

**AN ANALYSIS OF ENGLISH CURRICULUM OF A FAVORITE SENIOR  
HIGH SCHOOL IN ACEH**

THESIS



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**FACULTY OF EDUCATION TARBIYAH AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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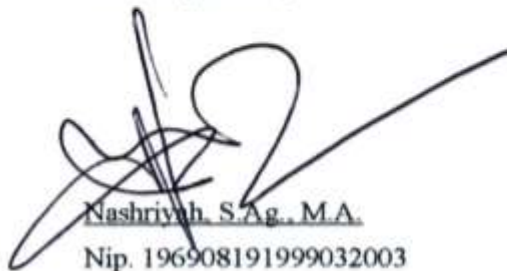
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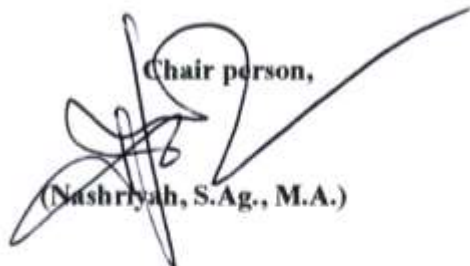
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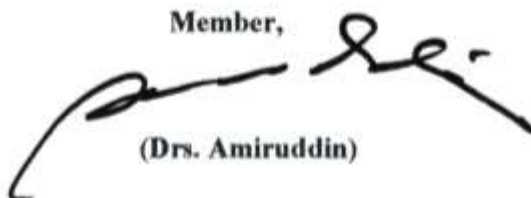
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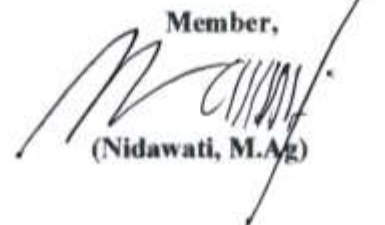
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M. Febriansyah Hanan

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- VII. Autobiography



## SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

“ An Analysis of English Curriculum of A Favorite Senior High School in Aceh ”  
adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikian surat pernyataan saya buat dengan sesungguhnya.

Banda Aceh, 05 Januari 2018,

Saya yang membuat pernyataan,



Fe ( M. Febriansyah Hanan )

## **ABSTRACT**

The purpose of this study was to find out the implementation of English curriculum and the effectiveness of English curriculum in teaching learning process based on Sukmadinata (2008) Component of Curriculum, how to examines the teaching material, teaching strategies, media; evaluation and improvement of teaching. To achieve the aims of the study, This research was conducted qualitatively by using two techniques of data collection; interview and observation of English curriculum to eight grade of Lab school unsyiah. Both data were analyzed in descriptive way. the subject of this research were A vice principle who was in charge of the school curriculum, An english teacher and Four alumnie. The result of interview and observation of The English teacher and the principle of English curriculum affair showed that the implementation of English curriculum at Lab school was running well. Teaching methods were used by the teacher were appropriate to the age and ability of the students. The variety of methods and activities applied by the teacher did not run out from the lesson plan arranged, The classroom management was quite good because the teacher grouped the students and then they were asked to make a short conversation with their friend. The model of learning was Scientific approach in K 13 curriculum, focusing on students need. The teaching material was developed by the teacher. The syllabus was designed by English teacher. It consists of five major parts; topic, objective, subject, matter, time frame, and evaluation. Moreover, the students were active in the class room where it is based on K 13 curriculum. Some supporting materials such as projector, white board, table, board information, and Speaker. There are some extracurriculums; Debate Club, Grammar and Toefl Club. The students were treated fairly, impartially, and with respect. They were encouraged to do their best. And this was same treated to Previous students of Lab School at result the alumnie were happy to study at lab school.

**Key words:** English Curriculum, Teaching material

# **BAB I**

## **BACKGROUND OF THE STUDY**

### **1.1 INTRODUCTION**

Realizing the importance of English language in globalization era. Indonesian government has implemented English lesson into the academic curriculum as a compulsory subject to be taught in Junior and Senior High school. Recently, by *Peraturan Pemerintah No.32 Th. 2013* the educational system of Indonesia has launched the 2013 curriculum. This new launched curriculum is a school based curriculum, an operational curriculum which is constructed, developed, and implemented by each education unit (school). The aim of this curriculum is to prepare Indonesian people to be religious, productive, creative, and innovative. Furthermore, it is expected that they also can give contribution for their social life, nation, country and world civilization.

Due to the new launched curriculum, there are several changes in some parts of education. As stated by Richards (2001:103), Curriculum has changed in many different sides of it. Curriculum may affect teachers' pedagogical values and beliefs, teachers' understanding of the nature of language or second language learning, or their classroom practices and the use of teaching and learning materials. Among several changes in education parts, teaching material also needs to be adjusted because it is one of the most important factors in teaching and learning process. This argument is supported by Richards (2001). He argues that teaching materials are regarded as a key factor in most language programs.

Teaching materials can be developed from many learning sources, one of it is from English books are available in schools ( libraries). so, Government should give special attention regarding its changes toward recent applied curriculum. The adjustment of English textbook to the recent curriculum should be conducted because English teachers tend to display a strong reliance on textbook usage in the classroom. Moreover, In a research by Richards, Tung & Ng as cited by Lawrence (2011) they did a research with 149 local secondary school English teachers, it was found that textbook were one of the primary sources of teaching material. Only 28% of the total respondents have claimed that they have made a significant use of self-developed teaching materials. Moreover, Djuwariah Ahmad (2014) conducted a study to investigate the 2013 Curriculum (K -13) implementation at the four targeted senior secondary schools of K-13 implementation in Makassar, south Sulawesi, Indonesia. The teachers' knowledge and belief system towards the change, their perception on the K-13 led to main trends: (1) positive, innovative, creative, and give impact to the transformation from traditional view of learning to a modern pedagogic dimension; and (2) negative and superficial that only change in conceptual level and would likely to have the same effects with the previous changes. The teachers' interpretation on the k-13 also led to two main trends: (1) the correct and comprehensive interpretation when dealing with the general concepts in K-13 in ELT practices; and, (2) the partial interpretation toward the applicative concepts according to their understanding, procedural knowledge and the convenience of the application offered by the changing elements. The implementation of K-13 in ELT practice was found to be partial, biased and tended to be traditional from the planning to

the assessing process. The constraints to successful implementation of K-13 were found to root in the teachers' fixed mindset and within the implementation.

A good English textbook should reflect the curriculum which is applied. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan and Tarigan, 1986: 66). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

Every curriculum, specially English curriculum has it owns goals which have to be implemented in the classroom and reached by students as the sign of their success and expertness in their education.. It describes what behavior and ability that the students need to reach after teaching and learning process. Instructional objective should depict the learning objective which is expected from the students. The learning objective which is expected is behavior change of the students. The forms of students' objective behavior are classified into three domains by Bloom et. al.(1956). They named it as "The taxonomy of educational objectives". Objectives could be placed in one of three major domains or classification; (1) Cognitive, (2) Affective, and (3) Psychomotor. Thus, every textbook written nowadays should apply those three objectives as one of qualification of a suitable textbook based on 2013 curriculum because it is the recent curriculum applied in Indonesia. According to Gardner, Roth and Brooks-Gunn (2008), participation in organized activities during high school is positively associated with educational, civic, and to some extent, occupational success in young adulthood. Morrissey (2005) stated that there is an established link between

adolescents' extracurricular activities and educational attainment as adults in occupational choice and income. Morrissey also noted a reduction in delinquency and less engagement in risky behaviors. These factors explain why students should balance their lives with academics and activities as participating in these well-rounded activities may impact their success in the future.

In addition, although the 2013 curriculum is already applied in Indonesian education system, since the 2013 curriculum is still fresh launched in 2013 and there is still lack discussion about English curriculum in a favorite school. I try to analyze Lab school as one of favorite schools. Lab school Unsyiah is one of the schools which implemented Curriculum 13 and one of a standard schools in Aceh.

According to those reasons stated, this study is aimed to analyze the implementation and figure out the effectiveness of English curriculum for Senior High School in terms of favorite school in Aceh.

## **1.2 Research Problem**

Based on the background described above, there are two major categories of school systems: private and public schools. In Indonesia private schools are getting mass acceptance today to ensure sustained progress of the country. So, I formulated the research question as bellows;

1. How is the implementation of English curriculum in Lab school ?
2. To what extent is the effectiveness of english curriculum in Lab school ?

### **1.3 The Purpose of Study**

The aim of this study as bellows;

1. To find out the implementation of English curriculum in Lab school.
2. To find out the effectiveness of English in Lab school.

### **1.4 Significance of The Study**

This study is expected to have a significant contribution for the advancement of teaching English at high schools in Aceh. It is hoped that it will help schools to impelement curriculum change more effectively and sustain curriculum changes in English subject over time. Not olny that but also help the teachers involved to reflect on their current understanding and practices of teaching English as suggested by curriculum K 13. In addition, The present study can also be of use as a reference for further research.

### **1.5 The Operational Definition**

There are several terms used in this study. To avoid misunderstanding of the readers. The terms are explained in detail and they are valid for research only;

#### **1. An Analysis**

According to Gorys Keraf (1994) stated that analysis is a process for breaking things into parts that are related to each other. Mean while according to Komarrudin (2001: 531 ) said that the analysis is a thinking activity to describe a whole into a component so that it can recognize the signs of each component, the

relationship of each other and their respective functions in a unified whole. Finally, Robert J. Schreier (1991) said that the analysis is reading the text, by placing signs in the dynamic interaction and message delivered.

## 2. English Curriculum

Curriculum is a component that subject knowledge can be seen as representing the accumulated experience of the past and the representation of this for the future. There are several items such as the concepts, facts, processes, language, narratives and conventions constitute socially refined forms of knowledge that is regarded as “powerful”. Harsono (2005) in *Sepengetahuan* stated that the curriculum is an educational idea expressed through practice. Curriculum understanding is currently growing, so that the meaning of the curriculum is not only as the idea of education, but the whole program of planned learning from national education institutions.

## 3. Favorite School

The term of favorite according to Merriam-webster dictionary means best liked or enjoyed. The students were selected tightly. Favorite school in this study refers to Lab School Unsyiah where the school is well-liked. In fact, some students from other favorite schools such as Modal Bangsa, SMA N 1 Banda Aceh and SMA 1 Tapak Tuan moved from their school to SMA Lab school Banda Aceh (*official administration 2017/2018*). It shows that SMA Lab school is well-liked.



## **CHAPTER II**

### **THE REVIEW OF LITERATURE**

In this chapter, the writer describes some common theories about English Curriculum, International Standards, and Analysis.

#### **2.1 English Curriculum**

##### **2.1.1 Definition of Education**

Education has some purposes such as sharing knowledge, skills, beliefs, value, and habits. Dewey (1994) said that “Various of method such as story-telling, discussion, teaching, training, and directed research. Basically, Education process often takes place under the guidance of teacher, also the teacher can study with the students.

Education has two types formal or informal the students can study in both of types. And any experience that has a formative effect on the way one thinks, feels, or acts. Pedagogy is the methodology of teaching. There are classifications of Education such stages as preschool or kindergarten, primary school, secondary school, and then college, university, or apprenticeship.

Education run in the prehistory, the adults educated and trained the young in the knowledge and skills that needed in their society. In preliterate societies this was achieved orally and through imitation. Story-telling influenced knowledge, values, and skills from one generation to the next other generations. Because of culture began to large the knowledge of the students beyond skills that could be got through imitation, formal education developed.

### **2.1.2 Curriculum Definition**

Education is developing rapidly over time. There is regular reform going on in different places which can include developing teaching styles methods, curriculum design and better understanding of the learning process. Educationalists intend to develop different aspects of education including curriculum development.

Continuous development of the curriculum is taking place in all over the world. In some places, governments have their own curriculum officers and basically develop their own curricula. Prideaux (2003) stated “The contemporary of the notion of curriculum is that of all planned learning experiences presented by an educational institution. At least four elements are encountered in the majority of curricula: content, teaching and learning strategies, assessment of students’ knowledge and feed-back processes on the validity of the curriculum.

Kelly (2009) stated: “In education field , a curriculum is generally defined as the all of student activities include experiences that occur in the educational process.” The term often refers specifically to a planned speciality of instruction or to a view of the students’ experiences in term of the educator’s or schools’ instructional goals in the teaching learning process. Adams (2003) said “Curricula has a tightly process to standardized, it could be include a high level of instructor or learner autonomy.” Many countries have national curricula in primary and secondary education, such as the United Kingdom’s National Curriculum. UNESCO’s international Bureau of Education has fuction to study, to know the curricula and their implementation around the world. According to Glatthorn et al

(2006), curriculum can be defined as perspective, descriptive, or both. The definitions give us what the real must be happened and it can be continuously rather than not form planing, program or expert opinion toward what should pay attention to learning process.

Moreover, the Indonesian Institution of National Education Standards (2006) stated that curriculum has set such as set of rules and plans about the content, goal, teaching materials, and the methods used to run the teaching learning process in the classroom activities at school (classroom) on achieving certain educational goals. It includes the national goals in accordance with the local potential needs, education unit (school) and learners.

### **2.1.3 Components of the Curriculum**

The curriculum as a tool for achieving educational goals has a central component and an interconnected component of intercommunication, interacting in order to support it to achieve that goal. These components according to Sukmadinata (2008: 102 - 112) include: A) purpose; B) teaching materials; C) teaching strategies; D) teaching media; E) evaluation of teaching; And f) improvement of teaching.

#### **A. Aim**

The curriculum is a program intended to achieve educational goals. That goal is used as a direction or reference of all educational activities undertaken. The success or failure of the school's teaching program can be measured by how far and how much it achieves. Within each curriculum of educational institutions, certain educational objectives

are to be or should be achieved by the institution concerned (Sukmadinata, 2008: 103)

#### B. Teaching Materials

The contents of the curriculum program is everything that is given to the students in teaching and learning activities in order to achieve the goal. The contents of the curriculum include the types of subject areas taught and the program content of each field of study. Fields of study are tailored to the type, level and educational path that exist (Sukmadinata, 2008: 105).

#### C. Teaching Strategy

The strategy refers to the approaches and methods and teaching tools used in teaching. But in essence the teaching strategy is not limited to just that. Teaching strategy talks are illustrated by the way in which the execution of the kingdom takes place, conducts judgments, conducts guidance and regulates activities, both applicable and specific in teaching (Sukmadinata, 2008: 106).

#### D. Media

Media is a means of intermediary in teaching. Media is an intermediary to describe the contents of the curriculum to be more easily understood by learners. Therefore, the proper use and use of media in teaching of the subject presented to the learners will facilitate the learners in responding to, understanding the content of the teacher's presentation in teaching (Sukmadinata, 2008: 108).

#### E. Teaching Evaluation

The next major component after goal formulation, teaching materials, teaching strategies, and teaching media is evaluation and refinement. Evaluation is aimed at assessing the achievement of predetermined goals and assessing the overall teaching implementation process (Sukmadinata, 2008: 109).

#### F. Improvements of Teaching

The results of the evaluation, both evaluating the learning outcomes, as well as evaluating the overall implementation of teaching, are feedback for further improvements. What components are perfected, and how the improvements are implemented in accordance with the components being evaluated, basically all teaching components have the possibility to be perfected (Sukmadinata, 2008: 112)

#### **2.1.4 English in Indonesia**

The Dutch who occupied Indonesia for over 350 years from 1595 to 1942, were loath to provide any education at all to the Indonesian population. During the Dutch colonial period, only few Indonesians received any education, the majority of Indonesians were illiterate. This policy of keeping the colonized people in the dark was quite different to that of the British in their colonial territories. The few secondary schools that selected in Indonesia were only intended for Dutch children and the children of selected local officials and well-connected people.

According to Gregory (1964), although English was taught as a foreign language in these schools very few indigenous children attended them. Western-

style elementary schools were only introduced in 1907 and English was first taught to Indonesians in 1914 when junior high schools were established.

According to Dardjowidjodjo (2003), senior high schools were only set up in 1918. Tilaar (1995) said in 1930, the literacy rate in Indonesia was a mere 6,4% in 1940, there were only 37 senior high school in the entire country. The special class of Indonesians most of them were children nobility got dutch but never be thaught English as their skill for comunication.

During the second world-war, the Japanese prohibited the teaching of English. When the Dutch returned to Indonesia after the Japanese defeat, they attempted to carry on with the curriculum they had used before the war. Gregory (1964) said, “The school system during the war and in the four years of turmoil that followed was greatly disrupted.”

Darjdowidjodjo (2003) saw the choice of English as part of a pattern of choices that fell to newly independent states when working out their language policies in the context of bilingual or multilingual societies. While it is tempting to compare the English language situation in Indonesia with that of neighboring Malaysia, Singapore, and the Philippines.

Dardjowidjodjo (2003) pointed out, it is not feasible to try and imitate the policies there because Indonesia has not been a colony of either the UK or the USA in the way these countries have and so there is no foundation use of English in official or public life.

### **2.1.5 Curriculum Development in Indonesia**

From the various definitions and concepts presented, it is clear that curricula can be changed based on the era. Development connotes changes which are systematic. A change for the better means any alteration, modification or improvement of existing condition. To produce positive changes, development should be purposeful, planned, and progressive. This is how curriculum evolves.

Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies, they are;

#### **1. 1945's Grammar-Translation Based Curriculum**

English language teaching in 1945 during the colonialized era followed the grammar-translation method as it is suitable for large classes, cheap and only required grammatical mastery of the language.

#### **2. 1958's Audio-Lingual Based Curriculum**

Audio-lingual as an approach which was a step led to audio-lingual has recognised since 1950's, Government of indonesia through the US Ford Foundation grant based curriculum. In this case, some characteristics could be identified such as that the language laboratory was the main support, audio-lingual textbooks were developed. Yet, the usage of garmmer-translation method was still used by many teachers in the larger classes.

### 3. 1975's Revised Audio-Lingual Based Curriculum

Tjokrosujoso and Fachrurazy (1997) said, "In 1975s, the revised curriculum was still oriented to the audio-lingual approach but with more systematic teaching guidelines that covered all curriculum components such as teaching objectives, materials, approaches, and evaluation."

It is the first time when Indonesia incorporated top down and objectives-driven curriculum design approach especially in English language curriculum. Yet, this structured-based audio-lingual curriculum still did not contribute to the achievement of learning objectives of English learning.

Wiramaya (1991) said, "The failure of this approach was mainly caused by the fact that some requirement of audio-lingual implementation were not fulfilled such as the absence of native speakers as models, the absence of language laboratory, the existence of big classes and so forth."

### 4. 1984's Structure-Based Communicative Curriculum

The appearness of communicative approach curriculum in the 1984 because the dissatisfaction with audio-lingual curriculum with hoped could encouranging the mastery of English communication both receptive and productive skills. Although the 1984 curriculum was proclaimed to be communicative, the reality was still form-focused as observed from the official textbooks released by the Department of Education in which language structure was the most dominant content in the textbook. It meant that, communicative competence was not really important but more important was linguistic competence (Nababan: 1983).



According to Tjokrosujoso and Fachrurazy (1997) the 1984 curriculum was inconsistent since its main aim was reading comprehension, the program was structure-oriented, the teaching approach was intended to be communicative, and the evaluation was discrete and grammar-based.

#### 5. 1994's Meaning-Based Communicative Curriculum.

The unsuccessful 1984 curriculum had encouraged the Department of Education to change the curriculum. Through conducting survey to both students and teachers, they both perceived productive skills as more important and that communication-focused is more important than structure-focused approach. Thus, in 1984 had been changed from structure-focused communicative curriculum (1994) to be the meaning-focused communicative curriculum.

The underpinning approach in the 1994 curriculum was meaning fullness approach or communicative approach which involved some features such as the development of the ability to communicating in the four skills, from communication abilities hoped linguistic mastery a range of syllabi used (functional, situational, skill-based, structural), and integrated and communicative assessment. Textbooks were produce accompanying this curriculum by which the content was theme-based and teaching approach was task-based (Jazadi: 2000).

1994 curriculum met some issues; the priority of teaching was still on reading despite the four skills or productive skills, the national exam was still using the same format as in the 1984 which tested reading comprehension and form-based multiple choice questions and did not test all aspects of communicative competence.

#### 6. 2004's Competency-Based Curriculum (KBK)

The 2004 competency-based curriculum was then published as a reflection toward perfection of previous curriculum. This curriculum contained more systematic competency to be achieved in any level of education in Indonesia. Communicative language teaching was the underlying approach in its implementation.

The learning being more put on students or learner-centered learning started becoming the trend of language teaching and learning. The national examination managed by central government started to incorporate listening, reading, and grammar while speaking and writing score was taken from teacher's assessment at schools.

#### 7. 2006's KTSP

Teachers and educators had a good position to arrange the curriculum by cooperating with local authority in making and designing the curricula. The 2006 KTSP curriculum was implemented as a response toward curriculum correction.

According to *DIKNAS* (2012) curriculum 2006 had several problems. They are;

- a. too many subjects being learnt by the students and many competences were overlapping each other ignoring the cognitive development of the students,
- b. curriculum did not apply fully based on competency,

- c. competency did not holistically reflect domain of skill, knowledge, and affective behavior,
- d. some competences were not accommodate such as character building, active learning methodology,
- e. the equilibrium of developing soft skill and hard skills,
- f. standard of learning process is still teacher-oriented,
- g. standard of assessment and evaluation still neglects process and end product, and
- h. KTSP was still needed to open for multi interpretation by many educators and teachers in real situation.

#### 8. 2013's Curriculum (K13)

From above constraints, the Indonesian government should rethink, reformulate, and redesign the curriculum into the 2013 curriculum. To this date, the government has done very well to succes in producing curriculum documents that serve as frameworks and syllabuses in all subject from primary level to senior high level.

The government of indonesia has launched publicly and has implemented the curriculum in indonesia such as many schools, In context of ELT in the 2013 curriculum, the time of English subject was limited. This impacted also effected teaching learning process of Bahasa in the classroom.

## **Curriculum Evaluation**

Nichols et al (2006) defined curriculum evaluation as a systematic process for collecting and analyzing all relevant information for the purpose of judging and assessing the effectiveness of the curriculum to promote improvement.

Ornstein and Hunkins (1998) explained that evaluation a process to obtain data that could bring about changes, make amendment, additions, and/or subtractions from the curriculum. curriculum needed systematic evaluation and continuous for creating future projection. This continuous evaluation suggests that needed revision of all of the components of the curriculum should be made with the need of the students, this being the view of Brown (1989). Every model has been implemented in any countries to evaluate the effectiveness or the differnt subjects'curriculum.

Pittman (1985) used Robert Stake's Responsive Evaluation Model (RSREV) to assess or judge or evaluating a social science curriculum in an district school district in the United States of America.The importance of the evaluation was based on developing, implementing, and eavluating a curriculum evaluation procedure. This was done in order to identify the appropriateness and failures so that areas with shortcomings can be improved and to determine if the improvement had been made were positive on students' skills in social studies. The result of the evaluation identified the competency of the existing curriculum and suggested areas to be improved upon.

An important and integral part of the educational system is evaluation. It is politics to have proper and coordinated service delivery within the system. It

ensures uniformity in the dissemination of knowledge. Curriculum judgment is the procedure to measure whether the implementation of curriculum was implemented well or not (Kelly: 1999). The purpose universally of program appraisal as argued by Lynch (1996) involving judgment a program's efficacy in total terms and/or determining its superiority in contrast with similar programs. Its application can be known by using evaluate or judge and The victories and the disappointments of the curriculum before and during implementation (Ornstein and Hunkins: 1998). (Ornstein and Hunkins: 1998).

The current English curriculum in Indonesia needs some adjustments. Lie (2002) said that that it was hope for teachers or educators and EFL administrators are required to re-evaluated it holistically both from within and outside to make it more responsive to multicultural experiences. The students of senior high school can avoid if they did not feel comfortable it is because the current curriculum is very limited to a subject that is optional. The system effected the teacher in the classroom because the time of teaching too much. More teachers and more classrooms are required to enhance effective teaching. Teachers as educators need trainers to teach them regularly so that they were able to know the last development about english as a part of curriculum

## **2.2 Favorite School**

According to Merriam Webster, Favorite School is one that is treated or regarded with special Favor or liked. In addition, school is the place that is able to change what is not good to be good, because it becomes responsibility of teachers to educate and teach students, educate for the better, teach well. That is why teachers are required to keep updating their abilities. Taylor (1990) stated

that an effective school as a school that organizes and utilizes all its resources to ensure that all students (regardless of race, gender or socioeconomic status) can learn essential curriculum materials at school. Moreover, the favorite school is a school that allows students who are financially unable to attend the school, enjoying education like any other financially capable students. Schools that do not discriminate their students on the basis of their parents' finances. In this study, favorite school is Lab School Unsyiah.

### **2.3 An Analysis**

Analysis means to separate something up into parts, pieces, reasons, or steps and look at how those pieces are related to each other. In addition, analysis is the kind of thinking you will most often be asked to do in your work life and in school; it is not the rarefied and exclusive province of schools and intellectuals. It is, in fact one of the most common of our mental activities. Analysis emphasizes an investigation of the problem and requirements, rather than a solution. According to *Kamus Bahasa Indonesia* Analysis means: (1) Investigation of an event to know the true state, (2) The decomposition of a subject over its various parts and the annihilation of the passage itself and the relation between the parts to obtain a proper understanding and understanding the meaning of the whole, (3) The description after being reviewed as well, (4) Problem-solving that begins with the allegation of the truth.

In this study, I used all of the meaning of an analysis in my study to analyze an English curriculum of Lab school Unsyiah as favorite school in Aceh.

## 2.4 Relevant Study

Some researchers have been conducted studies to analyze and investigate the high school curriculum in Indonesia.

Rachel (2012) conducted a study to investigated the implementing of Indonesia school based curriculum in the teaching of writing in year two. She reported that the teachers' interpretation and implementation of the KTSP in relation to writing appeared to reflect a traditional view of learning , despite the intent of the KTSP to move away from this approach to teaching and learning. The teachers' exiting knowledge and understanding of the KTSP, their limited pedagogical practices, apparent lack of relevant professional development and their classroom contexts appeared to mitigate against changed practice. In addition, the nature of the expected competencies for writing, which were very narrow and skill-based, couple with the teachers' even narrower interpretation of them.

Djuwariah Ahmad (2014) conducted a study to investigate the 2013 Curriculum (K -13) implementation at the four targeted senior secondary schools of K-13 implementation in Makassar, south Sulawesi, Indonesia. The teachers' knowledge and belief system towards the change, their perception on the K-13 led to main trends: (1) positive, innovative, creative, and give impact to the transformation from traditional view of learning to a modern pedagogic dimension; and (2) negative and superficial that only change in conceptual level and would likely to have the same effects with the previous changes. The teachers' interpretation on the k-13 also led to two main trends: (1) the correct and

comprehensive interpretation when dealing with the general concepts in K-13 in ELT practices; and, (2) the partial interpretation toward the applicative concepts according to their understanding, procedural knowledge and the convenience of the application offered by the changing elements. The implementation of K-13 in ELT practice was found to be partial, biased and tended to be traditional from the planning to the assessing process. The constraints to successful implementation of K-13 were found to root in the teachers' fixed mindset and within the implementation.



## **RESERCH METHODOLOGY**

### **CHAPTER III**

#### **3.1 Reserch Design**

This research was conducted qualitatively by using two techniques of data collection; interview and observation. Qualitative research is defined as “ an approach to research that uses mehtodoligies designed to provide a rich, contextualized picture of an educational or social phenomenon” ( Mertens & McLaughlin, 2004, p.94). Meanwhile Syamsuddin & Damianti (2006, p.73) stated that qualitative research is “ an investigation approach because the researcher usually collects data by directly interacting with the respondents”. Furthermore, Patton ( as cited in Mertens & Mc Laughlin, 2004, p.96) suggested that using qualitative method under the following condition: “ the program emphasizes individualized outcomes , in-depth information is needed about certain clients or program, no standardized instrument is available that can validly and reliably measure program outcomes”

#### **3.2 . Research Location**

SMA Lab School Unsyiah is one of a private favorite high schools in Banda Aceh that was established on July 07<sup>th</sup> 2007. It is located on the 12.000 m2 land area. Since it was established , this school has been a private school but there were only students at the time. Then, the number of the students increased along with the growth of population. It is also located nearby Uin Ar-Ranirry and Syiah Kuala University. In addition, it is near some significant places, such as Jami’mosques, *Masjid Putih* and Syiah Kuala hospital. Moreover, it is near with

main library of Syiah Kuala and UIN Ar-Raniry 300 cm only to go there. Furthermore, This school also has complete facilities. Some facilities that can support English learning process are comfortable classroom and library that provided English text book and English news. Yet, there is no language laboratory that teachers and students can use to learn English. There are two English teachers and they teach on first and second grade.

### 3.3 Reserch Subject

New students who want to register studying at lab school unsyiah. The students must have a test from the school to be the students of lab school usnyiah. Some lessons to be tested such as English, *Bahasa Indonesia*, mathematics, biology, physics, economics and sociology. Moreover, Lab school unsyiah uses single tuition fee for the students. The payment of school based on the parents' income.

According to *Departemen Pendidikan Nasional* the school is stated as favorite if;

- a. Students who are admitted are strictly enrolled
- b. Education facilities and infrastructure are met and conducive to the learning process
- c. Learning hours are generally longer due to curriculum demands and student learning needs
- d. The process of learning is more qualified and can be accountable to students and guardians and students
- e. Superior schools are beneficial to the environment.

In this study, I chose a favorite private senior high school located in Banda Aceh. I only focused on the second grade of Science program as my because I intended to analyze component curriculum based on Sukmadinata (2008); The aim, Teaching material, Teaching strategy, Media, Teaching Evaluation, improvement of teaching in the classroom at Lab School Unsyiah. Thus, the subject of this research were the vice principle who was in charge of the school curriculum affairs , English teacher and four alumnnies.

### **3.4 Tecnique of Data Collection**

In collecting data, I used interview and observation technique. The purpose of collecting data was to gain information related to the research questions stated in chapter one. The technique used in this research will be described in detail as follow:

#### **1. Interview**

K.Vale (1983, p.174) stated the qualitative research interview as "an interview, which its purpose is to get information of description of the situation or reality of the interviewee with respect to interpretation of the meaning of the described reality based on the information got". gathering these data and descriptions can be done in several ways, of which did face-to-face interviews are the most common. Cohen, Manion, and Morrison (2000, P.267) defined that the interview is not only about concered with data about life. But It is part of life itself, but it is human relationship is inescapable. At the same time, K. Vale (1996, P. 14) explained that an Interview is get of view where participant can be one or more participants on a topic of mutual interest, with the purposes of

human interaction for knowledge production, and emphasizes social situatedness of research data..

David and Sutton (2004) classified Interview into four types. Structure interview, Semi-structure interviews, Unstructured interview and Non-directive interview. A structure interview is sometimes called a standardized interview. In this interview, the same questions are asked for all respondents. Corbetta ( 2003, p.269) said that structure interview is interview for getting information toward all respondents with without different questions with the same wording and consequence. In interviewing would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of interviewer (Gray,2004, p.215). Bryman ( 2001 p. 107 ) stated that the the timing of interviewing of an interview schedule by an interviewer. The aim for all interviewees to be given exactly the same context of questioning. Semi-structure usually used in qualitatve data which is non-standardized. The interview does not conducte the research to test a specific hypothesis (David, & Sutton, 2004, p.87). The researcher has a list of key themes, issues, and questions can be changed depending on the direction on the direction of the interview. Unstructure interview, in this type of interview non-directed and a flexible method. It is more casual than the aforementioned interview. There is no need to follow a detailed interview guide. Each interview is different. Interviewees are encouraged to speak openly, frankly, and give as much detail as possible. Basically the interviewer has arranged the questions or which no training or coaching about the interview process and has not prepared much. The structured and semi-structured interviews are getting a bit controlled from researcher who set several questions to be asked.

In non-directive interviews there are no preset topics to pursue. Questions are usually not pre-planned. The interviewer listens and does not take the lead. The interviewer follows what the interviewee has to say. The interviewee leads the conversation

In relation to this, I used structured interview to gather the information about An analysis of English Curriculum. Structured interview was chosen because I expected to gain the deep information from interview question with the same sequence and wording. In addition, interview was done face to face. Thus, I was able to judge the quality of the responses of the subjects, and recognize if the respondents could not understand about the question. Besides interviewing the teacher. I interviewed the principle who was responsible in school curriculum to get additional information about English curriculum at Lab school.

The question in this interview consisted of 8 questions. These questions were adopted from “ Componen curriculum based on Sugmadita (2005)” the questions tested all aspects of English curriculum such as aims, material, strategy, media, evaluation, and the result of evaluation. The questions are listed in the appendix.

## 2. Observation

According to Powell (1996) observation is an essential element in goal teaching and development. In assessing, the data or information can be used to secure benchmark and descriptive data during program initiation and to document program activities process and outcomes that happened when interview began. Observation can be recorded whether people act differently to what they said or

intend. They can sometimes demonstrate their understanding better by their actions than by verbally explaining their knowledge. Therefore in this research, I used observation technique to strengthen data.

Spadley (1980), as cited in Mertens & McLaughlin, (2004) classified observation into five types based on degree of the observer participation. The first type is non participation observation. In this kind of observation The researcher does not involve directly in the observation. But asks the teacher to record classroom situation at selected time and watch a videotape of the situation. The second is passive participation. In this observation the researcher is present but does not interact with participants. The third is moderate participation. In this type, the researcher attempts to balance the insider /outsider roles by observing and participating in some, but not all of the activities. The next type is active participation. In this observation, the researcher generally does what the others do but does not participate completely. The last is complete participation where the type, the researcher attempts to balance the insider /outsider roles by observing and participating in some, but not all of the activities. The next type is acting participation. In this observation, the researcher generally does what the others do but does not participate completely. The last is complete participation where the reseacher becomes a natural participant.

In this research, I used the second type of observation, passive participation. I only observed the classroom activities without interacting with the participants. The observation consisted 9 questions were adopted Componen Curriculum based on Sukmadinata (2008) which written in observation checklist with "yes-no" option. All questions were about what and how English subject is

used in the class room, media, and strategy that supported teaching learning process. The observation checklist is provided in a table listed in appendix.

### **3.5 Data Analysis**

The result of data collection which used interview and observation were analyzed qualitatively by describing the result. The result of the interview was analyzed based on what the teacher, vice principle responsible for the curriculum and students said about English curriculum in this case is school facilities, the subject and the teaching method. Similarly, the result of observation checklist was also analyzed by describing its result.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 The Result of Interview**

The following responses of the interview are the result of the research. The interview was conducted on June 8<sup>th</sup>, 2017 by the researcher. The research subjects were a vice principle curriculum for curriculum affairs, English teacher of second grade and four alumniees. The interview took 20 minutes each in different time and location.

There were two kind of questions. The first part questions were for the vice principle Curriculum for the curriculum affairs and a teacher while the second part of questions were for four alumniees. The first part of questions consisted of 14 questions and the second questions consisted of four questions. From the questions, I hoped to collect deep information from the vice principle curriculum affairs, from teacher about English curriculum and from students about school facilities, the subject and teaching method at SMA Lab School. Focuses to investigate were about aim, material, strategy, media, evaluation, result of evaluation, improvement of teaching. Moreover, I add three items such as teacher recruitment, qualification and extracurriculers because I want to know deeply about SMA Lab School as a favorite school.

I analyzed the result of interview qualitatively by describing them and drew a conclusion. From the interview result with the vice principle for the curriculum affairs, English teacher and Four alumniees in relation to the English



curriculum on their opinions and information, the result of interview is same with the vice principle the curriculum affairs and An english teacher.

The purpose of curriculum 2013 in general statements to prepare Indonesians to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the lives of the people, the nation, the state and the civilization of the world. It means that the students were taught at school to be ready to contribute and compete in the country and outside of the country. Since 2013 Lab School Unsyiah has used K-13 curriculum and it is compulsory for the teachers who teache at the school to refer to the curriculum when teaching.

According to the English teacher and the vice principle for the English curriculum, the teaching learning process took two hours in a week in second grade of science program. Event thought they have different time with social program, they manage well the lesson for their students in science program. In addition, the teaching material of English is developed by the teacher for being adjusted toward students. Every teacher has his or her own style and strategies in implementing English curriculum. The teacher used appropriate strategies which focus on students' learning capacity. The teacher tried to make students happy and fun studying.

In the class room there are several media provided such as sound speaker, proyector infocuse, white board, board information and screen. When the teacher was teaching, the students were active in the class room to ask and answer. In addition, The assesement includes three categories, they are affective,

cognitive and psychomotoric. The teacher watched the students' participation, and their attitude toward the subject. The teacher gave a task to tell about their past experience in front of their. However, at the lab school does not have a special lab for English but they have lab for computer where they can use it in the same time. Furthermore, they have a few English extracurriculums such as English debate, Toefl and Basic grammar.

Every teacher of Lab School Unsyiah is a civil servant with S1 degree who was placed by the ministry of education (*Dinas pendidikan*). To run the teaching and learning process well, the teacher must make a clear lesson plan, written down the objectives, the procedures, the subject matters, and evaluation to implement the English curriculum with scientific approach in order that the students are more active in the class and understand, apply and develop rationally and critically.

In order to obtain the data from the students of alumnie's perspective about school facilities, the teaching method used, and the subjects that they were interested in when they were students of lab school unsyiah. The interview was conducted on August 21<sup>th</sup>, 2017 in school field with four alumnies. They have same opinions regarding their school facilities, the teacher's teaching method and the subject they were interested in.

Every student said that the school facilities were good specially when the teacher taught in the listening class, she provided facility for us and we enjoyed it. Moreover, when the teacher was teaching us. She asked us to ask and answer some questions related to the English subject. So, we were active in the class room.

According to the students (alumnies), there are several items in English lesson, they are conversation, Grammar and English literature but the subject that they like most is Conversation. In the class room they were taught by native speaker, and they thought that their class was more active with the native speaker because the native speaker spoke clearly so it was easier for them to understand. He asked them to sit and made a circle to speak each other fully in English. The conversation class really helped them to build their speaking ability because it is always used not only in the school but also outside the class room specially at university. Moreover, the students were very proud of studying at Lab School. The teacher provided good English materials in teaching learning process. In addition, they have English club such as debate club to build their speaking and critical thinking even they won several English debate competitions in Banda Aceh those champions for teacher and school who always support them to be good students. Most of Lab School graduates were accepted to study at Universities with good reputation in Indonesia such as studying at Binus University, Bandung Institute of Technology, University of Gadjah Mada and University of Indonesia in 2017 (*Taken from The administration office of Lab School Unsyiah 2017/2018*). It indicated that they were able to compete not only on their campus but also outside of their campus.

## **B. The result of Class Room observation**

The class room observation was conducted at different times in XI<sub>2</sub> Science-class on July, 28<sup>th</sup> 2017 and on August, 3<sup>rd</sup> 2017. At that time, I came to the class room, sat on the back and observed the process of teaching learning regarding the implementation of English curriculum in English lesson. I observed

the teacher ways of teaching, lesson plan, the material, learning model, assessment, Evaluation, facilities in the class room and extracurricular in out side. On August, 3<sup>rd</sup> only for Extracurricular because it was held in Library. The items of observation were taken from Willins (1996). Before I started observing the class, I had prepared the observation sheet in the form of check list that contained of a number of items which became the focus of the observation,

The following is the result of the class room observation that I found in the field (the observation items can be seen on appendix 4) in relation to the implementation of English curriculum in English subject in the class room.

In the teaching learning process the teacher started the class by greeting the students and checking the attendance list. On this phase according to Willins (1996) there are 5 steps that the teacher should do, and not all steps were applied by the teacher. The teacher conveyed the teaching goals to the students and the competencies they had to master before she started teaching, then the teacher did brainstorming by activating the students' prior knowledge related to the lesson that would be studied. Having activated students' schemata, the teacher continued to tell the class about the topic that will be discussed. After that, she explained the activities as well as the procedures that the students were expected to carry out. Finally, the teacher helped the students understand the words and phrases contained in the topic and the task. Result of Observation

## Result of Observasion

	The Items	Aspects to be observed	Result of observation		Note
			Yes	No	
1	Lesson Plan	Before beginning teaching learning process, the teacher should prepare the lesson plan first. So every activity in the class room that the teacher will do already written in the lesson plan	✓		
2	Text book or non text book	In the class room. The teacher used the text book where is developed by the teacher herself.	✓		
3	The method in the teaching learning process	The teacher used scientific approach where it is based on K13 method	✓		
4	Facility in the class room	In the class room they have variety facilities for example they have speaker and infocus	✓		
5	Teacher centre or student centre	While teaching learning process students more active rather than the teacher.	✓		
6	Assesment	Affective, cognitive and			

	physicomotoric	✓
7	Evaluation	Teacher asked two students to speak each other while teacher assessed them in the class room ✓
8	English Lab	Lab school does not have English lab school privately but they use Computer lab ✓
9	Extracurricular	They have several extracurriculars such as debate and Toefl club, ✓

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Based on the tables above, the researcher inferred that there was no difference between the result of interview and the result of observation. The teacher prepared lesson plan before teaching in the classroom. She brought it with the English material that had been developed by her self. The model of learning was Scientific approach in accordance with K-13 curriculum, focusing on students where the student actively spoke with their partner in the conversation class. In teaching learning process the teacher also assessed the student attitude, activeness and knowledge. After all thing had been done at the last meeting, the teacher and the students made the summary of what they had studied. She reminded the students to do their homework and advised them to study hard. The homework given by the teacher was to tell the past experience or any thing that they see in

real situation. I also observed the facilities that existed in the class room, I saw some supporting materials such as projector infocuse, White board, table, board information, Speaker, screen and English books. In different time, I went to the library to observe the debate club. Many students were from different grades and major joined the English debate. There were two categories namely biginers and expert. For the biginers they were asked by the alumnie as debater about general questions related the hot issue they ever listened to. And for the expert they were asked to debate in front of their bigeners. Before debate they were given a motion and 15 minutes to prepare. Finally after the casebuilding they debated the motion with their friends as contra team.

In the class room management cases, the teacher did not have many difficulties because the teacher gave a task in groups. The class room management was quite good because the teacher grouped the students. Then they were asked to make a short conversation with their friends. All of the sudents were doing well, if they did not know the vocabulary words they looked up in dictionary that they brought in the class room.

### **4.3 Discussion**

The data from the observation and interview revealed that the Teacher and English curriculum affairs had implemented English curriculum well. The students often to be reminded for being reminded and taught at school to be ready to contribute and compete in the country and outside of the country.

The English teacher, was well-prepared and well-organized in teaching the students. She used lesson plan designed, the variety of teaching learning resources

and also the used of several media, which are able to engage students to learn the materials as it is the real context.

The teacher also explained about English material which was developed by the teacher very well and it was easy for the students to understand. The lesson was smooth, sequences, and logical. The directions were clear and concise, most of students were able to carry them out.

In addition, the methods used by the teacher were appropriate to the age and ability of the students. The teacher run the lesson with rich activity, initiative, resourfulness, and creativity. She used scientific method where the students more communicative and did other positive activities while showing her interest enthusiasm for the subject taught. The teacher was also enthusiastic when teaching the students. She moved around the class, made eyes contact and know all of the students' name to make personal engagement and to appreciate them.

The teacher used good classroom management and did not find any difficulty in teaching, the teacher asked the students to work in group. The classroom management was very good because it focused on the students's activities to make them active. All the students like it, if they did not know.

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communicative and did other positive activities while showing her interest enthusiasm for the subject taught. The teacher was also enthusiastic when teaching the students. She moved around the class, made eyes contact and know all of the students' name to make personal engagement and to appreciate them.

The teacher used good classroom management and did not find any difficulty in teaching, the teacher asked the students to work in group. The classroom management was very good because it focused on the students's activities to make them active. All the students like it, if they did not know the vocabularies they looked up in dictionary or they discussed with their classmates.

Futhermore, the important thing to be underlined is the variety of methods and activities applied by the teacher which did not run out from the lesson plan arranged. The teacher looked at the pattern of goals and taught the students base on their needs. She taught the material step by step and the students felt free to ask questions and expressed their opinions. She would not continue to the next material if most of the students were still confused about the previous material. It means that the teacher was aware of individual needs. The teacher reinforced the material every review time, check students' homework and motivated them before moving to the next activities. Therefore, the students were treated fairly, impartially, and with respect. They were encouraged to do their best. The same treatment was also done to the previous students of the lab school Unsyiah during the teaching learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses conclusions and suggestions derived from the research findings and discussions elaborated in the previous chapter. The conclusion deal with the English curriculum implementation to the grade two of science program and the effectiveness of English curriculum of Lab School Unsyiah. In addition, the suggestions are directed to follow up the findings of this study.

#### **5.1 Conclusion**

From the results of this study and discussion, I conclude that the implementation of English curriculum at Lab school Unsyiah in teaching English was running well. The teacher had applied the English curriculum in the class room.

The students are prepared to be religious, productive, creative, and innovative. They are taught at school for being social person for their life, nation, country and world civilitation. So, the students are ready in society life.

The English material was developed by the techer. The syllabus was designed by English teacher. It consists of five major parts; topic, objective, subject, matter, time frame, and evaluation. Moreover, the teacher was obligated to make a clear lesson plan. The lesson plan has four aspects in; objectives, subject matter, procedure, and evaluation.

The teacher used appropriate strategies which focus on students' learning capacity. The teacher tried to make students happy and fun studying. The English curriculum implemented was appropriate to the abilities of the second grade of

science program. Base on the observasion, the implementation of English curriculum agrees with the lesson plan. The teacher applied various methods creatively in teaching English such as telling story, to engage and motivate students in learning English comprehensively.

In the class room there are several media provided such as sound speaker, proyector infocuse, white board, board information and screen. When the teacher was teaching, the students were active in the class room to ask and answer.

Every teacher of Lab School Unsyiah is a civil servant with S1 degree who was placed by the ministry of education (*Dinas pendidikan*). To run the teaching and learning process well, the teacher must make a clear lesson plan, written down the objectives, the procedures, the subject matters, and evaluation to implement the English curriculum with scientific approach where the students more active in the class and hoped they can understand, apply and develop rationally and critically.

According to the English teacher and the vice principle for the English curriculum affairs, the teaching learning process took two hours in a week in second grade of science program. Event thought they have different time with social program, they manage well the lesson for their students in science program. Every teacher has his or her own style and strategies in implementing English curriculum.

The class room management, the teacher did not find any difficulties because the teacher gave a task in group. The class room management was quite

good because the teacher grouped the students then they were asked to make a short conversation with their friend. All the students were doing well, if they did not know the vocabulary words they looked up in dictionary that they brought in the class room.

Pertaining to the students's perceptions, I conclude that alumnies felt happy and enthusiastic in learning English. It can be seen from the interview analysis given to them. Additionally, the students were happy and enthusiastic to study at the lab school because they were treated fairly, impartially, and with respect. They were encouraged to do their best.

## 5.2 SUGGESTIONS

To follow up the findings of this study, some suggestions that might be helpful and useful to be considered are as follow; English teacher has done very well, so she should maintain the method and strategy in teaching learning process and should keep updating in managing the classroom. The English teacher, specially foreign teacher, should learn students' culture to create suitable and creative strategies which are needed in teaching conversation. In addition, The principle should hold some teaching trainings for English teacher such as teaching English, to train the teacher how to develop English book well and to improve teacher's training skills in order to produce more the skillful teacher in teaching English. The principle of Senior high school, specially, should concern fully in providing English teaching learning facilities such as lab for *bahasa*. Moreover, he should provide a coach for English debate where can teach them how to debate well. The principle should add more teaching time for science program in order to build the enthusiasm to learn English subject.

Therefore, The goverment should manage all stakeholders in national educationi  
arranging and publishing English textbook which are more appropriate and  
interesting for the students.

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**PSURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : UN.08/FTK/PP.00.9/12262/2016

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk keizinan bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan 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 4 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, Pemindahan dan Pemberhentian 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 24 November 2016

**MEMUTUSKAN**

- Menetapkan :  
**PERTAMA** : Menunjuk Saudara:
- |                   |                            |
|-------------------|----------------------------|
| 1. Nashriyah, MA  | Sebagai Pembimbing Pertama |
| 2. Drs. Amiruddin | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : M. Febriansyah Hanan
- NIM : 231324389
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : An Analysis of English Curriculum of a Favorite Senior High School in Aceh
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Banda, Tanggal: 5 Desember 2016



**Tersusun**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;





**YAYASAN SEKOLAH LABORATORIUM SYIAH KUALA  
SMA LABORATORIUM UNSYIAH**

JALAN KUTA INONG BALEE NO.2 Telp. & Fax. (0651) 7551593  
Email : [smalaboratorium@yahoo.co.id](mailto:smalaboratorium@yahoo.co.id) Website : <http://abschoolunsyiah.sch.id>  
Kode Pos : 23111



**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Nomor : 008/LS/TU/I/2018

Yang bertanda tangan di bawah ini :

Nama : Dr. Nasir Usman, M. Pd  
NIP : 19601231 198511 1 003  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Laboratorium Unsyiah Banda Aceh

Menerangkan bahwa :

Nama : MUHAMMAD FEBRIANSYAH HANAN  
NIM : 231324389  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Universitas : UIN Ar-Raniry  
Judul Thesis : AN ANALYSIS OF ENGLISH CURRICULUM OF A FAVORITE SENIOR HIGH SCHOOL...

Benar yang tersebut namanya di atas telah melaksanakan kegiatan pengambilan data penelitian di SMA Laboratorium Universitas Syiah Kuala pada tanggal 5 Juni 2017.

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Januari 2018  
Kepala Sekolah,  
  
Dr. Nasir Usman, M. Pd  
NIP. 19601231 198511 1003

Observation sheet

The Items	Aspects to be observed	Result of	Note
		observation	
		Yes	
1 Lesson Plan	Before beginning teaching learning process, the teacher should prepare the lesson plan first. So every activity in the class room that the teacher will do already written in the lesson plan		
2 Text book or non text book	In the class room. The teacher used the text book where is developed by the teacher herself.		
3 The method in the teaching learning process	The teacher used scientific approach where it is based on K13 method		

- |   |                                  |  |
|---|----------------------------------|--|
| 4 | Facility in the class room       | In the class room they have variety facilities for example they have speaker and infocus     |
| 5 | Teacher centre or student centre | While teaching learning process students more active rather than the teacher.                |
| 6 | Assesment                        | Affective, cognitive and physicomotoric  |
| 7 | Evaluation                       | Teacher asked two students to speak each other while teacher assessed them in the class room |
| 8 | English Lab                      | Lab school does not have English lab school privately but they use Computer lab              |
| 9 | Extracurriculler                 | They have several extracurriculler such as debate and Toefl club,                            |
-

Interview for the students ( alumnies )

1. What do you think about school facilities in term of Englis subject ?
2. Was teacher more students centre or teacher centre ?
3. What kind of English subject such as conversation, grammer or sastra  
inggris that you most interested in?
4. Did you enjoy study English lesson in SMA Lab school?

### **Interview with the English teacher**

Date : June 08th, 2017 (10:45)

Location : Tata Usaha's Room of Lab School Unsyiah

Length : 20 minutes

Interviewee : WK Curriculum

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What is the aim of Curriculum ?

**Participant** : The purpose of curriculum 2013 in general statements to prepare Indonesians to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the lives of the people, the nation, the state and the civilization of the world.

**Interviewer** : what kind of curriculum used at Lab School Unsyiah ?

**Participant** : K 13 Curriculum

**Interviewer** : What degree is english teacher in lab school ?

**Participant** : for english teacher is under graduate (S1)

**Interviewer** : How is the recruitment of English teacher ?

**Participant** : Because of she is civil servant so based on placement in Education affairs .

**Interviewer** : How long the teaching learning process english lesson in a week ?

**Participant** : two hours for second grade in a week

**Interviewer** : does the teacher use Lesson plan in teaching learning process ?

**Participant** : yes, she does. this is based on 2013 curriculum

**Interviewer** : Is teaching material of English text book or developed?

**Participant** : English material is developed by the teacher .

**Interviewer** : What method is used by the teacher?

**Participant** : most of the teachers are used scientific approach.

**Interviewer** : is learning media diverse in the class room ?

**Participant** : yes it is. We have sound speaker, LCD and many more

**Interviewer** : is in the teacher learning process more teacher centre or students centre or both of them ?

**Participant** : in the teaching learning process is students centre is about 70 %.

**Interviewer** : is in assessing include cognitive, affective and psychomotoric ?

**Participant** : yes, in the teaching learning process we see the students how they act, attitude and their knowledge.

**Interviewer** : what evaluation is given by the teacher toward the students to reach the purpose of teaching learning process ?

**Participant :** we give them a task to tell about their activity, which is called story telling.

**Interviewer :** is any English lab in SMA Lab School ?

**Participant :** we do not have for specific purpose for english lab but we have one computer lab which is used for English lab either.

**Interviewer :** what extracurricular are available in SMA Lab School ?

**Participant :** There are several extracurriculers such as English Deabte, grammer and toefl .

### **Interview with the english teacher**

Date : August 06st, 2017 (11:20 )

Location : Teachers's room

Length : 20 minutes

Interviewee : English Teacher

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What is the aim of Curriculum ?

**Participant** : The purpose of curriculum 2013 in general statements to prepare Indonesians to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the lives of the people, the nation, the state and the civilization of the world.

**Interviewer** : what kind of curriculum used at Lab School Unsyiah ?

**Participant** : K 13 Curriculum

**Interviewer** : What degree is english teacher in lab school ?

**Participant** : for english teacher is under graduate

**Interviewer** : How is the recruitment of English teacher ?

**Participant** : Because of she is civil servant so based on placement in Dinas Pendidikan .



**Interviewer** : How long the teaching learning process english lesson in a week ?

**Participant** : two hours for second grade in a week

**Interviewer** : does the teacher use Lesson plan in teaching learning process ?

**Participant** : yes, she does. this is based on 2013 curriculum

**Interviewer** : Is teaching material of English text book or developed?

**Participant** : English material is developed by the teacher .

**Interviewer** : What method is used by the teacher?

**Participant** : most of the teachers are used scientific approach.

**Interviewer** : is learning media diverse in the class room ?

**Participant** : yes it is. We have sound speaker, LCD and many more

**Interviewer** : is in the teacher learning process more teacher centre or students centre or both of them ?

**Participant** : in the teaching learning process is students centre is about 70 %.

**Interviewer** : is in assessing include cognitive, affective and psychomotoric ?

**Participant** : yes, in the teaching learning process we see the students how they act, attitude and their knowledge.

**Interviewer** : what evaluation is given by the teacher toward the students to reach the purpose of teaching learning process ?

**Participant** : we give them a task to tell about their activity, which is called story telling.

**Interviewer** : any English lab in SMA Lab School ?

**Participant** : we do not have for specific purpose for english lab but we have one computer lab which is used for English lab either.

**Interviewer** : what extracurricular are available in SMA Lab School ?

**Participant** : There are several extracurriculers such as English Deabte, grammer and toefl .

### **Interview with the student 1**

Date : August 06st, 2017 (11:20 )

Location : school field

Length : 10 minutes

Interviewee : Student alumnie 1

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What do you think about school facilities in term of Englis subject ?

**Participant** : I think good, when teaching learning process of English lesson, the teacher gave as listening skill and PPT were prepared by the teacher and also paper for filling the answer of listening skill.

**Interviewer** : was teacher more students centre or teacher centre ?

**Participant** : at the time teacher and students were active. In addition the teacher spoke in front of us and we were asked by the teacher to give the opinion about the topic that we studied.

**Interviewer** : what kind of English subject such as conversation, grammer or sastra inggris that you most interested in?

**Participant** : conversation where it is more helpful to build our ability in speaking skill.

**Interviewer** : Did you enjoy study English lesson in SMA Lab school?

**Participant** : I very enjoyed. The teacher provided good material in teaching learning process.

## **Interview with the student 2**

Date : Agust 21th, 2017 (11:09)

Location : Field of the school

Length : 8 minutes

Interviewee : Student alumnie 2

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What do you think about school facilities in term of Englis subject ?

**Participant** : I think good, when teaching learning process of English lesson, the teacher gave as listening skill and PPT were prepared by the teacher and also paper for filling the answer of listening skill.

**Interviewer** : was teacher more students centre or teacher centre ?

**Participant** : at the time teacher and students were active. In addition the teacher spoke in front of us and we were asked by the teacher to give the opinion about the topic that we studied.

**Interviewer** : what kind of English subject such as conversation, grammer or sastra inggris that you most interested in?

**Participant** : conversation where it is more helpful to build our ability in speaking skill.

**Interviewer** : Did you enjoy study English lesson in SMA Lab school?

**Participant** : I very enjoyed. The teacher provided good material in teaching learning process

### **INTERVIEW WITH THE STUDENT 3**

Date : Agust 21th, 2017 (11:09)

Location : Field of the school

Length : 8 minutes

Interviewee : Student alumnie 3

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What do you think about school facilities in term of Englis subject ?

**Participant** : I think good, when teaching learning process of English lesson, the teacher gave as listening skill and PPT were prepared by the teacher and also paper for filling the answer of listening skill.

**Interviewer** : was teacher more students centre or teacher centre ?

**Participant** : at the time teacher and students were active. In addition the teacher spoke in front of us and we were asked by the teacher to give the opinion about the topic that we studied.

**Interviewer** : what kind of English subject such as conversation, grammer or sastra inggris that you most interested in?

**Participant** : conversation where it is more helpful to build our ability in speaking skill.

**Interviewer** : Did you enjoy study English lesson in SMA Lab school?

**Participant** : I very enjoyed. The teacher provided good material in teaching learning process.

#### **Interview with the student 4**

Date : August 23st, 2017 (10:30 )

Location : Tarbiyah B

Length : 11 minutes

Interviewee : Student alumnie 4

Interviewer and Transcriber : M. Febriansyah Hanan

**Interviewer** : What do you think about school facilities in term of Englis subject ?

**Participant** : I think good at that time, when I was at elevent grade, We were thaught by native speaker, We studied conversation class with him, I am very like his pronouncation because it was very clear. Not only that We studied at library which is called Ruang Multi Media. In there we watched English movie together, what I got from watching were how to pronouch well, know a new vocabulary word and entertainment of course.

**Interviewer** : was teacher more students centre or teacher centre ?

**Participant** : at the time teacher and students were active. In addition the teacher spoke in front of us and we were asked by the teacher to give the opinion about the topic that we studied.

**Interviewer** : what kind of English subject such as conversation, grammer or sastra inggris that you most interested in?

**Participant** : conversation where it is more helpful to build our ability in speaking skill.

**Interviewer** : Did you enjoy study English lesson in SMA Lab school?

**Participant** : of course. My school had an English teacher where he is a native speaker, so it is easier us to learn more English with native speaker



## Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : B. Inggris  
Kelas/Semester : XI/1  
Pertemuan ke : 3  
Alokasi Waktu : 1 x 45 menit

### Standar Kompetensi

1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

### Kompetensi Dasar

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: menyatakan peringatan.
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: menyatakan peringatan.

### Indikator

1. Merespon dengan benar terhadap tindak tutur: menyatakan peringatan.
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan peringatan.

#### 1. Tujuan Pembelajaran

- Siswa dapat merespon dengan benar terhadap tindak tutur: menyatakan peringatan.
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan peringatan.

#### 2. Materi Pokok

Pernyataan yang memuat ungkapan –ungkapan berikut

##### Peringatan (*warning*)

mis. *Watch your step*

*Be careful*

3. **Metode Pembelajaran/Teknik:** *Three-phase technique*

4. **Langkah-langkah Kegiatan**

- **Kegiatan Awal (5')**

- Tanya jawab dengan siswa mengenai apakah ketika mereka mencari informasi di perpustakaan untuk pertemuan sebelumnya menemukan tanda peringatan yang tidak boleh dilakukan di perpustakaan.

- **Kegiatan Inti (35')**

- Siswa mengidentifikasi tempat peringatan-peringatan terpasang
- Siswa mendengarkan ungkapan menyatakan peringatan melalui tape secara klasikal
- Siswa mendiskusikan ekspresi/ungkapan untuk menyatakan peringatan yang didengar melalui tape.
- Siswa membaca ungkapan-ungkapan lainnya yang digunakan untuk menyatakan peringatan.
- Siswa menjodohkan ungkapan peringatan dengan dengan situasi yang tepat
- Siswa menuliskan ungkapan peringatan yang tepat berdasarkan situasi yang tersedia.

- **Kegiatan Akhir (5')**

- Siswa ditugaskan membuat peringatan untuk lingkungan sekolah mereka dalam bentuk poster secara berkelompok

5. **Sumber/Bahan/Alat**

- Buku Look Ahead 2
- Kaset/CD
- Script dari Look Ahead 2

6. **Penilaian**

- Teknik: *Performance Assesment (Responding)*, Tugas proyek
- Bentuk: Pertanyaan Lisan, tugas kelompok

Mengetahui,  
Kepala Sekolah

Banda Aceh, Januari 2016  
Guru Bidang Study

Dr.Nasir Usman, M.Pd  
NIP.196012311985111003

Yulisma,S.Pd

## **CURRICULUM VITAE**

1. Nama : M. Febriansyah Hanan
2. Date/ place of birth : October 5, 1995 / Kendari
3. Gender : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Status : Single
7. Address : Dusun Bambu.Desa panteriek
8. Occupation : Student
9. Parents :
  - a. Name of father : Abdul Hanan
  - b. Name of mother : Kudusiah
  - c. Father's occupation : -
  - d. Mother's occupation : House Wife
  - e. Address of parents : Jl. Amarilis complex 6 Kemaraya
10. Education
  - a. Elementary : SD N 07 KENDARI BARAT
  - b. Junior high : SMP N 13 BANDA ACEH
  - c. Senior high : SMA N 11 BANDA ACEH
  - d. University : FACULTY of TEACHER  
TRAINING and EDUCATION, STATE ISLAMIC UNIVERSITY  
AR-RANIRRY