

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher explains about implementation 2013 curriculum in teaching English at MTsN 3 Banjarmasin. The researcher uses three instruments to collect the data, i.e. observation, interview and documentary for gathering all information.

The first step, the researcher came to the school and met the English teacher. Then, the writer asked lesson plan that made by the English teacher as documentary. After that, the researcher observed in the class of English teacher using observation sheet. It has purpose to compare the lesson plan with the application. The last process is interview. The researcher asked some questions to get information about the implementation 2013 curriculum in teaching English at MTsN 3 Banjarmasin.

To know about the implementation 2013 curriculum in teaching English of MTsN 3 Banjarmasin, the researcher conduct class observation of English teacher using observation sheet. This research conduct in four times began from 16, 18, 23, and 25 August 2018.

The researcher came to class and observed the class using the observation sheet of lesson plan research. Firstly, the English teacher gave opening like greeting, asks question to memorize the lesson before, asks questions about something related lesson today. At the time, the material about **Song**. The English teacher uses netbook and speaker as media. The English teacher asks students to make list of songs that his like and choose the best one, after that teacher asks students to show their performance in front of the class with his group. Then students sing a song that had written. After all groups done with their performance, and then teachers asks students to assess and giving comment to another group. It makes students enjoyable in process in teaching and learning. After that teacher give her comment and assess students, teacher give some advice to motivate their students or feedback, and the last closing.

Based on the result of the observation of MTsN 3 Banjarmasin on 16th August, 2018. Researcher observed teacher in the class room based on lesson plan, is that appropriate or not. All of components in the lesson plan was completed. In lesson scenario teachers did it appropriate with lesson plan, such as started lesson with opened by greeting, English teachers gave explanation systematically and clearly although not perfect, because in the implementation there are has some problems like got accidently exchanged steps of scientific approach by teachers, it cause needs much time to make students understood with learning.

On 18th August, 2018 researcher came to class and observed the class using the observation sheet of lesson plan research. Firstly, the English teacher gave opening like greeting, asks question to memorize the lesson before, asks questions about something related lesson today. At the time, the material about **Announcement**. The English teacher used speaker to played recording about announcement, students listened carefully. After that teacher gave some explanation about it, the important thing in there. Then students divided into group and teacher gave announcement in texts, they have to observed that texts and discussion about content. Based on instruction of the English teacher, students read the text of the announcement and then completed the sentence based on the information in the text. Students read the announcement then answered the question based on the announcement. Students are learned to the structure and identify of the announcement text. To check their understanding about content, teacher ask students to wrote an announcement based on the given situation. After that teacher collected their tasks and check it, due to the time is over teacher closing the meeting.

Based on the result of the observation of MTsN 3 Banjarmasin on 18th August, 2018. Researcher observed teacher in the class room based on lesson plan, is that appropriate or not. All of components in the lesson plan was completed. In lesson scenario teachers did it appropriate with lesson plan, such as started lesson with opened by greeting, English teachers gave explanation systematically and clearly although not perfect. At the time the

theme is Announcement, teachers gave explanation to make students understood, but in the implementation teachers still got exchanged steps of scientific approach. It cause time allocation that has been set became not appropriate with lesson plan, and students cannot understood well because explanation of teachers not step by step.

On 23th August, 2018 the researcher came to class and observed the class using the observation sheet of lesson plan research. Firstly, the English teacher gave opening like greeting, asks question to memorize the lesson before, asks questions about something related lesson today. At the time, the material about **Short Messages**. The English teacher used poster as media. After that teachers gave some explanation and example related to material. Then teacher divided students to group to discuss purpose and the way to send Short Messages, they identified characteristics from it and compare with right respons. After that the teacher gave the text with some blank parts, and the students are asked to complete it, the answer is in the other group, so they have to match it by looking around the class. When searching, it takes a lot of time because they turn around the class but mostly students enjoy the process of teaching and learning. And the last due to the time is over, teacher close the meeting and ask them to answered it next meeting.

Based on the result of the observation of MTsN 3 Banjarmasin on 23th August, 2018. Researcher observed teacher in the class room based on lesson plan, is that appropriate or not. All of components in the lesson plan

was completed. In lesson scenario teachers did it appropriate with lesson plan, such as started lesson with opened by greeting, English teachers gave explanation systematically and clearly although not perfect. At the time the theme is Short Messages, teachers gave explanation to make students understood, but in the implementation teachers still got exchanged steps of scientific approach. It cause time allocation that has been set became not appropriate with lesson plan, and students cannot understood well because explanation of teachers not step by step.

On 25th August, 2018 The researcher came to class and observed the class using the observation sheet of lesson plan research. Firstly, the English teacher gave opening like greeting, asks question to memorize the lesson before, asks questions about something related lesson today. At the time, the material about **Recount Texts**. The English teacher used poster as media. After the teacher opened the lesson, then she asked if you have had a memorable moment in the past? Then the student answered, after that the teacher explained that the material this time would discuss recount text which contained the things in the past. Then the teacher showed a poster whose contents contained an explanation of recount text. Teacher then explained the material, students pay attention explained by teacher. And then to check their comprehension teacher gave a task, some of students can fixed their task but some of them can't fixed it. After that they collected their task and check it together, and they do reflection faced on process

teaching and learning and benefit learned it. And the last teachers close the meeting due to the time is over.

Based on the result of the observation of MTsN 3 Banjarmasin on 25th August, 2018. Researcher observed the teacher in the class room based on lesson plan, is that appropriate or not. All of components in the lesson plan was completed. In lesson scenario teachers did it appropriate with lesson plan, such as started lesson with opened by greeting and ask about lesson before, and then teacher told his students theme at the time is Recount Texts, the English teachers gave explanation systematically and clearly although not perfect. In the implementation teachers still got exchanged steps of scientific approach. It was caused time allocation that has been set became not in line with lesson plan, and students could not understand well because the explanation of the teacher was done not step by step. Based on four times observation in the classroom faced on implementation 2013 curriculum, teachers cannot used scientific approach well, because she always got accidentally exchange in teaching and learning.

Giving comments about over all lesson plan and research. Based on the results of observation I have done, the teacher has carried out 2013 curriculum well as completing the sections of the lesson plan and most teachers have fulfilled all that is required in the lesson plan. However, English teacher implemented the curriculum still exchanged in applying the scientific approach, and this is not appropriate with theory in 2013 curriculum especially in scientific approach. For example the priority is

observing, but in reality the teacher put the other steps first. This is an obstacle for students because they became difficult in understanding the lesson, and this has an impact on the time that has been set so that it becomes a new problem for teachers.

This insufficient time came from the teachers mistake in carrying out the steps of the scientific approach. The English teacher should be able to manage the time as well as planed, but in its application there were things that caused the time to be incompatible with lesson plan, such as students incomprehension with the material taught, and it takes a lot of time.

1) Findings of Interview

The questions that used by researcher in interview are about implementing 2013 curriculum and that problems faced by teachers. Through interview, the English teacher at MTsN 3 Banjarmasin has much information about the research.

The English teacher used 2013 curriculum since it socialized at the school in Indonesia until now. The English teacher got the information of 2013 curriculum through socialization of ministry of education and culture. The English teacher has followed the training, trained by instructor from DIKNAS.

The English teacher said that previous curriculum and 2013 curriculum are same, but the English teacher felt many advantages in

implementing English lesson plan using 2013 curriculum. Those are, materials were very detail, the class became fun and enjoy, and the students became active in the class.

When the researcher asked about the barriers in implementing 2013 curriculum, teacher said that the time allocation and complicated in making lesson plan, especially in the final assessment is the main problem. The English teacher had to really think to make maximal effort to the all activities in planing can be implemented.

According to English teachers statement that many school facilities in MTsN 3 Banjarmasin can support implementation 2013 curriculum. The English teacher always used scientific approach (observing, questioning, experimenting, associating, and networking/communicating) with CLT. It makes the English teacher always use media such as picture.

This research answered the problem statements, those are how does the English teachers implement 2013 curriculum in teaching English class at MTsN 3 Banjarmasin consist of teaching process and the problems teacher the English teacher in implementation 2013 curriculum in teaching English at MTsN 3 Banjarmasin. Based on 4 time meetings, the results obtained are as follows :

B. Discussion

1. English Teachers Implement 2013 curriculum in teaching English at MTsN 3 Banjarmasin consist of teaching preparation and teaching process

Based on researcher's observation, teachers has completed teaching preparation (lesson plan), and in teaching process or in implement 2013. Based on the results of the research I have done, the teacher has carried out 2013 curriculum well as completing the sections of the lesson plan and most teachers have fulfilled all that is required in the lesson plan. However, in the implementation English teacher still exchanged in applying the scientific approach, and this is not appropriate with theory in 2013 curriculum especially in scientific approach, because that is not step by step. Sometimes teachers just used a part of scientific approach, like questioning and communicating not accordance with his lesson plan. For example the priority is observing, but in reality the teacher puts the other steps first. This is an obstacle for students because they become difficult in understanding the lesson, and this has an impact on the time allocation that has been set so that it becomes a new problem for teachers. Based on analysis result as expressed by Spradley 1997, in cultural themes teachers habits becomes one of attention, because after started the lesson and told students to read a book, gave a little explanation, teachers ask students to answer question at the book, after that teachers went out of the class.

2. The Problems that Teacher Faced in Implementation 2013 curriculum in Teaching English at MTsN 3 Banjarmasin

Based on researcher's observation and interview, the problems faced by teacher in implementing 2013 curriculum in teaching English at MTsN 3 Banjarmasin

a. Time Allocation

The implementation 2013 curriculum in teaching English has many times in learning process. In this research, the English teacher used scientific approach with CLT. It is an attractive learning. In this technique, the students must be active and must have learning preparation in learning. Actually, because teachers still got accidently exchange in using scientific approach that is influenced the time allocation in lesson plan. So, it sometimes was not in line with the fact in the learning process. Besides, the students needed many times to fix their work in grouping because different learners usually have different opinion. To make it clear, learners needed enough much time to finish their work.

b. Complicated in Making Lesson Plan

Based on interview result teacher tells another problem such as difficulties in making lesson plan, because there is too much component that have to be achieved. Especially in final assessment because in there has some components assessment such as descriptive and portfolio that is difficult for teacher. That is need much time and cost, because in final assessment need five sheet of papers each students..