

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were some findings presented in this chapter. The research findings were related to the implementation of the 2013 Curriculum in English Classroom at MTs Darussolihin Banyuasin. The data obtained from the interview analysed by using thematic analysis were described as follows.

4.1.1 Analyzing the implementation of the 2013 Curriculum in English Classroom

After analyzing the data acquired from the teachers' interviews, the researcher discovered the implementation of the 2013 Curriculum in English Classroom at MTs Darussolihin Banyuasin. The themes and codes gained from the analysis of qualitative data were listed in table 4.1.1.

Table 4.1.1 Themes and codes of the implementation of the 2013 Curriculum in English Classroom

Themes	Sub-Themes	Codes
Formulation of learning objectives.		- The English teacher formulated learning objectives by well-curriculum K13-based preparation.
Selection and organization of teaching materials.		- The English teacher searched for materials necessary as guided in the used syllabus of K13.
Selection of learning sources, learning		- The English teacher followed teaching guidebook and involved other related sources.

methods, and assessment.		<ul style="list-style-type: none"> - The teacher prepared various teaching methods before carrying out English class. - The English teacher prepared evaluation instruments as guided in K13.
Pre-Activity	Greeting and checking attendance	<ul style="list-style-type: none"> - The English teachers began classroom activity by checking students' learning readiness and students' understanding about previous materials.
	Preparation and motivation before learning.	<ul style="list-style-type: none"> - The English teacher started class with directing the students to focus on what they had to learn. - The English teacher encouraged the students' interests in learning process.
	Asking about previous lesson	<ul style="list-style-type: none"> - The teacher checked the students' understanding about previous materials through the students' works given before the new materials.
	Introduction of new materials	<ul style="list-style-type: none"> - The teacher gave a little information about the next materials after finishing previous materials.
	Explaining material	<ul style="list-style-type: none"> - The teacher explained the materials prepared interactively.
Whilst-Activity	Apperception and Observation	<ul style="list-style-type: none"> - The teacher involved related objects to help students understand the materials taught in English activities.
	Questions	<ul style="list-style-type: none"> - The teacher asked some questions for having the students' attention on the teacher's explanation. - The teacher asked some questions to check

		students' understanding about what was being discussed.
	Experiments (Communication and Reflection)	<ul style="list-style-type: none"> - The teacher gave a chance for the students to ask some questions about what was discussed in class. - The teacher gave opportunities for the students to express what they want from their teacher in teaching.
Post-Activity	Conclusion	- The teacher asked the students to make a conclusion of what had been learnt at the end of meetings.
	Feedback	- The teacher advised the students to be enthusiastic when some of the students were not active in class.
	Plan of the next activity and materials	- The teacher informed the students about what to learn at the next meetings.
Competence of attitude, skills, and knowledge which refer to evaluation guidance	Observation	- The teacher supervised the condition of teaching and learning activity as the teacher instructional evaluation.
	Self-assessment	- The teacher frequently wanted the students to check their own works for possible mistakes.
	Performance test	- The teacher prepared some media to test students' English performance.

	Project	- The teacher gave four basic skills assignment-based projects to students.
	Written test	- The written tests were given in final examination to check the students' material mastery.
	Task assignment	- The teacher gave additional tasks for the students whose scores under the criteria of standardized achievement.

The themes and codes resulted from the qualitative data as listed in the Table 4.1.1 were described in order to find out the implementation of the 2013 Curriculum in English Classroom by following the components of the 2013 curriculum implementation which comprised of some components, namely: (a) formulation of learning objectives, (b) selection and organization of teaching materials, (c) selection of learning sources, learning methods, and assessment, (d) pre-activity, (e) whilst-activity, (f) post-activity, and (g) competence of attitude, skills, and knowledge referring to evaluation guidance as described in the following explanations.

4.1.1.1 Formulation of Learning Objectives

Based on the data analysis, the researcher got information about the implementation of the 2013 Curriculum in English Classroom that the English teachers implemented to formulate the learning objectives by well-curriculum K13 based preparation. This finding was expressed by the participants in the interviews. The first participant initially EFL said that *“To formulate learning objective of course I see the need of students and looking for good material like book, source from internet, I browse about good material also I follow on the*

English syllabus that given by Government. Then, the first I see on the teaching book that was in accordance with K13 and the second I pay attention to the teaching material that is in accordance with the syllabus, if the two things are appropriate then I can give the material to students in class. If not, then I will check again and I will refer to the Book because the book I use has been approved by the government in K13". The second participant initially YW also expressed that *"To structure the learning objective by K13, it is a must to refer to the applicable syllabus and adjust lesson plans are made based on the materials needed. Then, because I am a new teacher here, I focused more on KTSP whose system structure is only Prota, Prosem then to the syllabus and lesson plans and so on. For K13 itself, it focuses more on the syllabus.* (Personal communication, March 18th 2021).

4.1.1.2 Selection and Organization of Teaching Materials

Based on the data analysis, the researcher acquired information about the implementation of the 2013 Curriculum in English Classroom that the 2013 curriculum was implemented by the English teachers to select and to organize the teaching materials because they searched for materials necessary as guided in the used syllabus of the 2013 Curriculum in teaching in English classroom. This finding was expressed by the participants during the data collection during the interviews. The first interviewee initially IFL mentioned that *"In line with the previous one, I looked for resources by browsing, guided by the syllabus that had been given, I searched on YouTube for good lesson plan tutorials and also I used to use the system in a one meeting student writing in the next meeting I explained the material they have written by practicing and inviting students to practice together. The material I am looking for, of course, I make it as interesting as*

possible and I collaborate with certain objects so that students enjoy learning English". The second interviewee initially YW admitted that *"For learning materials to be included in the lesson plan, of course the sources obtained must be in large numbers of sources, especially books as the main source and then other sources such as the internet and other media. Then, today many e-books can be downloaded for free and are available both online and offline"*. (Personal communication, March 18th 2021).

4.1.1.3 Selection of learning sources, learning methods, and assessment

According to the data analysis above, the researcher encountered a finding about the implementation of the 2013 Curriculum in English Classroom that the 2013 curriculum was used by to select the learning sources, learning methods, and assessment in English classroom. This finding was proven by three points namely the English teachers followed teaching guidebook and involved other related sources, the English teachers prepared various teaching methods before carrying out English class, and the English teachers prepared evaluation instruments as guided in K13. These points were attained from what the participants expressed during the data collection. The first participant initially EFL explained that *"Of course I pay attention to teaching guide book, and I usually also search on YouTube about how students easily understand the material provided including teaching methods in class, and for evaluation instruments I also guide the applicable curriculum"*. Then, the next participant initially YW asserted that *"Yes, I do. Then, Of course, I am looking for other supports such as video illustrations that will be watched by students, good teaching methods that pay attention to what students need. And for instruments I also use assessment*

instruments that are in accordance with KI3. (Personal communication, March 18th 2021).

4.1.1.4 Pre-Activity

Based on the data analysis above, the researcher also discovered that the 2013 curriculum was implemented in English Classroom for pre-activity. This finding could be seen from the aspects of pre-activity, such as: greetings of pre-activity such as greeting and checking attendance, preparation and motivation before learning, asking about previous lesson, introduction of new materials, and explaining materials as described below.

The first implementation of the 2013 Curriculum in English classroom in pre-activity about greeting and checking attendance indicated that the English teachers utilized greeting and checking attendance to begin classroom activity by checking students' learning readiness and the students' understanding about previous materials. This finding was conveyed by the interviewees during collecting the data. The first interviewee IFL asserted that *"I started by saying greetings and inviting students to pray and re-evaluate previous learning by asking students, then I explained the material to be discussed for 45 minutes and the purpose of learning the material"*. The second interviewee initially YW claimed that *"To start the class, say greetings and there are openings such as asking about students' conditions, encouraging them to be active during the learning process. This is of course so that students are ready to receive the material that will be given by the teacher"*. (Personal communication, March 18th 2021).

The second implementation of the 2013 Curriculum in English classroom in pre-activity about preparation and motivation before learning that preparation and

motivation before learning was used by the English teachers for two points namely the English teacher used it to start class with directing the students to focus on what they had to learn and the English teacher utilized it to encourage the students' interests in learning process. These findings were conveyed by the participants during the interviews. The first participant initially EFL said that *“By giving directions to students regarding what they should do in the future that they must be useful people and I exemplify successful public figures and I also give motivational words to students so that they are even more enthusiastic in learning”*. The second participant initially YW mentioned that *“Every student has different psychological needs, I give one or two wise motivational words and then I ask the students to come in front of the class by making motivational words that they make themselves and from that, other students can listen and and get motivated by other friends. Then, I saw the development of students after I gave the motivation even though the changes were not significant but gradually it improves and also the students had enthusiasm”*. (Personal communication, March 18th 2021).

The third implementation of the 2013 Curriculum in English Classroom in pre-activity concerned with asking previous lesson indicated that the English teachers asked previous lesson to check the students' understanding about previous materials through the students' works given before the new materials. This outcome was admitted by the selected participants in the data collection. The first interviewee initially IFL conveyed that *“I usually ask again whether they have collected it or not and if they have, I will check it again. And if there are students who have not done it, I will give sanctions by memorizing English vocabulary”*. After that, the next interviewee initially YW also admitted that *“To*

check students' previous assignments, I look at the workbook or student work that has passed and from that I know to what extent students are active in working on assignments. Then, So that the teacher knows about the progress of students in doing their previous assignments because the willingness of students to actively learn English is very minimal and I do this so that I can see the progress of past student assignments. After that, Yes, English is a foreign language for students and they certainly find it difficult to pronounce English, of course I, as an English teacher, have to guide students who do not understand, especially if they are still in the Junior High level". (Personal communication, March 18th 2021).

The next implementation of the 2013 Curriculum in English Classroom in pre-activity concerned with introduction of new materials that introduction of new materials was applied by the English teachers to give a little information about the next materials after finishing previous materials as conveyed by the participants of this research. The first participant initially IFL stated that *"I told students at the previous meetings about the material to be discussed at the next meeting and what they need to prepare"*. The second participant initially YW also said that *"To tell students about new material, I first explain the important points or the headlines of the material because the most important thing is that students really know what the new material means. If the students do not understand the headlines of the new material, we cannot start a new material"*. (Personal communication, March 18th 2021).

The last implementation of the 2013 Curriculum in English Classroom in pre-activity concerned with explaining material. This study showed that explaining material was implemented by the English teachers to explain the materials prepared interactively. This finding was also stated by the chosen

participants during collecting the data. The first participant initially IFL conveyed that *“I use the questioning system and if there are students who can answer and some students do not understand, I conclude the material and I take the important points from the material I have given to the students”*. Then, another participant initially YW also confessed that *“to tell the material that has been discussed, I remind students again about the material that has just been delivered by re-explaining it in more detail and asking students to ask questions for those who do not understand”*. (Personal communication, March 18th 2021).

4.1.1.5 Whilst-Activity

Based on the data analysis above, the researcher also discovered that the 2013 Curriculum was implemented in English classroom for whilst-activity. This finding could be comprehended from the aspects of whilst-activity which comprised of apperception and observation, questions, and experiments (communication and reflection) as described below.

The first implementation of the 2013 Curriculum in English classroom for whilst-activity concerned with apperception and observation showed that the English teachers implemented apperception and observation to involve related objects in helping students understand the materials taught in English activities. This was obtained based on what the interviewees stated during the interviews. This first interviewee initially IFL conveyed that *“What I do is to provide a simple description of the material to be discussed and I use students as direct objects to make it easier for students to understand, I do this so that students have an idea of the material they will face. All of these things also help me to observe teaching and learning activities effectively. Then, this is of course to see the development of students in receiving the material they are dealing with”*. The second interviewee

initially YW also mentioned that *“What I do is to prepare objects in accordance with the material needed, such as material examples of procedure text, so I use paper objects about "How to make boats using paper". From this, I could directly observe the students' responses to the perceptions I made”*. (Personal communication, March 18th 2021).

The next implementation of the 2013 Curriculum in English classroom for whilst-activity is about questions. This study revealed that questions were used by the English teachers for two purposes namely for asking some questions for having the students' attention on the teacher's explanation and for asking some questions to check students' understanding about what was being discussed. The first participant initially IFL said that *“Usually after I explain to students to check their understanding. If they do not understand then I explain again and after that of course there are some students who understand and are able to explain, so I throw the same question and I ask other students to try to answer. Then, basically I ask questions to students to encourage them to be more active in accordance with K13, which has the principle that students must be more active and responsive during teaching and learning activities”*. The second participant initially YW confessed that *“I ask questions by re-illustrating the material that has been discussed and asking students to pay attention to the notes they have written then students are asked to read for about 7 minutes and after that I tell them to close the book and then I ask questions according to the material I have provided”*. (Personal communication, March 18th 2021).

The last implementation of the 2013 curriculum in English classroom for whilst-activity was concerned with the experiments (communication and reflection). This was because the English teachers prevailed the experiments

(communication and reflection) for a couple of reasons namely for giving a chance for the students to ask some questions about what was discussed in class and for giving opportunities for the students to express what they wanted from their teacher in teaching. These findings were based on the participants' statements in interviews during the data collection. The first interviewee initially IFL stated that *"What I do is I go to each student desk to ask where their difficulties are directly regarding with the material I teach. From this approach, it will build good communication between teachers and students. Then, because most of my students I teach are shy and I have to do that. Then, for communication with students, I asked them to make questions then the questions were exchanged, but of course the teacher was also involved in the question and answer, that's how I communicate during the teaching and learning activities in class"*. After that, the second interviewee initially YW also stated that *"Yes, I do. In this way, I provide an expression medium in the form of paper such as Folio, HVS and others, from which students will give all their identities on the paper and I instruct them to express all forms of expression on the paper regarding impressions, messages, criticisms, aspirations and so on. I do it as a teacher's self-reflection in order to understand the desires of students while teaching English. Additionally, Yes, I do. I usually use reflection once a month to see students' opinions about how I teach. I provide a folio paper in which I have written input of suggestions. From that paper I distributed and I asked students to write according to their hearts and their opinions about me and the material I provided. Then, as a teacher I have to do this to determine the ability of my students"*. (Personal communication, March 18th 2021).

4.1.1.6 Post-Activity

Based on the data analysis above, the researcher also found that the 2013 Curriculum was implemented in English Classroom for post-activity. This result could be encountered from the components of the 2013 curriculum implementation for post-activity which encompassed conclusion, feedback, and plan of the next activity and materials as described below.

The first implementation of the 2013 Curriculum in English classroom for post-activity was about making conclusion. This study showed that the English teachers prevailed the conclusion to ask the students to make a conclusion about what had been learnt at the end of meetings. This finding was gotten from what the participants said in the interview. The first interviewee initially IFL stated that *“Yes, I do. Usually I give a sheet of paper to students to write a conclusion from the learning outcomes and from that I can know which students understand the material and those who do not. It is useful for the next meeting”*. The next interviewee initially YW also stated that *“Yes, I do. At the end of the lesson I ask students to make conclusions, for example I ask one of the students to explain the material that has been delivered, but the student I chose must be the one who is active and attentive during the learning process, after that I ask the student to conclude the final result of the material already explained”*. (Personal communication, March 18th 2021).

The next implementation of the 2013 Curriculum in English classroom for post-activity was related to feedback. This indicated that the English teachers used the feedback to advise the students to be enthusiastic when some of the students were not active in class. This finding was gotten from what the participants said in the interview. The first interviewee initially IFL stated that *“Yes, I usually give advice but not for every meeting. Yes, I usually give feedback to students to be*

more active and for students who are not active, I motivate them to be active in class". The next interviewee initially YW also mentioned that *"Yes, I do. In a way, I remind students to always study hard, be diligent, do not be lazy and do not forget to always be proud of their parents"*. (Personal communication, March 18th 2021).

The last implementation of the 2013 Curriculum in English classroom for post-activity was about plan of the next activity and materials. This showed that the English teachers utilized the plan of the next activity and materials to inform the students about what to learn at the next meetings. This finding was based what the participants confessed in the interview. The first interviewee initially IFL confessed that *"Yes, I am. If the next week material is about "Telling stories" then I will immediately tell them about the material that will be faced next week"*. The next participant initially YW confirmed that *"Yes, I tell students by showing the material in the book and I briefly describe the activities they will face for the next meeting"*. (Personal communication, March 18th 2021).

4.1.1.7 Competence of attitude, skills, and knowledge referring to evaluation

Based on the data analysis above, the researcher also encountered that the 2013 Curriculum was implemented in English Classroom for competence of attitude, skills, and knowledge referring to evaluation. This result was proven from the implementation of observation, self-assessment, performance test, project, written test, and task assignment at MTs Darussolihin Banyuasin.

The first implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation about observation that it was used for supervising the condition of teaching and learning activity as the teacher instructional evaluation. This outcome was obtained from

the participants' statements in the data interviews. The first participant initially EFL asserted that *"Yes, I do. Then, usually, after I teach, I will see whether I have taught according to the lesson plan or not by paying attention to existing observations, but there are some things that have not been fulfilled in these observations. After that, Because of several factors, from students' factors like their conditions and also the time that makes the observation activity unfulfilled. Honestly, I sometimes feel confused about using observation so I focus more on teaching materials. For me, if students are able to understand what I say then that is enough for me"*. Another participant initially YW also conveyed that *"Yes, I do. I make observations using the current curriculum standards by paying attention to the content contained in the observations. Observation is very important before making lesson plans because the success of lesson plans can be seen in the classroom situation and the existing multimedia because the conditions in the class also determine the success of my observations"*. (Personal communication, March 18th 2021).

The second implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation about self-assessments. This was proven that the English teachers frequently used self-assessment when they wanted the students to check their own works for possible mistakes. This outcome was obtained from the participants' statements in the data interviews. The first participant initially EFL asserted that *"Yes, I do. It is to help students to be able to express themselves and assess their capabilities without pressure from teachers"*. Another participant initially YW also conveyed that *"Yes I do. Because it is important to see the progress of students in submitting*

assignments, doing homework and seeing student improvement". (Personal communication, March 18th 2021).

The third implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation related to performance test that performance test was applied by the English teachers when they wanted to prepare to test the students' English performance facilitated by some media. This finding was obtained from what the participants stated in the data interviews. The first participant initially EFL asserted that "*I usually use Listening and speaking activities to see students' abilities including writing, from that I prepared the media needed to test students' abilities*". Another participant initially YW supported that "*Yes, I do. I provide folio paper and, in it, there are questions about how well the students understand the material that I have provided. From the test, I found out where the abilities of each student were. Skill test is important because it is used to train students' abilities and skills while learning English*". (Personal communication, March 18th 2021).

The fourth implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation related to project. This was because the project was utilized by the English teachers when they wanted give four basic skills assignment-based projects to students. This finding was obtained from what the participants stated in the data interviews. The first participant initially EFL stated that "*Yes, it is. Because I want students not only to receive material but also have to appear in front of the class and practice the material that has been given. For example, I give projects to students to write down their activities for a week at home and bring the objects they usually use, they come to the front to the class and tell using English even though their*

grammar is wrong I still listen to it. From the project, four aspects of English are fulfilled, speaking, writing, reading and listening. Another participant initially YW supported that “By giving assignments which include speaking, writing, reading and listening skills. A given project is assessed based on the respective rubric. The project is very important to know the achievement of each skill in English”. (Personal communication, March 18th 2021).

The next implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation related to written test. This was proven because the written tests were given in final examination to check the students' material mastery. This result was attained from the participants' statement during the data collection. The first participant initially IFL conveyed that *“Yes, it is. Because I want to see their skills through final examination. I gave questions and asked the students to make a text with a theme that I chose”.* The second participant initially YW said that *“Yes, it is. Written tests need to be applied in teaching and learning activities, especially to test students' abilities in English in final examination. I prepared questions maybe 15-20 written test questions with material that of course they have studied before”.* (Personal communication, March 18th 2021).

The last implementation of the 2013 Curriculum in English classroom for competence of attitude, skills, and knowledge referring to evaluation related to task assignment. This was implemented when the English teachers wanted to give additional tasks for the students whose scores under the criteria of standardized achievement. This result was attained from what the participants expressed in the interviews. The first participant initially IFL expressed that *“Yes, it is. This is to add score for students who are less active in class so that they get additional*

grades. I gave the same tasks but the content is different". Then, the next participant initially YW supported that "Yes, not very often. The additional assignment is given according to the learning outcomes, if the students have enough results, maybe I do not think it is necessary. But if it is necessary to train students' abilities again, I think it needs to be done. The point is, it needs to be adjusted with the student's abilities. I give additional assignments in accordance with the material given to students". (Personal communication, March 18th 2021).

4.2 Discussion

After analyzing the data by using thematic analysis, the researcher has encountered that the 2013 curriculum implemented at MTs Darussolihin Banyuasin has been based on the components of the 2013 curriculum implementation which was based on some points, namely: (a) formulation of learning objectives, (b) selection and organization of teaching materials, (c) selection of learning sources, learning methods, and assessment, (d) pre-activity, (e) whilst-activity, (f) post-activity, and (g) competence of attitude, skills, and knowledge referring to evaluation as described in the following discussions.

4.2.1 Formulating of learning objectives

The implementation of 2013 curriculum in English class about formulation of learning objectives revealed that the English teachers followed the 2013 curriculum to formulate the learning objectives by well-curriculum K13 based preparation. In line with this, Su (2012) states that curriculum is a medium of getting specific educational goals and objective. After that, Mulenga (2018) states that curriculum is regarded as all the selection, organization, integration, innovation, and evaluation in educational experiences prepared for students consciously or unconsciously to reach the goal of education. In the sense that, the

function of curriculum was to formulate the objective of learning objectives as guided in the 2013 curriculum.

4.2.2 Selection and Organization of Teaching Materials

The implementation of 2013 curriculum in English class about selection and organization of teaching materials indicated that the English teachers implemented the selection and organization of teaching materials to search for materials necessary as guided in the used syllabus of the 2013 curriculum. Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on. Kennedy (1996) has found that teacher can understand about the change in curriculum if they are given a chance to utilize a certain curriculum. This means that curriculum can help teacher to get involved in curriculum changes. This means that the implementation of used curriculum was used to search for materials necessary such as directed in the 2013 curriculum.

4.2.3 Selection of Learning sources, Learning Methods, and Assessment.

The implementation of the 2013 curriculum in English class about selection of learning sources, learning methods, and assessment indicated three findings namely the English teachers followed teaching guidebook and involved other related sources. Wahyuni (2016) has found that curriculum is a guidance in educational field. It is therefore important to provide teaching materials and also the methods for the implemented curriculum in order for learning achievement. Astriya (2017) states that there are some points to understand in designing teaching and learning preparation namely formulation of learning objectives, selection and organization of teaching materials, selection of learning sources, learning methods, and assessment. Pointedly, following the used guidebook and

involving other learning sources was very important to be based in the used curriculum such as in the implementation of 2013 curriculum.

Then, the teachers prepared various teaching methods before carrying out English class. According to Agrawal (2004), evaluation in curriculum implementation is an important part in order to decide what students need to learn. Then, Stack (2005) states that the function of evaluation in curriculum is to make sure for the quality of the implemented curriculum. Then, a research conducted by Dorgu (2016) found that the implementation of curriculum in learning activity is a very serious thing to be concerned with and it is therefore important to do it through effective methods for effective implementation as well. It could be concluded that it was very important to prepare teaching methods before carrying classroom activity such as following the 2013 curriculum.

The last was the English teachers prepared evaluation instruments as guided in the 2013 curriculum. Talaumbanua (2014) states that there are three excellences of the 2013 curriculum namely encouraging students creativity and innovation, infusing integrated character, educational equality, teachers are obligated to follow trainings. A research conducted by Dorgu (2016) found that the implementation of curriculum in learning activity is a very serious thing to be concerned with and it is therefore important to do it through effective methods for effective implementation as well. Hence, implementing evaluation such as preparing evaluation instrument was very necessary in implementing the used curriculum including in implementing the 2013 curriculum.

4.2.4 Pre-Activity

The implementation of the 2013 curriculum in English class about pre-activity which consisted of some findings namely greeting and checking

attendance, preparation and motivation before learning, asking about previous lesson, introduction of new materials, and explaining materials.

The first finding in pre-activity of the 2013 curriculum implementation was about greeting and checking attendance. This finding indicated that the English teachers began classroom activity by checking students' learning readiness and students' understanding about previous materials. Widyastono (2015) states that in the process of learning and teaching enforcement in order to achieve the educational goals. Then, Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on. In brief, it was very important to begin classroom activity by checking students' learning readiness and students' understanding about previous materials.

The second part in pre-activity of the 2013 curriculum implementation was about preparation and motivation before learning. This part showed two important findings namely the English teachers utilized preparation and motivation before learning to start class with directing the students to focus on what they had to learn. According to Hollin (2011), teachers' preparation before teaching is very important to provide instructional direction. A study conducted by Lamba et al. (2014) have encountered that concentration in teaching and learning has a great impact on the students-teachers' development. Therefore, it was suggested to invite the students to focus on what had to learn.

Then, the third part of the 2013 implementation in pre-activity was about preparation and motivation before learning in pre-activity which revealed that the English teachers utilized preparation and motivation before learning to encourage the students' interests in learning process. A research conducted by Filgona et al.

(2020) has encountered that it is very important for the teacher to give motivation to students for better learning achievement. A study conducted by Redondo (2013) revealed that the students should be aware of the importance of motivation in learning because it is a very influential component to support the development of education. In short, the English teacher had to encourage the students in class for their learning interest.

The fourth part of the 2013 implementation in pre-activity was about asking previous lesson. This part indicated that the teachers asked about previous lesson to check the students' understanding about previous materials through the students' works given before the new materials. According to Meuret and Bonnard (2010), students' works have a great distribution to their academic achievement. Callies and Denhiere (2002) have encountered that the students' previous understanding or knowledge in very influential aspect to expand the new knowledge. In summary, checking the students' understanding about previous materials was very necessary for teacher to do.

The next part of the 2013 implementation in pre-activity was about introduction of new materials. This part uncovered that the teachers implemented introduction of new materials to give a little information about the next materials after finishing previous materials. A study conducted by Ilmiah and Nur (2018) has shown that it is important for teacher to give information about the next materials orientation so that the students can know what they have to prepare and this enables the students to like the materials. Alinawati (2013) mentions some components of curriculum such as objective, content, and evaluation. Briefly, giving the next information about materials were used in an applied curriculum.

The last part of the 2013 implementation in pre-activity was about explaining materials which showed that the English teachers explained the materials prepared interactively. Wahyuni (2016) has found that curriculum is a guidance in educational field. It is therefore important to provide teaching materials and also the methods for the implemented curriculum in order for learning achievement. A research conducted by Dorgu (2016) found that the implementation of curriculum in learning activity is a very serious thing to be concerned with and it is therefore important to do it through effective methods for effective implementation as well. Shortly, it was necessary for English teacher to explain the materials interactively in implementing the used curriculum.

4.2.5 Whilst-Activity

The implementation of 2013 curriculum in English class about whilst-activity was related to the apperception and observation, questions, and experiments (communication and reflection) as described below.

The first part of the 2013 implementation in whilst-activity was about apperception and observation. This indicated that the apperception and observation was utilized by the English teachers to involve related objects to help students understand the materials taught in English activities. Maganathan (2008) has encountered that it is very important to invite other related materials about the object of learning because it is in line with the condition of what students' needs. A study conducted by Nikoopour and Farsani (2011) have discovered that materials should be developed in the form of conforming it for the students' different background for instruction in ELT. In summary, involving other related object was very influential to the students' comprehension the materials.

The second part of the 2013 implementation in whilst-activity was about questions. This part proved that the English teachers used questions for two purposes namely the teachers asked questions for having the students' attention on the teacher's explanation. According to Purwanti et al. (2017) have uncovered that teachers' strategies to ask students' attention are very influential necessity to be applied in teaching English in order to invite the students concentration on the lesson topic. Al-Omairi and Al Balushi (2015) have shown that asking students' attention in English class is very significant aspect to do because students' attention helps them to catch the information conveyed in ongoing English class. It can be concluded that asking the students' attention was very important to enable the students to catch the information in ongoing classrooms.

Another finding about questions in whilst-activity of the 2013 curriculum implementation was the teachers utilized the questions to check students' understanding about what was being discussed. According to Zhang et al. (2010), asking some questions helps to check students' comprehension and connects to what teacher teaches in classroom. Lee and Kinzie (2011) have found that the function of teachers' questions is to create interaction in learning environment so that the teacher can see whether the students have understood what is being discussed or not. It can be summarized that teachers' question was used to check the students' comprehension about the materials discussed.

The last part of the 2013 implementation in whilst-activity was related to experiments (communication and reflection) which generated two points namely the teacher used the experiments to give a chance for the students to ask some questions about what was discussed in class and the teachers also used the experiments to give opportunities for the students to express what they wanted

from their teacher in teaching. Mahmud (2015) has found that the students' questions in classroom activity distributes effective comprehension to the materials discussed. Musingafi and Muranda (2014) have shown that students' questions in class promotes good impact on the students' learning improvements. Hence, giving a chance for students to ask questions about what was being discussed and what the students wanted from their teachers were influential part in implementing the whilst-activity of curriculum.

4.2.6 Post-Activity

The implementation of the 2013 curriculum in English class about post-activity was oriented to some parts namely conclusion, feedback, and plan of the next activity and materials.

The first part of the 2013 implementation in post-activity was related to conclusion. This part revealed that the teachers used conclusion to have the students conclude what had been learnt at the end of meetings. A study conducted by Nurhayati et al. (2018) revealed that summarizing technique in English teaching such as teaching reading has a good significance to increase students' materials comprehension. A research conducted by Ozdemir (2018) has also encountered that summarizing technique in teaching is very effective such as in teaching writing skills because it can help them to develop their written skills. This means that making conclusion is an effective way to do in teaching English such as implementing post-activity of the used curriculum.

The second part of the 2013 implementation in post-activity was concerned with feedback. This part showed that the teachers implemented feedback to advise the students to be enthusiastic when some of the students were not active in class. . A research conducted by Filgona et al. (2020) has encountered that it is very

important for the teacher to give motivation to students for better learning achievement. A study conducted by Redondo (2013) revealed that the students should be aware of the importance of motivation in learning because it is a very influential component to support the development of education. In conclusion, it was very important to advise the students for their enthusiasm in implementing the post-activity of curriculum.

The last part of the 2013 implementation in post-activity was related to plan of the next activity and materials. This part indicated that the teacher applied the plan of the next activity and materials to inform the students about what to learn at the next meetings. According to Mufutau (2013), planning materials is a very important part in teaching because it give the next orientation about what to do. It is therefore necessary known for maximal actualization of lesson. Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on. In the sense that informing the students about what to do next was necessary to do in implementing post-activity of the used curriculum.

4.2.7 Competence of attitude, skills, and knowledge which referred to evaluation guidance

The implementation of the 2013 curriculum in English class about competence of attitude, skills, and knowledge which refer to evaluation guidance is used for observation, self-assessment, performance test, project, written test, and task assignment.

The part of 2013 implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about observation resulted that the

teachers used the observation to supervise the condition of teaching and learning activity as the teacher instructional evaluation. A research conducted by Baecher and Thuy (2011) indicated that supervision gives a chance for English teachers to increase their observation in class to promote responsibility for experienced students. A study conducted by Kahyalar and Yazici (2016) revealed that supervision is an important aspect to be given attention in teaching English because it has a great contribution to the quality of feedback given to learning condition. Pointedly, the use of supervision for teaching condition was very important aspect in implementing the post-activity of curriculum implementation.

After that, the part of 2013 implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about self-assessment showed that the teachers frequently used the evaluation when they wanted the students to check their own works for possible mistakes. A research conducted by Iseni (2011) has shown that there should be a correction for students' works about possible mistakes so that the teachers can give distribution for its improvement. Then, Tarawneh (2013) has found that correction such as in the form of corrective feedback is an important thing to do in English instruction such as for oral skills because it is very influential to improve the students' oral errors and mistakes. This means that checking the students own mistakes was effective in implementing the post-activity for the implemented curriculum.

Then, the part of 2013 implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about performance test indicated that the teachers utilized performance test to prepare some media to test students' English performance. Afterwards, Gunawan (2017) also states that the 2013 curriculum emphasizes to build students' characters, increasing relevant skills,

based on students' interests and necessity. According to Mulyasa (2013), the 2013 curriculum is a set of educational guidance implemented in Indonesia by practicing students' independence in order to upgrade their knowledge, assess the value of characters in the form of good morality (as cited in Ekawati, 2016, p. 86). Hence, preparing some media to test students' English performance was implemented in the post-activity of curriculum implementation.

The part of 2013 curriculum implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about project indicated revealed that the teachers applied the project to give four basic skills assignment-based projects to students. A research conducted by Fragoulis (2009) has shown that the implementation of project-based learning in teaching English may be a great foundation to involve other students in participation so that they can increase their English skills. A study conducted by Makmum and Nuraeni (2018) revealed that giving projects to enhance English skills such as on an English community can improve students' English skills and establish service experience on the community. In summary, project-based teaching was effective to use in post-activity of curriculum implementation.

The next part of 2013 implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about written test carried out a result that the teachers utilized the written test in final examination to check the students' material mastery. A research conducted by Iseni (2011) has shown that there should be a correction for students' works about possible mistakes so that the teachers can give distribution for its improvement. Then, Tarawneh (2013) has found that correction such as in the form of corrective feedback is an important

thing to do in English instruction such as for oral skills because it is very influential to improve the students' oral errors and mistakes.

The last part of 2013 implementation in competence of attitude, skills, and knowledge which refer to evaluation guidance about task assignment discovered that the teachers used task assignment to give additional tasks for the students whose scores under the criteria of standardized achievement. A research conducted by Zuniga (2016) has found that applying task in teaching English is an influential teaching method to develop the four integrated skills of English. Viriya (2018) has discovered that giving task to students in learning is significant thing to do because it promotes the students' English abilities improvement. Therefore, give additional tasks for the students whose scores under the criteria of standardized achievement was used in implementing of the used curriculum