Putri
NIM 160203170



Banda Aceh, 16 Juli
Dosen Pembimbing

Ery Zul Akbar
NIP. 00000000000

LAMPIRAN MATERI DAN INSTRUMENT PENILAIAN

1. Expressions of Agreement

Agreement is when the people have the same opinion, or when they approve of or accept something. Here are some expressions of agreement.

2. Disagreement Expressions

Disagreement is when the people have the different opinion, or when they don't approve of or don't accept something. Here are some expressions of agreement.

Agreement Expressions	Disagreement Expressions
<ul style="list-style-type: none"> · I agree (with you) · You are right · That's right · That's true · It's true · I know · Absolutely · Definitely · No doubt · That's exactly · That's just what I was thinking · I feel the same way · My feeling exactly · You took the words out of my mouth · I suppose you are right · That maybe true · That might be true · You maybe right · You might be right · You have a point there 	<ul style="list-style-type: none"> · I disagree · I don't agree · I can't · I don't think so · I'm not sure (about that) · I don't know (about that) · I'm not sure if I agree with you about that. · I wouldn't say that · I wouldn't go as far as that. · I wouldn't go so far as who say that · I wish I could agree (with you), but · I hate to disagree (with you), but

· I see your point	· I don't mean to disagree (with you), but ...
--------------------	--

3. Contoh Dialog Expression of Agreement and Disagreement

Diperagakan siswa secara berpasangan!

Andrew : What do you think about math?

Caterine : Actually, it is very easy to learn. Do you think so?

Andrew : I don't think so. I have troubles when I study about it. I always get bad score.

Caterine : If you will get good score, you have to practice exercise everyday.

Andrew : I am with you. But I do not have friends to discuss together.

Caroline : You can join with me if you want to learn about it. Please come to my house if you have free time to learn math.

Andrew : Okey, I agree. By the way. My friends say that they can learn math without practice the questions.

Caroline : That's true. But not all of people can do it. Practice is more important, than remember of pattern.

Andrew : You are absolutely right

Materi unsur kebahasaan

1. Pengertian WILL

Will adalah sebuah modal auxiliary verb yang digunakan untuk memberi makna pada kalimat Present Future Tense. Apa itu Modal Auxiliary Verb? Mungkin kalian pernah mendengar istilah bahasa Inggris tersebut?

Sekilas saja ya, Modal Auxiliary Verb disebut juga kata kerja bantu dalam bahasa Indonesia. Namanya juga kata bantu, ya fungsinya membantu kata kerja dong. Untuk apa? Memberi makna lebih jelas tentang waktu dan mempertegas fungsinya.

Coba bandingkan,

pertama: "I eat an apple"

kedua: "I will eat an apple".

Apakah kamu dapat melihat perbedaannya? Yang pertama berarti aku makan apel (mungkin setiap hari atau secara teratur) sedangkan yang kedua berarti aku akan makan apel (nanti atau di kemudian hari). Nah, beda bukan?

So, penggunaan Modal Auxiliary Verb WILL berguna untuk memberi makna tentang apa yang akan dilakukan nanti di masa mendatang pada kalimat Present Future Tense.

2. Pengertian BE GOING TO

Bagaimana dengan Be Going To? Sama ajah. Be itu juga termasuk Auxiliary Verb alias kata kerja bantu. Untuk Simple Future kita menggunakan Be dalam bentuk Present yaitu Is, Am, Are sesuai dengan Subjeknya. Subjek I berpasangan dengan AM; Subjek She, He, It berpasangan dengan IS dan terakhir They, We, You diikuti oleh ARE.

Banyak pelajar pemula kebingungan dengan pola kalimat Be Going To. Mereka mengira sama dengan Present Continuous. Yap, polanya emang agak mirip dengan Continuous, hanya saja Be Going To ditambah Verb 1 sedangkan Continuous berisi Verb-ing.

Coba bedakan sendiri yuk!

Continuous: I am going to Marsya's house.

Be Going To: I am going to study Math there.

- Tambahan Pengetahuan Penggunaan Will dan Going To

Subyek kata pengganti seperti They, We, I, You, She, He, It dan WILL bisa disingkat. Hanya perlu menambahkan apostrophe alias tanda petik tunggal yaitu ('). Sedangkan untuk penggunaan will pada kalimat negatif bisa disingkat WILL NOT menjadi WON'T.

- I will/shall = I'll
- We will/shall = We'll
- They will = They'll
- She will = She'll
- He will = He'll

Selain itu, Going To juga bisa disingkat menjadi Gonna. Tapi penggunaan Gonna adalah untuk situasi nggak formal seperti saat berbicara (Speaking) atau melakukan percakapan. Perhatikan contoh penggunaan Going To dan Gonna berikut ini :

- ❖ I am going to learn Math = I'm gonna learn Math
- ❖ She is going to clean her car = She's gonna clean her car
- ❖ They are going to buy some food = They're gonna buy some food

BENTUK SINGULAR DAN PLURAL NOUNS

kata benda tunggal (singular noun) dan bentuk kata benda jamak (plural nouns) adalah sebagai berikut:

1. Kata benda jamak (plural nouns) umumnya dibentuk dari kata benda tunggal (singular noun) yang ditambah akhiran -s.

Singular	Plural
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Dog	dogs
Cat	Cats
Day	Days
House	Houses

2. Kata benda tunggal (singular noun) yang berakhiran ch, sh, ss, atau x ditambah akhiran -es.

Singular	Plural
church	Churches
brush	Brushes
kiss	Kisses
box	Boxes

3. Kata benda tunggal (singular noun) yang berakhiran o ditambah akhiran -es, namun beberapa kata benda lainnya yang berakhiran o hanya ditambah -s.

Singular	Plural
potato	potatoes
tomato	tomatoes
hero	heroes
kilo	kilos
photo	photos
video	videos
studio	studios

4. Contoh Kalimat Menggunakan Singular Noun

- ❖ I have a book.
- ❖ The student wears a uniform.
- ❖ My father drinks a glass of coffee.
- ❖ It's going to be rain. Please bring an umbrella!
- ❖ The girl lost her key. She couldn't enter the room.

5. Contoh Kalimat Menggunakan Plural Nouns

- ❖ I need some pencils.
- ❖ He joined several communities.
- ❖ The students visited Bandung Zoo.
- ❖ The children are playing football.
- ❖ Would you like to buy me two kilos of sugar?

Evaluasi Cognitive Beserta Instrument Penilaian

A. Reading Comprehension

Instrument : Multiple Choice with 10 Question ¹

Direction : answer the question by choosing the correct option A, B, C, or D.

1. Each of the participants of seminar given a book and a briefcase.
 - A. He is
 - B. Is
 - C. Are
 - D. They are
2. Neither the managers nor the workers late.
 - A. Come
 - B. Coming
 - C. Comes
 - D. To come
3. Neither of Bandung's governor candidates on debate exhibition.
 - A. Were
 - B. Am
 - C. Is
 - D. Are
4. One of forty students in this class chosen as the chairman of the class.
 - A. Is
 - B. Were
 - C. Are
 - D. Be
5. Most of the government officials turn in their papers before the due date.
 - A. Has to
 - B. Have to
 - C. Having
 - D. Is having to
6. This is Saturday night. What will you suggest your friend?
 - A. I think we should go to the town square for sight seeing.
 - B. What about going to the doctor?
 - C. You should speak to your teacher.
 - D. What if we take this to be repaired?
7. Doctor: smoking if you don't want to get sick.
Patient: Yes sir, I will try.
 - a. what if you stop
 - b. you should stop
 - c. how about
 - d. maybe you can stop
8. A: I am so hungry.

¹ Simak lebih lanjut di [Brainly.co.id](https://brainly.co.id/tugas/1734747#readmore) - <https://brainly.co.id/tugas/1734747#readmore>

B:

- A. I think you should take a rest.
- B. You ought to read it more carefully.
- C. Calm down! You should be more relaxed.
- D. What about going to a restaurant?

9. Mother: I want to cook an omelette.

You:

- a. Let's buy some eggs.
- b. Let's buy some syrup.
- c. I think you should buy a ticket first.
- d. I think you should go to a barbershop.

10. Your friend needs a book for his homework. But he doesn't have enough money to buy it. What will you suggest him?

- a. Maybe you can borrow from our seniors?
- b. I think you shouldn't do the homework.
- c. What if we go to the zoo?
- d. You ought to get some rest.

1 soal = 10 poin

Pedoman Penilaian

- 1. Untuk tiap nomor, tiap jawaban benar skor 10
- 2. Jumlah skor maksimal x 10 = 10
- 3. Nilai maksimal = 100

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

<https://www.bigbanktheories.com/contoh-soal-singular-and-plural-nouns-lengkap-dengan-jawaban/>

B. Listening

Direction : Listen to the following recorded dialogue carefully and fill the blank with the appropriate word . Lengkapi kalimat berikut dengan kata will atau will be dan dengan kata is/am/are going to atau is/am/are going to be.

- 1. I am sure we will pass the exam.
- 2. I don't think the test will be very difficult.
- 3. She will be angry if I am late.
- 4. They will come here soon.
- 5. I wonder where we will be 30 years from now.
- 6. He is going to wash his car.
- 7. Look at the clouds. It is going to rain soon.
- 8. I am going to buy something for lunch.
- 9. She is going to be nice to you because of the gift.
- 10. We are going to be the players.

1 question = 10 Point x 10
= 100 overall point of cognitive

4.2.1 melakukan percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

4.2.2 membuat teks percakapan terkait ekspresi interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

C. Speaking and writing

<i>Tulislah teks percakapan Expressions of Agreement, disagreement, or suggestion dan Praktekkan percakapan di bawah ini !</i>
Beny : Hei Anton, why do you look so sad?
Anton : I have a serious problem today. I have just lost my wallet
Beny : Really? Where did you lose it?
Anton : Hmm... Maybe in the park
Beny : I think you should be more careful with your belongings.
Anton : Yeah, I think so. This is my fault.
Beny : Don't be sad Anton. I hope you can find it really soon.
Anton : Thank you Beny. Do you have any suggestion for me?
Beny : If I may suggest, you should go to the park and look for it more detail
Anton : I have looked for it for hours but I did not find it. Do you have

another suggestion?
Beny : Hmm... You would better tell the securities to help you to find it and also announce it to the visitors.
Anton : Yeah you are right. I will try it. Thank you for your suggestions.
Beny : You are welcome Anton. Next time, it is better for you to keep your important stuffs in a safe place
Anton : Certainly Ben.

Rubrik

no	Criterion	score
1	Grammar	25
2	Spelling	25
3	Diction	25
4	Paragraph development	25

Jumlah skor maksimal keseluruhan 100

standard of each element

1. excellent =21-25
- 2.very good = 16-20
3. good= 21-30
- 4.average = 11-15
5. poor = <5

Nama siswa: _____

Kelas : _____

ASPEK	SKOR				TOTAL
	50	60	70	80	
1. Fluency					

2. Accuracy					
3. Pronunciation					
4. Intonation					

Keterangan untuk :

1. Fluency 50 : Bila terjadi hesitasi
- 60 : Lancar, tetapi masih ada hesitasi
- 70 : Lancar
- 80 : Sangat lancar
2. Accuracy 50 : Semua ucapan tidak dapat dipahami
- 60 : Sebagian kecil ucapan sudah dapat dipahami
- 70 : Sebagian besar ucapan sudah dapat dipahami
- 80 : Semua ucapan dapat dipahami
3. Pronunciation 50 : Hampir semua ucapan tidak benar
- 60 : Sebagian kecil ucapan sudah benar
- 70 : Sebagian besar ucapan benar
- 80 : Semua ucapan benar
4. Intonation 50 : Tekanan/irama semua kata salah
- 60 : Tekanan/irama sebagian kecil kata benar

70 : Tekanan/irama sebagian besar kata benar

80 : Tekanan/irama semua kata, frasa, kalimat benar

