

Appendix 1

List of Translation

Page/ Verse	Name of Surah	Indonesian	English
1/11	Al-Mujadilah	Wahai orang-orang yang beriman, apabila dikatakan kepadamu, berilah kelapangan didalam majelis-majelis, maka lapangkanlah. Niscaya Allah Swt akan member kelapangan untukmu. Apabila dikatakan, berdirilah kamu, maka berdirilah. Niscaya Allah Swt akan mengangkat (derajat) orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Allah Swt. Maha teliti apa yang kamu kerjakan.	O you who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. and when you are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge and Allah is well - acquainted with all you do.
3/53	Al - Anfal	Yang demikian itu adalah karena sesungguhnya Allah sekali-kali tidak akan meubah sesuatu nikmat yang telah	Because Allah will never change the Grace which He hath bestowed on a people

		dianugerahkan-Nya kepada suatu kaum, hingga kaum itu meubah apa-apa yang ada pada diri mereka sendiri, dan sesungguhnya Allah Maha Mendengar lagi Maha Mengetahui.	until They change what is In their (own) souls: and Verily Allah is He who heareth and knoweth (All things).
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Appendix 3 : The Guideline of Observation

OBSEVATION SHEET

Teacher' Name :

Time :

Subject/Class :

Topic :

No	Content of Syllabus	Teacher's Problem
1	Material of learning	
2	Activity of learning	
3	Assessment	
4	Allocation of time	
5	Learning Sources	

Appendix 4: The Questions of Interview

The Question of Interview for English Teachers

1. In 2013 Curriculum 2017 Revision English syllabus didn't use KI-1 and KI-2, just use KI-3 and KI-4. KI-3 is about knowledge (pengetahuan) and KI-4 is about skill (keterampilan). Do you feel difficult to implementing of KI-3 and KI-4 in the classroom ?
2. In English syllabus has some components, one of them is basic competence. Do you implement all of basic competence in teaching English ? In Implementing Basic competence, Do you have problems to implement it ?
3. Do you implement all of indicator of competence achievement in learning and teaching English ? Do you have problem in implementing it in teaching and learning English ?
4. In learning process of teaching and learning English, Are the teaching material based on 2013 curriculum difficult to students ?
5. In learning activity, do the students feel bored to learn English ? Why did it happen ?
6. When do you give some assignment or homework to your students, do your students do the assignment or homework ? Do the students feel any difficulties to do the assignment or homework ?
7. Is the time set on English syllabus sufficient for English learning ?
8. In English Syllabus of 2013 Curriculum, do you have any problems to find learning sources related to the learning material in English Syllabus of 2013 Curriculum ?

Appendix 6 : Research Pictures









Appendix 5: Transcript of Interview

TRANSCRIPT INTERVIEW WITH ENGLISH TEACHERS

Teachers' Name : Dahlianor, S.Pd
Date : Wednesday, 12th September 2018
Time : 12.35 WITA
School : SMK NU Banjarmasin
Address : Jl. Rantauan Timu II Rt. 4 No.56

Interviewer : First question, how long has this school been using the latest 2013 curriculum?

Participant : 2013 is the newest just one year ago.

Interviewer : In 2017, Ma'am ?

Participant : Yes, it's only one year ago.

Interviewer : Is there prior training in implementing the latest 2013 curriculum, especially about syllabus?

Participant : There are several teachers who are training including Mr.Rudi.

Interviewer : Continue to be shared with another teacher delivered. Do you understand the 2013 curriculum, especially about the syllabus?

Participant : Until now, I am still learning, if I am say understand, I don't understand too much, but I still learn.

Interviewer : What are the problems to difficult to understand, ma'am?

Participant : Hmmmm ... It is difficult to understand, this is for the KD, this KD to the GPA is not a taxonomy, looking for the derivative from what analysis means (while showing the KD column disilabus) needs to be read and repeated.

Interviewer : Because it's still new, Ma'am ?

Participant : Yes, It is.

Interviewer : After the syllabus from government reaches you, do you calculate the time of study to one year?

Participant : Yes, that's definitely. Every teacher has an annual program semester program. So we know how effective it is.

Interviewer : Do you adjust the time of syllabus with the time you have count ?

Participant : If adjusting is not possible, the problem is different. For XII Class there are has interns.

Interviewer : Are you doing a development of learning resources like books, ma'am?

Participant : Not yet... For development, right. Usually browsing first or the children are told to look for themselves.

Interviewer : Are you make learning resources in accordance with the material in syllabus?

Participant : Yes, with the appropriate material.

Interviewer : Sometimes is there a book that is difficult to find, in accordance with the text and syllabus?

Participant : Yes, I am looking for the material there, some material have extra work to look for.

Interviewer : Do you have reach the learning objectives for KI 3 and KI 4?

Participant : In the part of the learner it is a problem of time. So if the time is sufficient it can, if the time is sufficient, it will provide more knowledge. But if in the English conversation is just a skill.

Interviewer : Do you apply all the basic competencies in the learning process?

Participant : Yes, it is.

Interviewer : Yes ma'am, do you have problems in applying it ?

Participant : Yes it is. The KD is too much, and for the students level is too high, it is impossible for our students to complete it according to the time allocation.

Interviewer : Do you think the KD is too high and the time is sufficient.

Participant : Yes, it is.

Interviewer : Do you apply indicators of competency achievement in learning, Ma'am ?

Participant : Yes, it is much as possible, but not all.

Interviewer : Do you have problems implementing this, Ma'am?

Participant : The problem is the material is too high and the time.

Interviewer : The students is also an intern, Ma'am.

Participant : Yes, internships are also for grade 2 and class 3.

Interviewer : Do you think the indicator is too high, Ma'am?

Participant : Too much, too much (while pointing to the IPK in the syllabus) This identifies one social function, the text structure is identified again just one. This is just a theme of recognizing one's identity, not to mention family relationships.

Interviewer : Is the time set not sufficient ?

Participant : Yes, it is.

Interviewer : Do you explain all the main material in syllabus, Ma'am?

Participant : Hmmmm ,,,, if the core material is like expression like an expression like this it can but the problem is skill. Initiate the skill of speaking so it is impossible for one class of students to read the results of their assignments in such a time that they are not enough.

Interviewer : Is the material for the 2013 curriculum too high, ma'am?

Participant : Yes, that's not the most everyday vocabulary.

Interviewer : Do you think the material here is too high to learn English?

Participant : Depending on the number, if there is a lot of inadequate KD. For example for grade 1 for semester 1, there are 7 KD if it is too much. Different from class 2, it has 2 KD, so it's better.

Interviewer : Do you apply the learning activities in the syllabus?

Participant : Not all.

Interviewer : Why you aren't all?

Participant : Hmm ... what is it. Not all students get it. This compilation of texts means that there are assignments in groups or in pairs. But here students can go ahead and show it up.

Interviewer : So, the time isn't enough, Ma'am ?

Participant : Yes, it is.

Interviewer : Is the facility in here adequate to carry out learning activities according to the syllabus?

Participant : For our school, if the school people dare to speak. In our school doesn't have a finished language lab for listening. So, for the not civilization have a tape recorder. So if there is no listening speaker, the second is the room. So if you

listen, do you send the audio, this is for 12th grade. So it is sent to your mobile phone, then the children bring the headset to hear. It also has problems, not all children have a mobile phone.

Interviewer: So, that's the problem, Ma'am. Do you use your voice, sometime ?

Participant : Yes, it is.

Interviewer : Do you give assessments to students based on the criteria in syllabus, Ma'am?

Participant : Yes, it is.

Interviewer : Do you have no problem giving assessment to students?

Participant : Yes

Interviewer : Do your students do the assignment, ma'am?

Participant : No, the human being is forgotten and is left behind.

Interviewer : Do your students feel difficult to do the task because it is too hard?

Participant : Hmmm ... yes, it is. Usually, the development of the task makes the conversation so the vocabulary is still a bit messy.

Interviewer : Do your students have high motivation to learn English, Ma'am ?

Participant : Hmmm ... motivation, it's high motivation. But I don't know if it's for another teacher.

Interviewer : that means, the students have high motivation.

Participant : Are the learning resources you use in accordance with the existing learning resources syllabus?

Interviewer : For some learning resources, we have different GMP KDs from KD books. If English is still in 2016, the revision should be in 2017, that's why KD and GMP are filled with different books,

Participant : It's the book, Ma'am ?

Interviewer : If the material is automatically different, there are several. Ma'am, if you are in second grade, it will be different if grade 10 is different. So, Ma'am was confused to look for it.

TRANSCRIPT INTERVIEW WITH ENGLISH TEACHERS

Teachers' Name : Radina Rahman, S.Pd
Date : Tuesday, 13th September 2018
Time : 09.06 WITA
School : SMK NU Banjarmasin
Address : Jl. Rantauan Timu II Rt. 4 No.56

Interviewer : The first question is how long does this school use the latest 2013 curriculum?

Respondent : Since one year ago.

Interviewer : Is there prior training in implementing the latest 2013 curriculum, especially about syllabus?

Respondent : Yes, There are some teachers.

Interviewer : Do you share it?

Respondent : Yes, I am share it.

Interviewer : Do you have understand about the 2013 curriculum, especially the syllabus?

Respondents : I am not understanding, but there are a few who still understand that some of them have to get direction from those who are more controlling.

Interviewer : Do you feel difficult to understand the syllabus?

Respondents : To understand the syllabus, a good learning tool is still in the process of getting better.

Interviewer : Ooh ... yes. Do you have calculate the time of learning in one year?

Respondent : Yes, we are each have an annual program and semester program. All teachers have calculated the program in one year.

Interviewer : Do you adjust the time that you count with the time in syllabus ?

Respondents : Yes, of course. It must be adjusted to the time of syllabus because the spectrum provided by PSMK must be adjusted to the syllabus as well as the conditions at the school must be adjusted as well, with many meetings certainly.

Interviewer : Do you feel difficult to adjust it?

Respondents : Yes, there are some has miss material because the output of our students is quite under there, there is a material whose time allocation is longer, but it can be tricked, there is easier material that can be accelerated, the more difficult material is in time.

Interviewer : Ooh ... yes sir. Are you make developing learning resources like books, audio, sir?

Respondent : Sure, In my opinion all teachers are obliged to look for compulsory learning resources from anywhere from various sources so that it adds the teacher's literacy to each of his own knowledge.

Interviewer : Do you feel difficult in developing learning resources?

Respondents : There are a few English, if it's really hard it isn't. There are only books, but if it's for students because the economy is middle to lower, to have books is not okay. For the teachers are safe, buy it.

Interviewer : Okay ... okay ...

Respondents : The source sis not just a teacher from the internet, it can also be a lot of sources that we must maximize.

Interviewer : Do you have the goal in KI 3 and KI 4 has been reached?

Respondents : KI 3 and KI 4 are actually fulfilled if we speak English. The most difficult thing is in KI 4, because in KI 4 it is called the 4 Skill skills that are visible, the speaking skills are really very visible. It can be 8 knowledge, for example, but speaking skill because it relates to self confidence or not, the speaking skill. In this skill that is a bit stiff. English skills are really easy for others.

Interviewer : From speaking, Sir?

Respondents : Yes, from speaking, the most to achieve good grades of speech is what is related to their confidence.

Interviewer : Do you apply all the basic competencies in syllabus?

Respondent : Basic competency ... not all but still almost sometimes work with time too. So because based on time, we don't have to fulfill all basic competencies, but there are certain parts.

Interviewer : Is the basic competence of the syllabus for children difficult?

Respondent : Not really, depending on the teacher how to apply, deliver and make the material more enjoyable. It is not difficult depending on which perspective.

Interviewer : From the point of view of the students it is difficult for the material, sir?

Respondent : Compared to the 2006 KTSP it is much more difficult, but indeed this need also needs so we also have to teach, the government also has to be taught like this. That's the challenge.

Interviewer : Do you implementing the indicators in learning?

Respondents : The indicators is no all can to implement .

Interviewer : What's the problem about it ? Is it a matter of time, then the material.

Respondent : No, from the beginning there was a challenge from student input that the ability of students was also under challenge for us. After that, some are fulfilled, some are not, there is material that is very difficult to understand, for example, there are some types of material that are difficult for students to understand to reach the most recent indicators. Because the indicator is not just one in every KI and the KD is not just one that does not arrive, there is. For example 3.1 (While pointing to a column Indicating the achievement of competence in the syllabus) the indicator, sometimes there must be some who touch some. So the influence of students is also there.

Interviewer : From the level of understanding of students, Sir?

Respondents : Yes from the level of understanding the students' cognitive and influence.

Interviewer : Yes, do you explain the learning material in the syllabus, do you put it in the lesson plan?

Respondent : Yes, because for the subject matter, it is outlined in the lesson plan.

Interviewer : That all, sir?

Respondents : It is make into all lesson plans, only if the situation in the field adjusts the needs of students.

Interviewer : Why did happen, sir?

Respondent : It is adjusts the student's needs, how is the condition of the class, how does the cognitive state of the student have to be adjusted. If the students are smart, everything with this is easy to be fast.

Interviewer : What are your problems in explaining it, Sir?

Respondent : There are different problems in each class, the input of our students was below, the cognitive because we were in the private sector was rather a bit behind compared to those in the country. So how to make potato flavored potatoes, the entry of cassava out of potatoes.

Interviewer : Yes, I was surprised in PPL when the learning material was difficult and the students did not know the rich subject "he, she, it" so I had to explain it again.

Respondents : Actually, supplies from elementary school are basically why we have to start from scratch again while there are indicators of achievement. Some of the class already understand that the material is good. If you find a class that is a problem. We still have an allocation of time for a few hours, how many times a meeting is so we must be tricked so that there is a minimum of indicators.

Interviewer : Do you think this learning material is more difficult than KTSP?

Respondents : Actually, It is more difficult to SMK, but it is actually difficult, it is a challenge for us. we look it as our task.

Interviewer : What are the problems about it, Sir?

Respondents : We has find it difficult and we have to find a solution.

Interview : Do you think the time allocation that has been determined is sufficient in learning, sir?

Respondent : By government?

Interviewer : From you and the government.

Respondents : According to spectrum 3 hours a week, if I think that material is lacking to achieve what is desired.

Interviewer : The time and the material, Sir?

Respondent : Yes, at least. I remember that it was 6 hours a week, I remember that it was at least 6 hours a week because it was a foreign language, so it took 6 hours to speak English one week.

Interviewer : Apprentice, sir?

Respondent : The apprenticeship process. So it takes 6 hours, if the spectrum then more meetings must be done by the teacher.

Interviewer : Yes ... Yes ...

Respondent : Whereas, It is given by the government just 3 times of learning.

Interviewer : So, you have a problem with the times too.

Respondent : Yes, ask for an increase actually to achieve as desired by the government.

Interviewer : Do you apply all the learning activities?

Respondent : Yes, learning activities (pointing to the syllabus) are like observing them. Not all techniques are done but there are several techniques that can adjust the state of the class and the state of the material as well.

Interviewer : Yes. Is the time sufficient, Sir?

Respondent : Enough, but what the government wants is less true, but if there is something like that, suffice it enough, like it or not, it must be shortened, it must be enough.

Interviewer : Are the school facilities adequate in the learning process?

Respondent : Actually adequate but because here is a new building, we are in a complete old building but there is no lab, only facilities for learning.

Interviewer : Is it audio for listening, Sir?

Respondents : We are in UNBK exam has its own headset. For learning, we prepare a salon. There are still learning in our old building, there is also a complete facility,

because this is a new building, we do not dare to influence the reason for the situation.

Interviewer : Do you provide judgments based on syllabus ?

Respondent : Yes, sure, we have it.

Interviewer : Do students do their work with enough value?

Respondents : Finally, it is enough.

Interviewer : Do you have problems in the assessment?

Respondent : Yes, our assessment at the beginning was a bit of a hassle on skills especially those related to English, if the numerical value is not a problem at all but for assessment in social form I consider this our assessment of this language is not just numerical value, rated knowledge 9 The KI 4 is easy, if you have a description for example 8, 9, it can. But if the social aspect, for example English speaking 8, means that the general person thinks he can speak English or write English because of 4 skills, but 2 who really produce it write writing in speaking, right. Especially in his speaking ability whether he can speak English, if he later is in the outside world or industry while we put 8, who fear it even though he is able to write. So it's a dilemma for members to get high marks on their social aspects.

Interviewer : Do your students get low scores because they feel English learning material is difficult?

Respondent : The students view English from the beginning if it is difficult, if it is from students yes. Even though it was still in the age of KTSP students saw English as

a difficult lesson. Even though, sometimes it is the mainset of the students. So we these teachers change English, it's not as difficult as they imagine.

Interviewer : How about the student's motivation about learning English ?

Respondent : Just like that, some are diligent and some are not, so I put it on.

Interviewer : Do your students focus more on vocational training than learning English?

Respondent : Yes, because the vocational school is more focused on vocational training, so their focus is therefore later the sale of vocational children is productive in their skills because the curriculum is more productive when compared to the ability to speak even though there are also terms in English.

Interviewer : Do you use learning resources based on the material in syllabus ?

Respondents : Yes, it is.

Interviewer : Do you find it difficult to find learning resources that need to be appropriate?

Respondents : Therefore the learning resources are not just one, therefore the teacher must be obliged to search. How the teacher, the teacher must look for. I use 3 books.

Interviewer : Do you think the material is complete, sir?

Respondent : Insya Allah, I think. Insya Allah, I am complete so hopefully I will be complete.

CURRICULUM VITAE

1. Name : Dianti Berliani
2. Place and Date of Birth : Muara Teweh 21th June 1996
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jln. Pendreh Komp. Nur Asri Perdana No. 33 Muara Teweh,
Barito Utara, Kalimantan Tengah.
8. Parent : Father's Name : H. Udiono
Mother's Name : Hj. Khayatunufus
9. Siblings : Maimunah Hardiati
Akbar Ayadie
10. Education
2000-2002 : Tk Aisyah Muhammadiyah
2002-2008 : SDN 3 Melayu Muara Teweh
2008-2011 : SMP 2 Muara Teweh
2011-2014 : MAN Muara Teweh
2014-2018 : UIN Antasari Banjarmasin