

**THE ENGLISH TEACHERS' CHALLENGES AND EFFORTS  
IN TEACHING BY APPLYING 2013 CURRICULUM**

*(A Descriptive Qualitative Study on the Tenth Grade English Teachers of  
SMA Islam Sultan Agung 1 Semarang in the Academic Year of 2017/2018)*

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirements for the Bachelor Degree

*(Sarjana Pendidikan)* in English education



Proposed by:

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SEMARANG**

**2017**

**APPROVAL**

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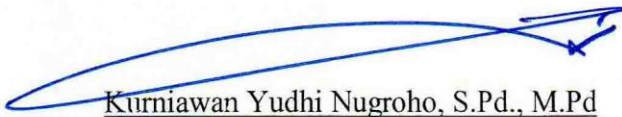
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## VALIDATION

A *Sarjana Pendidikan* Final Project on

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Defended before the Board of Examiners on September 28<sup>th</sup>, 2017

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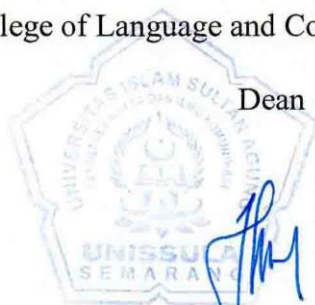
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### STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, September 2017



Annisa Rahmania Muharram  
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## **MOTTO AND DEDICATION**

### **Motto**

***“Allah does not change people lot unless they change what is in their heart”***

QS. Ar-Ra’ad (13):11

### **Dedication**

**This final project is dedicated with affection, love and gratitude to my  
beloved mom.**

## ABSTRACT

MUHARRAM, ANNISA RAHMANIA. 31801300482. The English Teachers' Challenges in Teaching by Applying 2013 Curriculum (*A Descriptive Qualitative Study on the Tenth Grade English Teachers of SMA Islam Sultan Agung 1 Semarang in the Academic Year of 2017/2018*). A Final Project. English Education Program. College of Language and Communication Science Sultan Agung Islamic University. Kurniawan Yudhi Nugroho, S.Pd, M.Pd as the advisor.

This study aims to describe the challenges and efforts faced by English teachers in teaching. In addition, this study was included in descriptive qualitative. The sample of this study was 2 English teachers. The data were collected by interview. The challenges which mostly found in applying the scientific approach were: how to increase the students' confidence and how to monitor the students during the learning process. To solve those challenges, the teachers' efforts were: persuaded the students to be more confidence and made an interesting learning. The research finding of implementing the teaching method showed that how to motivate the students to be more active in the classroom was the challenge that teachers always found in implementing the teaching method. The efforts of teachers were making study groups and giving additional score to students. Moreover, in the teaching preparation, the teachers also had challenges to sort the learning material and to design the lesson plan as well as the assessment. In order to solve those challenges, teachers had done some efforts; chose good learning materials and made learning exercises. It could be concluded that both the teachers experienced challenges in teaching by applying 2013 curriculum and had done some efforts to solve the challenges.

Keywords: *2013 Curriculum, Challenges and Efforts, High School English Teachers*

## INTISARI

MUHARRAM, ANNISA RAHMANIA. 31801300482. *The English Teachers' Challenges in Teaching by Applying 2013 Curriculum (A Descriptive Qualitative Study on the Tenth Grade English Teachers of SMA Islam Sultan Agung 1 Semarang in the Academic Year of 2017/2018)*. A Final Project. English Education Program. College of Language and Communication Science Sultan Agung Islamic University. Kurniawan Yudhi Nugroho, S.Pd, M.Pd as the advisor.

Penelitian ini bertujuan untuk mendeskripsikan tantangan dan usaha yang dihadapi oleh guru bahasa inggris dalam mengajar. Selain itu, penelitian ini termasuk kedalam deskriptif kualitatif. Sample dari penelitian ini yaitu 2 guru bahasa inggris. Data diperoleh dengan mewawancarai guru. Tantangan yang sering ditemui dalam menerapkan pendekatan ilmiah yaitu: bagaimana meningkatkan kepercayaan diri siswa dan bagaimana mengawasi siswa selama proses pembelajaran berlangsung. Untuk mengatasi tantangan tersebut, usaha guru yaitu: membujuk siswa untuk lebih percaya diri dan membuat pembelajaran yang menarik. Hasil penemuan dalam melaksanakan metode pengajaran menunjukkan bahwa memotivasi siswa untuk lebih aktif dalam kelas menjadi tantangan yang sering ditemukan. Usaha yang dilakukan oleh guru yaitu: membentuk kelompok belajar dan memberikan tambahan nilai kepada siswa. Tantangan yang di temukan dalam mempersiapkan pengajaran yaitu: memilah materi pelajaran, mendesain rencana pembelajaran dan penilaian. Untuk mengatasi tantangan tersebut, guru telah melakukan beberapa usaha; memilih materi pembelajaran yang baik dan membuat latihan soal. Hal ini dapat disimpulkan bahwa kedua guru tersebut mengalami tantangan dalam mengajar dengan menerapkan kurikulum 2013 dan telah melakukan beberapa usaha untuk mengatasi tantangan tersebut.

*Kata Kunci: Kurikulum 2013, Tantangan dan Usaha, Guru Bahasa Inggris SMA*

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1. Anis Malik Thoha M.A Ph.D as the Rector of UNISSULA.
2. Hartono, S.S., M.Pd as the Dean of College of Languages and Communication Science.
3. Kurniawan Yudhi Nugroho, S.Pd, M.Pd as the advisor who had given the guidance and support to finish this final project.
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6. Salimatin Mufidah, S.Pd as the English Teacher of SMA Islam Sultan Agung 1 Semarang who had supported the writer in collecting the information data.
7. All the writer's friends who had supported her in conducting this research.



Finally, the writer realizes that this final project is still far from being perfect. However, the writer hopes that it will be useful for the reader.

Semarang, September 2017

A handwritten signature in black ink, appearing to read 'Annisa', written in a cursive style.

Annisa Rahmania Muharram  
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# CHAPTER I

## INTRODUCTION

This chapter explains the Background of the Study, the Reason for Choosing the Topic, the Research Questions, the Objectives of the Study, the Limitation of the Study, the Significances of the Study, and the Outline of the Study.

### **1.1 Background of the Study**

Education is one of primary needs for all human beings in the world. Education is a formation process of characteristics of human itself. They learn since they were born until they become adults. No matter they have become adults; they must increase their skills to enable them facing the globalization era.

Based on Sukmadinata (2006) education is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task. One of the government's efforts to improve the quality of education in Indonesia is by changing KTSP (*Kurikulum Tingkat Satuan Pendidikan*) to 2013 curriculum. 2013 curriculum is the perfection of *KTSP*. 2013 Curriculum has been implemented on the academic year of 2013/2014 until now is one of the efforts of the curriculum developer to answer today's challenge by reviewing the future, the perception from the society, the development of knowledge and pedagogy, future skills and the uprising of the negative phenomenon. The government should handle the problems that appear in education system because it will influence the quality of students' skills and thinking.

In this globalization era, the youngsters will compete with people in all around the world to get job. One of the efforts to fix the educational problems is changing the curriculum. In 2013 curriculum, the scientific skills are the main characteristics. Despite the 2013 curriculum still has some problems in implementation. That is why teachers and government should have good cooperation in order to create the new generation.

Curriculum has a very centralistic role in the held of the education system Dayal (2015). Therefore, a curriculum changes in periodical time is not inevitable because it needs to answer the challenge of time. It needs an active changing and responsive from the curriculum developers in national scale to answer those challenges that keep changing. Teachers as the curriculum executor should handle the challenges by preparing their self to enrich their knowledge about 2013 Curriculum and its teaching method.

The 2013 Curriculum becomes the discussion especially in the education society. The most important thing is the basic competent which drawn the concept for the subjects itself; such as subjects, the subjects position, the subjects distribution in the semester and their credits for each class *Kemendikbud* (2013). From that curriculum structure itself, also applied with a certain skills along with the certain competent that needs to be fulfilled for each subject, called core competent and basic competent. In that new regulation and policy, it is hopeful that the society in Indonesia gain a same level of education and competency as it is regulated in 2013 curriculum.

Teacher as the curriculum executor in the field obviously has an important roles in managing the successful of a curriculum design. Alawiyah (2015)



believes that teacher is a key factor to the success of the curriculum and also as the agent of change. The teachers supported teaching, learning, and schooling and even participated in the making of curriculum in the current policy. Based on that case, the writer decided to have a study. The titled of this study is “The English Teachers’ Challenges and Efforts in Teaching by Applying 2013 Curriculum”. With this study the writer wanted to describe the challenges and efforts from the teachers.

## **1.2 Reason for Choosing the Topic**

Considering the importance of teacher as curriculum executor and as a role model for students in classroom, the writer had conducted a study entitled “The English Teachers’ Challenges and Efforts in Teaching by Applying 2013 Curriculum.” The reason why the writer chose this topic was because there were some issues in the 2013 curriculum that became the challenges for teachers. The writer was interested to conduct this study after finishing the teaching practice in high school which had implemented 2013 curriculum. Considering the teachers’ challenges and the structure of 2013 curriculum, the objective of this study was to see the teachers’ challenges and efforts in teaching by applying 2013 curriculum. Hence, the writer chose this topic to conduct the study.

## **1.3 Research Questions**

Based on the background above, this study was tried to answer the following problems:

1. What were the challenges that faced by the English teachers in teaching?
2. What were the efforts of English teachers to solve the challenges?

#### **1.4 Objectives of the Study**

As the statement of the problem had indicated, the objectives of this study were:

1. To describe the English teachers' challenges in teaching by applying 2013 curriculum.
2. To describe the English teachers' efforts in solving the challenges.

#### **1.5 Limitation of the Study**

In this study, the writer limited the study on the English teachers challenges and efforts in teaching by applying 2013 curriculum. This study focused on finding the teachers' challenges and efforts, teaching methods and teaching - learning activity. The subject of this study was the tenth grade English teachers. The place of this study was in SMA Islam Sultan Agung 1 Semarang.

#### **1.6 Significance of the Study**

The significance of the study as follows:

- a. Writer

The result of the study was expected to enrich the knowledge of the writer and gave input to her analyzes and to prepare herself to be the best teacher in the future.

- b. English teachers

This study was expected to give input for teachers to know about the challenges in teaching especially for English teachers. In the other hand,

the writer hoped that this study could help the English teachers to prepare themselves in teaching.

c. Future Writer

The writer hoped that this study would be useful for the future writer which had a plan to conduct the same study and gave feedback for the result of the study.

### **1.7 Outline of the Study**

This study was divided into three chapters that facilitate the readers in understanding the topic.

Chapter I consists of the background of the study, the reason for choosing the topic, the study question, the objectives of the study, the limitation of the study, the significances of the study and the outline of the study.

Chapter II consists of review of relates literature. This chapter talks about the literature as source of the study. They are definition of challenge, definition of effort, curriculum, teachers' role in 2013 curriculum, challenges in teaching English using 2013 curriculum and the review of previous study.

Chapter III is about the method of the study. This chapter talks about the study design, the source of the data, the subject of the study, the variables of the study, the instrument of the study, the techniques of collecting data, the validity and the reliability, the data analysis.

Chapter IV is about the result or research finding. This chapter talks about the school profile, the description of the respondent, the analysis of validity and reliability, the procedure of data collection, the research finding and the discussion.

Chapter V is about the conclusion of the study. This chapter consists of the conclusion and suggestion from the writer which is appropriate related to the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer delivers some underlying theories that concern with the topic. There are some terminologies that are used in this study. They are the Definition of Challenge, the Definition of Effort, the Curriculum, the Teachers' Role in 2013 Curriculum, the Challenges in Teaching by Applying 2013 Curriculum, and the Review of Previous Study.

#### **2.1 Definition of Challenge**

Based on Mickiewicz (2011) the term of challenge refers to the situation that faced by someone who needs an effort to reach the goal. Challenge is different from problem. The difference is if problem does not need an effort but challenge needs an effort in order to get something. It means that if someone is experienced a challenge, he has to do something and find the way to solve it.

#### **2.2 Definition of Effort**

Based on Lavy (2011) the term of effort refers to the use of physical or mental energy, the act or result of trying to do something. In this section, the writer had not known yet about the efforts of teachers as the object of this study. Hence, the writer tried to find the efforts from the teachers in order to solve the challenges when teaching by applying 2013.

#### **2.3 Curriculum**

As Ahmad (2014) has mentioned that during the early years of the twentieth century, most educators held onto the traditional concept and referred to

Curriculum as the body of subjects or subject matters set out by teachers for students to cover. Based on Hamalik (2014) education is conscious effort to prepare pupils through guidance activity, teaching and rehearsal for their role in the future. Jubirman (2015) adds that there are many things that should be done in order to reach it. One of them is changing the educational system. This chapter will discuss the terms of the curriculum. The following chapters there are several definitions from some experts about the curriculum.

### **2.3.1 Definition of Curriculum**

Etymologically, the curriculum is derived from the Greek *currir* which means run and *curere* which means a place to race. Thus, the term curriculum comes from the world of sports in ancient Roman times in Greece, which implies the distance that must be taken by runners from the starting line to the finish line Idi (2014). Furthermore, the curriculum terms used in education and change the meaning in accordance with the development and dynamics that exists in the world of education. In outline, the curriculum can be defined as a set of educational materials and teaching given to students in accordance with the educational objectives to be achieved.

Based on Slameto (2003) in Suyadi and Dahlia (2014) a curriculum is known as number of activities that gives to the students and it has a sequence of potential experience which is set up in the school for the purpose of disciplining children and youth in group ways of thinking and action. From the understanding of the curriculum, it can be described specifically that curriculum is a purpose and a plan. The plan may just be mental but a more general extension which is in

written form. The curriculum is not an activity but plan of activities. There are number of programs that have been planned to be applied in the learning process.

Curriculum contains many purposes for example, what is the learning material for learners to be developed; there is an evaluation tool to assess the results of learning activities; criteria that should be influenced the students in completing the program; facilities necessary to achieve the desired results Idi (2014). Curriculum is a guide for teachers in teaching; it contains many purposes that teachers should do during learning process. It can be said that teachers will have effective learning if of the goal in lesson plan is done.

Based on Sukmadinata (2006) curriculum includes formal purposes, which is carefully selected to improve learning outcomes. Suryobroto (2004) adds that the curriculum is a system; it is the existence of a set of components (objectives, content, teaching, and learning) which is united as one. Education and training show its limits to avoid the misunderstanding that occurred, if any of these things mentioned. The curriculum has a prediction and reach forward. It means, the content of the curriculum describe their efforts to anticipate the various needs of the students and the preparation of students' future Idi (2014). It can be concluded that those descriptions are the concept of curriculum that can be used as guide in determining any learning process or the implementation of the curriculum in order to achieve educational goals that have been determined. The curriculum is known as a process of education that has been planned and implemented in order to achieve a number of specific educational objectives.

### **2.3.2 Curriculum Development**

Basically, the development of the curriculum in Indonesia rests on the historical development of education in Indonesia itself Hamalik (2014). Since the Dutch era there have been schools, it means curriculum has existed. Idi (2014) adds that in the Dutch period, implementation of education and school has a characteristic in which the curriculum is contained by the Dutch colonial missions; as well as the curriculum of the Japanese period. It can be said that the existence or purpose of education at that time is to create human resources that can help the mission of colonialism.

Based on Idi (2014) and Osmiati (2014) history of curriculum development in the period of colonization before the arrival of Europeans to the period of independence can be seen from the basic curriculum in Elementary School, Junior High School, and Senior High Schools. At the beginning of the 20<sup>th</sup> century, the advent of social and industrial revolution in Europe arose the understanding of humanities. In Indonesia, there was *Etisch* politics which gives effect to the expansion of the school for the boys and girls of Indonesia.

### **2.3.3 2013 Curriculum**

Based on Peters (2010) the transformation of curriculum is a normal thing in order to improving the quality of education of a country. Copland, et. al, (2014) reveal to improve the quality of national education; one of them can be done by evaluating and updating the national education curriculum. Evaluation needs to be done periodically as assessment efforts relevance of the curriculum to children in the context of time and place that is constantly changing dynamically.



Based on *Kemendikbud* (2013), curriculum reform has aim to make the students become intelligent, morality, creative, communicative, and tolerance in religious life. The government hopes that students in Indonesia can compete with other students from other countries. They are prepared to be ready to face the world.

Based on *Permendikbud No. 59 tentang kurikulum 2013 Rom I, Poin (A) dan (C)*, (2014) 2013 Curriculum is a standard competency and character based on curriculum. The 2013 Curriculum was born as a response to the various criticisms of School based on *KTSP* and it becomes an improvement of quality in Indonesia in order to get better education. It is in accordance with the development needs and the world of work. 2013 Curriculum is one of the government's efforts to resolve the various problems that is being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

As Idi (2014) has mentioned that the 2013 curriculum is prepared new generation ready to face challenges in the future. Therefore, the curriculum is structured to anticipate the developments in the future. Mulyasa (2002) adds that the emphasis of 2013 curriculum is intended for learners or students to have a better capability to carry out observation ask (interview), reason and communicate (presenting) which is obtained or known after receiving the

learning. The 2013 curriculum purposes to prepare the students become more independent and more active in learning process.

Curriculum improvement should remain focused on education and students' learning. Educational experts have different views about what needs to be learned. Sani (2014) argues that learners need to develop cognitive strategies and skills in order to survive and compete in the 21<sup>st</sup> century. The other expert, Nugroho (2016) argues that the curriculum should not be sacrificing mastery of subject matter of knowledge to provide more space for skills development. Idi (2014) adds that there is a reduction subjects in the curriculum of elementary school until high school that were previously seen as too much, less effective and less efficient. It is also in aligned with the needs of the students and young learners to acquire skills in the 21<sup>st</sup> century, including life skills and careers, media literacy and technology information skills. Thus, the transformation of curriculum in a country is a normal thing as a response to the positive-conceptual and national phenomenon in interaction with people from other parts of the world. The results of PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) have influenced the educational policy for many countries in other parts of the world including Indonesia. The curriculum must adapt to the phenomenon of dynamic society Idi (2014). 2013 curriculum and scientific skills will help and train the students to face the world and ready to compete with other students from all around the world. That's why the teachers should choose what method that can be fit in teaching using 2013 curriculum.

2013 curriculum was implemented in academic year of 2013/2014 at several schools. 2013 curriculum was officially launched on July 15<sup>th</sup>, 2013 by the Ministry of Education and Culture while, the Ministry of Religion was begun in July 2014. It would have differences with the old curriculum. Basically, the 2103 curriculum is similar with *KTSP*. However, it has differences with 2006 Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Based on *Permendikbud*, there are some differences between 2013 curriculum and *KTSP*.

**Table 2.1**

**The Differences between 2013 Curriculum and *KTSP***

No.	2013 Curriculum	<i>KTSP</i>
1.	<i>SKL (Standar Kompetensi Lulusan)</i> is predetermined through <i>Permendikbud No. 54 Tahun 2013</i> after that, it is specified in <i>Permendikbud No. 67,68,69 dan 70 tahun 2013</i> .	Standard of content is predetermined through <i>Permendiknas No. 22 tahun 2006</i> after that, it is specified in <i>SKL (Standar Kompetensi Lulusan)</i> through <i>Permendiknas No. 23 tahun 2006</i> .
2.	There is a balance between soft skills and hard skills in aspect of <i>SKL</i> including aspect of competency, skills and knowledge.	Put more emphasis on aspects of knowledge.
3.	At elementary school, the integrated thematic is used for 1 <sup>st</sup> – 6 <sup>th</sup> grades.	At elementary school, the integrated thematic is used for 1 <sup>st</sup> – 3 <sup>rd</sup> grades.
4.	The number of lesson per week is more and the number of subject is less than <i>KTSP</i> .	The number of lesson is less and the number of subjects is more than 2013 curriculum.
5.	The learning process of each theme at elementary school and all subjects in <i>SMP/SMA/SMK</i> are conducted with scientific approach that is standard in learning process consists of observing, questioning, processing, presenting, concluded and created.	The standard in the learning process consists of exploration, elaboration, and confirmation.
6.	<i>TIK (Teknologi Informasi dan Komunikasi)</i> is not as subject, but as learning media.	<i>TIK (Teknologi Informasi dan Komunikasi)</i> as subject.

7.	A standard assessment is using the authentic assessment, which measures the attitudes of all competencies, skills and knowledge based on the process and results.	The assessment is more dominant on the aspect of knowledge.
8.	The scout is a compulsory subject in extracurricular.	The scout is not compulsory subject in extracurricular.
9.	The agglomeration is started from 10 <sup>th</sup> grade in <i>SMA/MA</i> .	The agglomeration is started from 11 <sup>th</sup> grade in <i>SMA/MA</i> .
10.	<i>BK (Bimbingan Konseling)</i> is more emphasis on developing students' potential.	<i>BK (Bimbingan Konseling)</i> is more emphasis in solving the problems.

In 2013 curriculum, every level of school has only one Standard of Graduation / *Standar Kelulusan (SKL)*. In elementary school has one standard of graduation for all grades from first grade to sixth grade. In Junior high school has one standard of graduation for all grades from first to third grade, and also for senior high school, it is only one standard graduation from first grade until the third grade.

Based on *Permendikbud No 59 Tahun (2014), Kurikulum 2013, Rom I, poin (B)*, 2013 Curriculum is designed with the following characteristics: (a) developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community, (b) putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource, (c) giving enough time to develop varieties of attitudes, knowledge, and skills, (d) developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects, (e) developing class is

core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between subjects and education level (horizontal and vertical organizations).

#### **2.4. Teachers Role in 2013 Curriculum**

The successful implementation of teaching and learning activities is highly dependent on the teacher, because the teacher is the spearhead in the learning process Hosnan (2014). However a curriculum is, if it is unsupported by the ability of teachers, the curriculum was just something written and meaningless.

Based on *UU No. 14 tahun (2005)* about teachers and lecturers stated that teaching profession is a specialized field that is implemented based on principles, talent, enthusiasm, commitment, academic qualifications, responsibilities, have the opportunity elicits profession. Just same as it has been stated that teachers have a very important role in the learning process where the teachers must continue to improve their quality in education.

Hamalik (2014) states that teacher as the main element in education has some following roles: teacher as planner, teacher as manager of learning, teacher as facilitator and teacher as evaluator. Hakim (2009) mentions that the successful in the implementation of the curriculum can be influenced from lesson plan that prepared by teachers. The expertise of teachers in preparing a lesson plan can determine the success of achieving competencies that must be absorbed by

learners. Hosnan (2014) adds that the plan at least includes the following things: first, select and specify materials. Second, formulate lesson material presentation purposes. Third, choose the right method of presenting the material lessons. Fourth, organize the activities for performance evaluations of learning. It can be describe that without the capability of teachers the curriculum will never be implemented. Teachers have important job to deliver the materials to students.

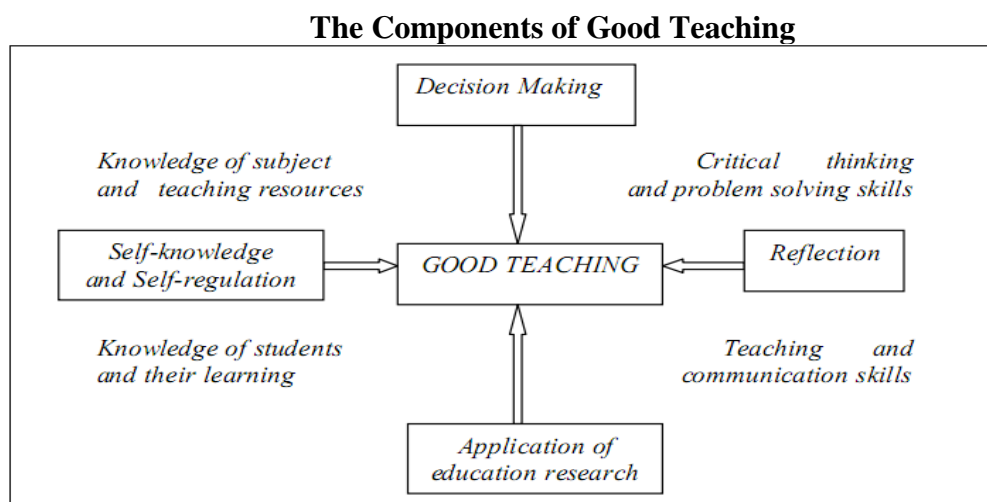
Based on Slameto (2003); Suyadi and Dahlia (2014) the purpose of learning management is the creation of conducive learning environment and fun for students in the learning process, so that students do not feel compelled and depressed. The role and responsibility of the teacher as a manager of learning creates a learning environment as a place of social interaction and psychological development.

Based on Xu and Huang (2010) as a facilitator, the task of teachers is helping to facilitate student in learning, not only provide a wide range of knowledge and force students to study the lessons. Therefore, teachers need to understand the characteristics of students. Through understanding, teachers can serve and facilitate each student Based on their interests, talents, and weaknesses.

Teacher as evaluator is important same as the other Hosnan (2014). It can be seen from the evaluation function, teachers can assess the success of learners, identify the weaknesses in learning and to determine the next learning stage. With their evaluation, formative and summative will helpful to anticipate emerging issues, the solutions must be done and the determination of each position of learners. A good teacher is a person who cares with students, dedicating their

time and energy to manage classroom, capable to handle the learning material in the classroom and have an ability to motivate educational world to be better not only for money, because teacher have to avoid the issue in using money from students. It inflicts mistrust from public and government Hosnan (2014); Slavin (2010). Based on Slavin (2010) there are some components to be a good teacher.

**Chart 2.2**



Adapted from Slavin (2010)

To improve the quality of education and ready to face the challenges, teachers are required to have some efforts, there are: teachers have performance/score target to be achieved, teachers have preparation for learning material that arranged professionally, teachers have administration and learning program completely, teachers have intention to do their duties on time, teachers have commitment that students must go to next grade/ graduated from school. Teachers have intention to find the best 10 students to be the ambassadors, teachers have students' records that have score under and upper the average, teachers have program for remedial/improvement/enrichment, teachers have good attitudes, dedication and loyalty to their duties, teachers have parameters for

students' graduation teachers have record for self development, observation, assessment of attitudes, diligence, counseling service and attendance of students. Teachers should realize if they want to improve the quality of education, they have to prepare anything to support them in teaching Hosnan (2014).

## **2.5 Challenges in Teaching by Applying 2013 Curriculum**

Today, teaching is something that not all people have. Challenges that faced by teachers in teaching is also varied. In this chapter, the writer wants to see the several problems that will be faced by teacher in teaching. It will become the challenges for teachers applying 2013 curriculum as guide in teaching. Based on Hosnan (2014) the challenges that might be found by teachers in applying 2013 curriculum are from scientific approach, teaching method, and teachers' preparation. Those are the challenges that teachers should handle and think to prepare all of things that they will bring into learning process.

### **2.5.1 Scientific Approach**

Based on Hosnan (2014); Multiana (2016) one of teachers' problems in teaching by applying 2013 curriculum is applying scientific approach because most of teachers in Indonesia are still confuse in using scientific approach accordance with 2013 curriculum. The scientific approach is an approach that adopts the scientist steps in building knowledge through scientific method. The scientific approach may be familiar with scientific thinking skills, the development of "sense of inquiry" and critical thinking skills Wurtzel (2006). Required learning models are capable of generating capacity to learn not only to gain some knowledge, skills, and attitudes, but they are more important to show



the knowledge, skills, and attitudes those students obtained Madkur (2013). *Kemendikbud* (2014) asserts that the scientific approach is a learning process that is designed to keep the students active in constructing the concepts, laws, or principles through the following stages: (a) identify or find the problem, (b) formulate the problem, (c) formulate hypotheses, (d) collect the data with a variety of techniques, (e) analyze the data, (f) make a conclusion, and (g) communicate the concept, laws or principles Hosnan (2014). The most important thing for teacher is to change their mindset, understanding and have ability to implementing the learning method in 2013 curriculum.

Based on *Kemendikbud* (2014) in Hosnan (2014) the characteristics of scientific approach are: student centered, involving scientific skills in constructing concept, law or principle, developing students' intelligence and developing students' characteristics. Based on Hosnan (2014) in his book it states that teacher are not familiar with this method and they are confuse how to implementing that method in learning process. Almost in every learning process teachers should use scientific skills such as observing, experimenting and questioning.

Another statement from experts Hamalik (2014); Hosnan (2014); Multiana (2016); Muth'im (2014) mention the purpose of learning by scientific approach based on the quality of the approach. There are some purposes of learning by scientific approach: (a) to improve students' intelligence, especially to be able to improve their critical thinking, (b) to build students' ability in problem solving systematically, (c) creating a condition where the students' feel that study is necessity, (d) creating good result of learning, (e) train the students'

to communicate their ideas especially in writing scientific article, (f) to develop students' characteristic. Scientific approach will make the students become more independent in solving their problems. Those goals become the parameters of teachers to know that the learning is good or not.

Based on Hosnan (2014) principles in learning by scientific approach are: (a) creating learning by students' self concept, (b) learning avoids from verbalism, (c) learning gives a chance to students to assimilate and accommodate the concept, law and principle, (d) learning can improve students' ability in thinking, (e) learning can improve students' motivation and motivating the teachers' in teaching, (f) give a chance to students to train their ability in communicate, (g) there is validation process for concept, law and principle which is constructed to students in the cognitive structure. It can be concluded that the principles of scientific approach cannot be ignored by teachers because it is important and teachers will follow those principles in learning process.

In the 2013 curriculum there are steps of learning by scientific approach that written by *Kemendikbud* (2014) as it follows: first, get information by observing, questioning and experimenting. Second, process the data or information. Third, formulate the data or information. Forth, analyze the data or information. Then associating, concluding, creating and networking the data or information. For learning subjects, materials, or certain situations it might be not appropriate with this scientific approach which can be applied procedurally. In this situation, the learning process has to apply the characteristics of scientific and avoid the non-scientific characteristics.

### 2.5.2 Teaching Method

Teaching method is the important thing for teachers to teach in the classroom, it becomes the challenge for teachers to choose the appropriate teaching method and how to implement the method appropriate with 2013 curriculum Hosnan (2014). Based on *Kemendikbud* (2013) about implementation 2013 curriculum there are three kinds of teaching methods that appropriate with 2013 curriculum, those are : discovery learning, project based learning, problem based learning. It can be concluded that teachers can use one of the teaching methods which is appropriate with the students and also appropriate with the materials that teachers will give to students.

Based on Hosnan (2014) discovery learning method is learning method that force the students to ask questions and conclude the general principles. Dasim (2012); Yearley and Bruce (2014) add that discovery is the mental process of assimilating concepts and principles in the mind. Piaget stated that Students have to be active learner in the classroom. The strategy of discovery learning method understands the concept, meaning, and connection through intuitive process till the generalization Hosnan (2014). It can be said that discovery learning method has purpose to make students more talkative in learning process by asking some questions to teachers about the topic that they do not understand.

Based on Hosnan (2014) the characteristics of discovery learning method are: (a) exploration and solving the problem to create something, (b) students centered, (c) there is an activity to conquer between new knowledge and old knowledge. Based on the characteristics of discovery learning method, the

students should have initiative to think and they should find the source by their self. The teachers just observe the students in learning process and help the students to understanding the topic.

There are some procedures of discovery learning method in the classroom Based on Syah (2006) in Hosnan (2014) that have to do in teaching and learning process, those are: problem statement, stimulation, data collection, data processing, verification and generalization. The procedures of discovery learning method have purposes to make the students identifying problems, giving responses, gathering the data, finding out the problems and concluding what they have found. In this method, students will try to discover something new in their learning. Find the case and solve the problems with learning group.

Based on Hosnan (2014) there are some advantages from discovery learning method, those are: students can be the active learner, build the students' characteristic to solve the problems, train the students' cognitive abilities to find and solve the problems without help. The disadvantages from discovery learning method are: teachers' failed to find the problem and there is misunderstanding between teachers and students, wasting time, not all of students are able to do experiment, it's not valid to all topics. It can be concluded that teachers should choose the advantages that will give feedback for students in learning and also accept the consequences in teaching using discovery learning method.

Problem based learning is a learning method with students' learning approach through authentic problem until students are able to arrange their knowledge, develop their creativity and inquiry, make them to be independent

and developing students' confidence Melita and Katitia (2015); Samples and Copeland (2013). Based on Hosnan (2014) the purposes of problem based learning method are to help the students getting experiences and change their behavior from quality or quantity, developing students' critical thinking and developing students' ability to solve the problems. This method will lead the students to find problem in learning and teachers will guide them in solving the problems.

Based on Hosnan (2014) the characteristics of problem based learning are: proposing problem or question, it has correlation with the problems of knowledge, authentic investigation, produce and show their work, and collaboration of each student. The procedures of problem based learning are: students orientation to problem, organize the students to study, teachers guide the students to investigate the problem, developing and serving the result, analyze and evaluate of problem solving process. It is the same with the purpose of scientific approach which has goal to make the students become more independent in solving their problems during learning process.

Project based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes Mirza and Mitra (2013); Muth'im (2014). Hosnan (2014) adds that the project based learning is authentic project based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem. It can be concluded that project based learning is a method which

the students should finish the problem in group and combine their idea to solve the problem.

Based on Hosnan (2014); Richards, J. C. and Rodgers (1987) project based learning have some characteristics as it follows: students take their own decision in their framework, students have to solve the problems that have no certain answers, students designed the process in order to find the solution, evaluation is important during the project, students project such as drama which is presented in front of the public. In this method, the teachers only give one case to be discussed by the students. Then, the students decide their own plan in a group.

Based on Hosnan (2014) project based learning method has five principles, those are: centrality, problem centered, investigation of constructive or design, autonomy, and realism. Yearley and Bruce (2014) in Hosnan (2014) mention that the procedures of project based learning are: choosing the project, designing project problem solving, designing the schedule of project, finishing the project by facilitate and monitoring from teachers, presentation of the project and evaluation. Teachers who use this method should adapt this principle into the learning process.

### **2.5.3 Teachers' Preparation**

Based on *Peraturan Pemerintah No. 32 Tahun (2013)* curriculum is a set of plan and regulation of purpose, contain, and learning material with the method as guide in implementing the curriculum to achieve the goal. From that explanation, it states that another teachers' challenge is teachers' preparation.

Before the teachers teach in classroom, they have to prepare learning material accordance with syllabus of 2013 curriculum. Hosnan (2014) reveals that teachers must have lesson plan in order to achieve the learning goal, especially in preparing the material for students that appropriate with scientific skills. Lesson plan in 2013 curriculum contains of learning materials, core and basic competences, time allocation, media, source of materials, teaching method and learning goals. Hosnan (2014) adds there are some steps of developing lesson plan: (1) deciding learning materials, (2) deciding the learning goals, (3) selecting the learning materials, (4) observing the characteristics of students, (5) deciding the teaching method, (6) evaluating the lesson plan. Teachers should prepare the lesson plan before teaching because teachers would achieve learning goals Based on lesson plan that they have made before.

A good and effective leaning will happen if the quality of learning process is good and achieve the goal it is the same as Mega and Paut (2016) state that the characteristics of effective learning as it follows: teachers direction is clear, using variation of teaching and learning, show the speed of individual learning, giving positive feedback and constructive, using good technique of asking the question, monitoring the improvement of students' need in learning and improving students' participation in learning process. It can be concluded that the quality of learning process is based on the goal that teachers have achieved in learning process.

Based on Hosnan (2014) there are some kinds of students' learning activities: (1) Conceptual learning, it is an activity through mental process about

sign, things, and event. Students will have illustration about an object that they are faced and then classify it. (2) Creative thinking, it is a cognitive activity to solve the problem without observation and reorganization. In this context, there are two types of thinking: convergent and divergent. Convergent is the way of think to solve problem in one way. Divergent is the way of think to solve problem in different ways. (3) Theoretical thinking, it is a learning activity through theories and have purpose to classify the data and fact (knowledge) in framework. It will help the students understanding the case and solve the problem. In the learning activities, teachers should identify the characteristics of students and choose the method that appropriate with students. Teachers should guide the students in learning activities in order to achieve the goal.

## **2.6 Review of the Previous Studies**

The Review of previous studies explains the previous studies which are related to English teachers' challenges in teaching by applying 2013 curriculum. There are studies that deal with this study that were conducted by the earlier writer.

The first study comes from Khasanah (2015) she conducts a study entitled "The implementation of 2013 curriculum by the English teacher and its barriers". This study focused on English teacher's implementation of 2013 curriculum with three dimensions (teaching learning process, planning and learning evaluation). The result of the study is teachers implement the 2013 in every teaching and learning process but the teachers should make strategy in teaching by using 2013 curriculum.



The second study comes from Sarihuudin (2013) he conducts a study entitled “The implementation of 2013 curriculum and the issue of English language teaching and learning in Indonesia”. This study focused on the issue of English teaching and learning in Indonesia with 2013 curriculum. The result of the study is the writer has found some issues such as: students’ lack of motivation, poor attitude toward language learning, big class size, unqualified teachers, cultural barriers for teachers to adopt new role of facilitator.

The third study comes from Krissandi and Rusmawan (2015) they conducted a study entitled “The obstacle of elementary school teachers in implementation of the 2013 curriculum”. This study focused on the obstacle that faced by elementary school teachers by using 2013 curriculum. There are some results in this study. The First is the obstacle that comes from the government. The Second is teachers’ obstacle. The Third is the obstacle that comes from institution. The Forth is the obstacle that comes from teachers and students.

The differences between previous studies with this study are the three previous studies conducted the implementation of 2013 curriculum. For the last previous study, the subject of the study is elementary school teachers but this study conducts the English teachers’ challenges in teaching by using 2013 curriculum, and the subject of this study is high school English teachers. Most of the previous studies have the same topic that is the implementation of 2013 curriculum. Hence, the writer wants conduct different topic. The similarities between the previous studies with this study are using descriptive qualitative study and also using 2013 curriculum as the subject matter.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer describes the study design that is used in this study. It covers the Study Design, the Subject of the Study, the Variables of the Study, the Source of Data, the Instrument of the Study, the Techniques of Data Collection, the Validity and the Reliability and the Data Analysis.

#### **3.1 Research Design**

Study is a process of steps which is used to collect and analyze information to increase our understanding of a topic or issue. It is the effort of the writer to find the reality in field Creswell (2012); Dasim (2012); Suryana (2010). Research design is a scientific way to get the data with specific purposes and usefulness. The purpose of this study is to find the English teachers' challenges and efforts in teaching by applying 2013 curriculum. Based on the characteristic of this study, which is appropriate with the theory of Creswell (2012), the research method is classified into descriptive qualitative study. Descriptive study in education and curriculum is important thing to describing the teaching, learning, implementing in any kinds of curriculum and education. As Sukmadinata (2006); Suryana, (2010) has stated that descriptive study has not stopped in collecting data, implementation, analysis, interpretation and concluding but it continues with divining, finding the differences and similarities in correlation with subject of study. The writer combined those data into one.

In short, descriptive study aims to describe systematically and accurate facts and characteristics of the population or about particular field. This study attempts to describe a situation or event. In general, descriptive study is non-hypotheses, so that the study is not necessary to formulate measures hypothesis.

### **3.2 Subject of the Study**

This study was conducted at SMA Sultan Agung 1 Semarang. The Subject of this study was English teachers in SMA Sultan Agung 1 Semarang.

#### **3.2.1 Population**

Based on Margono (2003) Population is group of people in one place which can be used by writer as sample in a study. The number of population of this study was 5 English teachers of SMA Sultan Agung 1 Semarang which had 2 tenth grade English teachers.

#### **3.2.2 Sample**

Based on Airasian (2012) a sample is subset of people, items, or events from a larger population that the writer collects and analyzes to make inferences. Creswell (2012) adds that purposive sampling is widely used in qualitative study to identify case effectively. It involves the selection of individual or groups specifically related to the writer's study. In this section, the writer used the 10<sup>th</sup> grade English teachers which had two English teachers as the sample of all active English teachers in SMA Islam Sultan Agung 1 Semarang. The reason why the writer used the 10<sup>th</sup> grade English teachers because of the implementation of 2013

curriculum in the school was only for the 10<sup>th</sup> graders. Thus, the writer used 10<sup>th</sup> grade English teachers as the sample of this study.

### 3.3 Variables of the study

The writer had conducted the research in order to explore the English teachers' challenges in teaching by applying 2013 curriculum. Those main variables were the challenges in teaching by applying 2013 curriculum. The challenges became the topic for writer in conducting the study.

**Table 3.1**

**The Challenges in Teaching by Applying 2013 Curriculum**

**Adapted from Hosnan (2014)**

No	Variable	Sub variables	Indicators	
1	Scientific Approach	Characteristics of scientific approach	Students centered, using scientific skills, developing students intelligence and characteristics.	
		Steps of learning	Observing, questioning, experimenting, processing the data, formulate the data, analyze the data then associating, concluding and networking the data.	
		Principles of learning	Students' self concept, verbalism, assimilate and accommodate the concept, law and principle, improving students' ability in thinking, motivate the students and teachers, communicate and validation process.	
2	Teaching method	Discovery Learning	Characteristics: Students' centered, activity of conquer the old and new knowledge, exploration and problem solving.	Procedures: problem statement, stimulation, data collection, data processing, verification and generalization.

		Problem Based Learning	Characteristics: proposing problem or question, it has correlation with the problems of knowledge, authentic investigation, produce and presenting their work, and collaboration of each student.	Procedures: students orientation to problem, organize the students to study, teachers guide the students to investigate the problem, developing and serving the result, analyze and evaluate the problem solving process.
		Project Based Learning	Characteristic: centrality, problem centered, investigation of constructive or design, autonomy, and realism.	Procedures: Choosing the project, designing project problem solving, designing the schedule of project, finishing the project by facilitate and monitoring from teachers, presentation of the project and evaluation.
2	Teachers' Preparation	Designing Lesson Plan	Steps of developing lesson plan	Decide learning material, decide the learning goals, select the learning materials, observe the characteristics of students, decide the teaching method, and evaluate the lesson plan.
		Component of lesson plan	Syllabus Core Competent Basic Competent Identity of School Main Material Learning Goals Teaching Method Media Sources Steps of learning Learning Assessment	

### **3.4 Source of the Data**

Based on Carmines and Zeller (1979) state that source of the study is divided in two data, primary and secondary data. Primary data is data obtained directly from the subject of study by using a question list directly on the subject as the source of the information. In this case, the primary data was the data transcripts of interview from the English teachers. Secondary data is data obtained by others, not directly obtained by the writer. In this section, the writer used the secondary data from documents of the school, such as school map, number of students and school profile.

### **3.5 Instrument of the Study**

Instrument of the study is a tool that used by the writer to observe measure or evaluate a phenomenon Dharma (2011). The function of instrument of the study is to make the validity and reliability of study in providing information Bungin (2012).

Based on those explanations about instrument of data, the instruments that the writer used to conduct the study were question list and observation. Before conducting the study, the writer had observed the situation of the school. The question list was used by the writer in order to review the questions that the writer would asked related to the challenges.

In this section, the writer used semi structured interview to support the data which had been got from the observation and the questionnaire. Margono (2003) states that there are three types of interview generally: structured

interview, semi structured interview, and unstructured interviews. Semi structured interview is still structured and organized but also more open. The purpose of semi structured interview is to enable the writer to make some kinds of comparison across the participants' responses, but also to allow the individual diversity and flexibility. The reason why the writer used semi structured interview because the questions could be prepared ahead of time and the questions could be developed based on the interviewee's responses. In addition, semi structured interview gave the freedom to express their views in their own terms. Thus, the writer used a list of semi structured interview questions as guidance during the interview.

### **3.6 Techniques of Collecting Data**

The techniques which used in the qualitative study in order to get information were observation and interview. As Kawulich (1999); Margono, (2003) has stated that there are many kinds of instruments: physiological instrument, observation, interview, audio recording, noting, video recording and questionnaire. In this section, the writer used interview, observation and documentation as the techniques or methods in order to get the data. It was uncommon for a writer to assume that her study involved qualitative interview without spending much time. The Qualitative interview might add an additional dimension or might help the writer to approach the question from different angle or in greater depth and so on. Observation was used to finding out the real situation of a place. Documentation was used as prove that the writer had conducted a study by using tape recorder or camera.

### **3.6.1 Preparing Question List**

Before conducting a study, the writer had designed a question list in order to find out the information from English teachers about their perspectives in teaching by using 2013 curriculum. Based on Airasian (2012) question list can help the writer to get three types of information: factual or demographic (who the interviewees are and their background/experiences), behavioral (what they do, or did in the past), attitudinal (attitudes, opinions, beliefs, interests, and values). It was also one of the reasons why the writer used the question list as one of the instruments of the study to collect the data.

### **3.6.2 Interviews**

After designing the question list, the writer interviewed the English teachers in order to get information about the teachers' perspectives in teaching by using 2013 curriculum. The writer had conducted the research by using semi structured interview.

### **3.7 Validity and Reliability**

Based on Carmines and Zeller (1979) reliability and validity are words that have a definite positive connotation. Airasian (2012) adds that validity is defined as an indication of how well an assessment actually measures what it is supposed to measure. Airasian (2012) states that there are four criteria to determine the validity of data, those are: credibility, transferability, dependability and conformability. Credibility is checking the attribute such as instrument and tools before conducting the research. Transferability is identifying the relevant statement which can be used in other case. Dependability is asking the expert to examine the process of data analysis. Comfirmability is re-checking the



information that the writer has got. There were 2 steps in validity section; the first was validation of question list for interview by using Simon's rubric. There were 2 judges which checked the question list to make sure that it was good to be used. The second was validation of the result of data collection. After conducting the interview, the writer sent back the transcribed data to the interviewees.

Reliability is concerned with the consistency of scores obtained from assessment Carmines and Zeller (1979); Miles, Huberman, and Saldana (2014). Reliability is decided by the number of mistakes, it means that if the number of mistake is small then the level of reliability is high. Based on Simon (2011) in qualitative study, there are various approaches which can be used to address validity and reliability, the most popular include: triangulation of information among different sources of data, receiving feedback from informants (member checking), and expert review. In this section, the writer used expert review to address the reliability of question list interview. Moreover, to check the reliability of data collection, the writer asked the approval from respondents by checking the transcript of interview.

### **3.8 Data Analysis**

As Creswell (2012) has stated that data analysis is an elected process occurs simultaneously with data collection, data interpretation and report writing. Based on Airasian (2012) there are four qualitative data analysis techniques. The first is reading or memoing. Second, describing what is going on in the setting. Third, classifying study data and the last is data interpretation. This process takes place continuously during the study, even before the data is actually collected.

The first step of analyzing the data was reading or memoing the data transcript carefully. It was important for the writer to margins or underlines the issues. The writer had a record of her initial thoughts and sense of the data. When the writer was deeper into the analysis, the writer found that many of these things were not useful. The writer filterd only the important data that might be usefull for this study.

The next step was describing. The purpose of this step was to provide a narrative picture of the setting and events that was took place in it so, the writer had an understanding of the context in which the study was taking place. An important concern of qualitative study was portraying the views of the study context. The descriptions of the study context, meanings, and social relation could be presented in a number of forms.

Qualitative data was typically broken down through the process of classifying or coding the pieces of data which had categorized. As Airasian (2012) has said that a category is a classification of ideas or concepts; categorization then is grouping the data into themes. There are some strategies in analyzing the data: identifying themes and coding. Another way to begin analyzing the data was to consider the big picture and started to list the themes that the writer had seen in literature review and data collection.

Coding was the most frequent used in data analysis activities which undertaken by the writer. The process of categorizing, marking or referencing units of text with codes and labels was a way to indicate patterns and meaning.

Coding the data did not take time and willingness to check that the data had been analyzed in an accurate and reliable way.

The last technique was data interpretation. The purpose of data interpretation was to find the meaning in the data. Interpretation involved identifying and abstracting the important understanding from the detail and complexity of the data. The writer used some techniques from data interpretation. Such as: Extended the analysis, connected the research findings with personal experience and sought the advice of critical friends. It was important for writer to seek some advices from friends because it would be a parameter for writer to find the best result.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter presents about analysis result and discussion that is divided into several sections. They are the School Profile, the Description of the Respondents, the Analysis of Validity and Reliability, the Procedures of Data Collection, the Research Finding and the Discussion.

#### **4.1 School Profile**

This study was conducted in SMA Islam Sultan Agung 1 Semarang, which is located on Jl. Mataram No. 657 Semarang. The school was established in 1976 and operated in 1970 with land area of 6498 m<sup>2</sup> under the auspices of YBWSA. This school has been accredited A since 2010.

Nowadays, there are 33 classes which are distributed from 10<sup>th</sup> to 12<sup>th</sup> grade. The classes are classified into three different classes; science, social and language. Each grade has 11 classes. In this school, there are 1124 students, 68 teachers. 5 out of 68 are English teachers. In order to conduct this study, two English teachers coming from 10<sup>th</sup> grade were interviewed. Below is the description of respondents.

#### **4.2 Description of the Respondents**

The respondents of this study were the tenth grade English teachers of SMA Islam Sultan Agung 1 Semarang. The first English teacher was Mrs. S she has been teaching in this school since 2003. Nowadays, Mrs. S has the responsibility to teach English in social and language classes.

The second English teacher is Mr. M he began to teach in SMA Islam Sultan Agung 1 Semarang since 2016. The academic year was supposed to be the first time for him to teach English using the approach of 2013 curriculum. Mr. M has responsibility to teaches English in science and social classes of tenth grade.

### **4.3 Analysis of Validity and Reliability**

In this section, the writer would describe how to validate the research instruments and the research finding. The purpose of this validation was to avoid subjective opinions. Thus, the writer involved expert judgment to validate the research instrument and the research finding. Airasian (2012) suggests there are four criteria to determine the validity of data; credibility, transferability, dependability and conformability.

Simon's validation rubric was involved to check the validity of the instrument and the data. To check the eligibility of the instrument, several experts were engaged to contribute their perspectives about the questions on the instrument. To provide feedback, the selected experts only needed to give a tick on each provided space and this was made two times; the first was made in July 21<sup>st</sup> 2017 and the second one was made in July 24<sup>th</sup> 2017. Once, the validation on the question was completely made, another validation process was coming after to which it was about the validation of the research finding. The writer asked the interviewees to validate the data by giving score in the rubric. This activity was held in July 27<sup>th</sup> 2017. Then, the interviewees wrote some comments and suggestions in the rubric thus the writer could fix the data.

The reliability of this study was made through expert review. The process was made by seeking for advices from experts. It was conducted through distributing the initially prepared question lists. Once, it was checked and declared to be reliable. Another reliability checking was made by getting feedback from other relevant people, out of respondents. Observing that everything was ready, data gathering was made after. The process of data collection was executed through interviewing the respondents. Supposed that the data were completely made and transcribed, it was taken back to the respondent to check whether or not the information transcribed was fully acceptable before a letter of reliability was proposed to them for signature.

#### **4.4 Procedures of Data Collection**

The writer conducted the research and got the completed data by interviewing the tenth grade English teachers of SMA Islam Sultan Agung 1 Semarang. The interview had purpose to find information related to this study about English teachers' challenges in teaching using 2013 curriculum. Therefore, the writer gathered the data then asked the data approval from the teachers in order to get agreement upon the transcribed information.

The interview was held on Wednesday, July 26<sup>th</sup> 2017 at 08.00 a.m. until 11.00 a.m. The first interviewed English teacher was Mr. M. this meeting was conducted to get information about the challenges that he faced while teaching using the approach of 2013 curriculum. Information gathering was done by proposing the questions to answer. The question consists of scientific approach, teaching method and teacher's preparation. The writer used tape recorder in order

to avoid mistakes of transcribing data. The first interview lasted for 36 minutes. The second English teacher was Mrs. S. The questions and the media were same with the previous one. The second interview was lasted for 38 minutes.

The observation was held on Saturday, 29<sup>th</sup> July 2017 at 10.30 a.m. until 11.50 a.m. in X IPS 4. The purpose of this observation was to know the real situation when the teachers taught in the classroom that the writer could analyze what happened in the teaching and learning process and doubled checking with the responds of interviewees were the same or not. The writer documented the situation by taking some pictures.

#### **4.5 Research Finding**

This study was designed to find out the challenges of teaching using 2013 curriculum. The writer wanted to describe the response of interviewees. Thus, the result of this study was divided into 3 variables; scientific approach, teaching methods and teachers' preparation. Those are explained as follows:

##### **4.5.1 Scientific Approach**

In this part, there are 3 variables of scientific approach those are: 1) characteristics of scientific approach, 2) steps of learning, 3) principle of learning. The description about the research finding can be seen as follows.

##### **4.5.1.1 Characteristics of Scientific Approach**

Based on Hosnan (2014) the characteristics of scientific approach are students' centered, scientific skills and developing students intelligence and characteristics. In this section, the writer found some challenges that the teachers

have faced in teaching and learning process based on interview. The data transcript of teachers' statements can be seen as follows.

**a. Students' Centered**

**Teachers' Challenges:**

The 1<sup>st</sup> teacher's statement:

*“Susah nya jika aktivitas yang berpusat pada siswa itu kalau mereka malu bertanya atau malu untuk mengutarakan pendapatnya di depan kelas...”*

*“... lack of confidence is the challenge in students centered learning ...”*

The 2<sup>nd</sup> teacher's statement:

*“Ya ada, apalagi ketika ada aktivitas siswa dikelas itu siswa dituntut untuk aktif sedangkan tidak semua siswa aktif dalam pelajaran di kelas...”*

*“... the challenge of students' centered learning is when the teachers found passive students in learning process ...”*

From those statements, it can be concluded that the challenges in student centered learning are passive students and lack of self confidence. The challenge in students centered learning is the students have to be more active than the teacher because most of the activities were done by students and teachers just monitored the student's learning activities.



### Teachers' Efforts:

#### The 1<sup>st</sup> teacher's statement:

*"... Jadi guru juga harus bisa membujuk siswa itu biar mau maju."*

*"... teachers should have been able to persuade students to show their opinions ..."*

#### The 2<sup>nd</sup> teacher's statement:

*"... membujuk siswa ikut aktif dalam kegiatan belajar, juga kalau dalam pelajaran bahasa inggris...."*

*"... persuade the students to be active in the learning activity, and also in the English lesson ..."*

Based on the statement above, it can be concluded that teachers had been doing an effort to improve students' activeness. Both of the teachers had the same effort to persuade the students to be more active in the learning process.

### b. Scientific Skills

#### Teachers' Challenges

#### The 1<sup>st</sup> teacher's statement:

*"Untuk memiliki keahlian ilmiah atau scientific skill itu sih Alhamdulillah saya ga kesulitan dalam mengajarkannya..."*

*"... There is no obstacle in scientific skills ..."*

#### The 2<sup>nd</sup> teacher's statement:

*"Tantangannya ketika siswa menanyakan suatu masalah guru harus bisa menjawabnya, kalau tantangan yang lain ketika menganalisa suatu masalah siswa itu sulit"*

*memahami permasalahan apa yang sedang mereka hadapi.”*

*“The challenge is in questioning, teachers should be able to answer every question from students. Then, the other challenge is in analyzing a problem because the students are usually hard to understand their problems.”*

From the first statement, the writer concluded that the teacher had no challenge with scientific skill. Therefore, the writer found the challenges of scientific skill from the second statement. The second teacher said that she has challenges; the first was teachers should be able to answer the question from students because it was teacher’s job to share her knowledge that the student had not known yet. The second was analyzing and understanding the problem. The students were usually need teacher’s help to analyzing and understanding the problem.

### **Teachers’ Efforts:**

#### The 1<sup>st</sup> teacher’s statement:

*“...Hanya mengarahkan siswa aja untuk ngerjain tugas yang saya berikan.”*

*“... Teacher gives instruction to the student to do the task.”*

#### The 2<sup>nd</sup> teacher’s statement:

*“Kalau saya sebagai guru lebih menekankan ketika saya sedang menerangkan pelajaran. Saya harus memastikan betul siswa memperhatikan saya dengan baik.”*

*“Teacher has to make sure that the student is giving attention when teacher explains the learning material ...”*

Based on the statements, it can be concluded that the effort of the first teacher was only giving instruction to the students because he had no challenge in scientific skills. Then, the second teacher gave an effort that the learning material was noticed by the students.

### c. Developing Students' Intelligences and Characteristics

#### Teachers' Challenges

The 1<sup>st</sup> teacher's statement:

*“Untuk membangun minat siswa itu susah susah gampang sih, dan sebisa mungkin guru bisa menumbuhkan karakteristik yang ada di K13 kedalam diri siswa. Jadi itu tantangan nya mba. Dalam keadaan sekarang ini siswa mudah sekali terpengaruh dengan pergaulan remaja diluar jadi saya harus lebih mengawasi siswa yang kurang dalam minat belajar nya agar ilmu yang saya berikan dapat tersampaikan dengan baik. Tantangan nya yang lain juga biasanya anak itu malas untuk belajar, terkadang mereka hanya ambil cara gampang nya aja dengan nyontek ke teman yang lain. Itu yang paling saya tidak suka, karena mereka sudah tidak jujur.”*

*“In order to build student's interest is not too difficult and as much as possible teachers can grow the characteristics that exist in 2013 curriculum into the students. In the current circumstances students are easily affected by the association of adolescents in the outside. I have to supervise the students who lack in learning interest. Another challenge is students' laziness and sometimes they just take the easy way by cheating to another friend. That is what I do not like the most, because they are being dishonest.”*

The 2<sup>nd</sup> teachers' statement:

*“Untuk meningkatkan minat siswa itu susah nya dari keinginan siswa itu sendiri mba, jika mereka mau bisa ya harus belajar. Dari segi psikologis nya untuk meningkatkan minat belajar siswa itu terkadang siswa itu*

*susah untuk diatur, gampang bosan dengan materi pelajaran. Terkadang juga ada yang kurang dalam memahami pelajaran. Yah, jadi guru juga harus bisa sekreatif mungkin mengakalinya.”*

*“The challenge in increasing the students’ interest is from the student itself. So, if they want to be succeeded they have to study. In terms of students’ psycho logistical aspect to increase students’ interest in learning, sometimes the students are difficult to set up, easy to get bored with the learning materials. Sometimes there is also less in understanding the lesson. Thus, the teacher should be as creative as possible ...”*

Based on the first teacher’s statement about developing student’s intelligence and characteristics, the writer found the challenge. The challenge was the teacher should be able to monitor the students in the learning process to avoid misbehave of students. Based on the second statement, to build the students’ interest, the teacher should be creative and knew the students’ intention because sometimes the students were bored with the lesson that teacher had given.

### **Teachers’ Efforts**

#### The 1<sup>st</sup> teacher’s statement:

*“Upaya nya untuk meningkatkan minat dan kecerdasan siswa biasanya guru membuat pembelajaran yang menarik dan memberikan topik pembelajaran yang baru agar tidak ketinggalan zaman.”*

*“The effort to increase students’ interest and intelligence are make an interesting learning and give new learning topic in order not to leave behind.”*

#### The 2<sup>nd</sup> teacher’s statement:

*“... Yah, jadi guru juga harus bisa sekreatif mungkin mengakalinya.”*

“... teacher should be as creative as possible.”

Based on the teachers' statement, it can be concluded that the teachers' efforts were made an interesting learning, gave the new topic and be creative a teacher in order to develop student's characteristics and intelligence. To make it more understandable, the writer had made a table about the research finding in characteristics of scientific approach. It can be seen as follows.

**Table 4.1**

**The Challenges and Efforts in the Characteristics of Scientific Approach**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Students' Centered	Improving students' self confidence	Improving students' activeness	Persuade the students to be more confidence	Persuade the students to be more active
2.	Scientific Skill	-	-Teacher's ability to answer student's question.  -Students' difficulties in analyzing and understanding the problems.	Giving instruction to the students to study in a group	Ensuring the students' attention during the lesson
3.	Developing Students' Intelligences and Characteristics	Monitoring the Students	-Dishonesty  -Students' laziness  -Students' Intention  -Disobey	-Giving Interesting learning  - Find the New topic	Be a creative teacher

Based on the table above, it can be concluded that both of teachers had different perspective about the characteristics of scientific approach. The first teacher suggested that the problem was related to lack of confidence and he thought that it was difficult to monitor the students using this kind of method. The challenges that faced by the second teacher arranged from passive student, the ability of answering the student's question, student's difficulties in analyzing and understanding the problems, being dishonest, students' laziness, students' intention and disobedience. Therefore, the teachers had done some efforts to solve the challenges but the efforts had not perfect yet to solve the challenges. The teachers' efforts were made an interesting learning, gave the new topic and be creative a teacher in order to develop student's characteristics and intelligence.

#### **4.5.1.2 Steps of Learning**

Based on Hosnan (2014), the steps of learning in scientific approach are observing, questioning, experimenting, processing the data, formulate the data, analyze the data, and concluding the data. In this section the teachers found the challenges that they had faced in the learning process. The statement can be seen as follows.

#### **Teachers' Challenges**

The 1<sup>st</sup> teacher's statement:

*“Ya ada beberapa tantangannya. Paling susah itu ketika proses tanya jawab. Soalnya banyak siswa yang pasif dan sulit untuk bertanya. Mereka cenderung malu untuk bertanya.”*

*“The most difficult part is in the question and answer process. Because there are many passive students and they have difficulty to ask. They tend to be embarrassed to ask.”*

The 2<sup>nd</sup> teacher’s statement:

*“Biasanya itu dalam merumuskan masalah. Siswa itu terkadang salah memahami apa yang ditugaskan oleh guru kepadanya. Dan juga dalam menganalisa data itu tadi biasanya murid akan menemukan kendala itu tadi kurang membaca materi yang telah diberikan oleh guru. Jadi ketika diberi tugas kebanyakan dari mereka malah nyontek...”*

*“The challenge is usually in formulating the problem. The students cannot understand with what the teacher has assigned to them. Analyzing the data usually students will find the obstacle. So, when given the task most of them instead cheat.”*

Based on the first statement, the writer found that questioning became the most dominant challenge in this section. The students were hard to ask and mostly they felt unconfident to propose their ideas. Then, the writer found different challenge from the second statement. The second teacher felt that formulating and analyzing the data became the challenge for her. As the students would find the obstacle while analyzing the data and the teacher should help them. The other reason is the students were too lazy to read the learning materials what made most of the students seemed not to have sufficient knowledge to participate in the class activities.

## Teachers' Efforts

### The 1<sup>st</sup> teacher's statement:

“Biasanya sih saya pancing mereka agar mau bertanya dengan reward atau tambahan nilai.”

*“I trigger them to ask by giving reward or additional score.”*

### The 2<sup>nd</sup> teachers' statement:

“... Saya sudah berusaha untuk membentuk beberapa kelompok belajar agar mereka bisa berdiskusi bersama dan menghindari kecurangan yang lain”.

*“... I have tried to form several study groups so that they can discuss together and avoid the others to cheat.”*

Based on the teachers' statement, the efforts of teachers in order to solve the challenges are giving reward or additional score and study groups. To make it more understandable, the writer makes table of research finding as follows.

**Table 4.2**

### **The Challenges and Efforts in the Steps of Learning**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Observing	-	-	-	-
2.	Questioning	Improving students' activeness	-	Give reward	-
3.	Experimenting	-	-	-	-
4.	Processing the data	-	-	-	-
5.	Formulating the data	-	Misunderstanding in formulating the data	-	Study Group
6.	Analyzing the	-	Improving	-	



	data		students' reading intention		
7.	Concluding the data	-	-	-	-

From the table, it can be concluded that not all teachers found the challenges in the steps of learning. The first teacher found the challenge in questioning process. In this process, the students have to be active but in the reality, the teachers found that there were some students had less confidence to ask question. The second teachers found the challenges in formulating and analyzing the data. The challenge in formulating the data was misunderstood in formulating the data because mostly, the students were too lazy to read the learning materials. Thus, the students were having difficulty in analyzing the problems. Therefore, the teachers had done some efforts to solve the challenges, such as giving reward and making study group.

#### **4.5.1.3 Principles of Learning**

In the 2013 curriculum there are some principles of scientific learning approach. Those are: students' self conceptualization, verbalization, assimilation, ability, motivation and communication. The writer found some challenges in the applying those principles of learning. The challenges can be seen as follows.

The 1<sup>st</sup> teacher's statement:

*“Tantanganya ya terkadang saya nemu anak yang tidak bisa menguasai materi pelajaran dengan baik. Itu susahny mba.”*

*“The challenge is sometimes I find a student who cannot master the subject matter well.”*

The 2<sup>nd</sup> teacher's statement:

*“Tantangan nya banyak mba, ya misalnya memotivasi siswa dalam belajar itu juga tantanganya berat lho mba. Untuk menumbuhkan semangat belajar siswa itu susah. Apalagi diusia remaja kaya gini tu biasanya mereka kurang bisa mengendalikan emosi di dalam pembentukan jati diri nya siswa. Guru harus bisa mengarahkan apa minat mereka dalam belajar. Tantangan lainnya itu biasanya ada pada kemampuan siswa itu sendiri. Karena tiap siswa itu kan berbeda-beda sifat dan kemampuannya jadi kalau ada siswa yang kurang dalam berpikir dan juga pasif saya beri motivasi untuk mereka agar bisa aktif.”*

*“The challenges are motivating students in learning, foster the students' learning interest and hard to control the emotion. The student's ability becomes the other problem because each student is different in character and ability. If there is a student which thinking less and also passive, I give motivation for them to be active.”*

From those teachers' statements, it can be concluded that not all of teachers had challenges in principles of learning in scientific approach the first teacher stated that the process of assimilate became the challenge for him. Based on his experience, the challenge found when the students did not notice when the teacher explained the learning material. Therefore, the second teacher argued that the challenges found while motivating the students. Then, another problem was the ability of the student itself because the students were need motivation from teacher to increase their learning interest. If the students have motivation, it will affect to their ability.

## Teachers' Efforts

### The 1<sup>st</sup> teacher's statement:

“Kalau saya mengupayakan agar siswa itu paham dengan materi yang saya berikan, jadi semisal ada murid yang kurang paham ya saya jelasin lagi.”

*“I strive to the students understanding the learning material, if there is a student which has not understood I have to re-explain the learning material.”*

### The 2<sup>nd</sup> teacher's statement:

“Salah satu cara nya ya dengan mendorong siswa untuk lebih maju dan diberikan motivasi.”

*“One of the efforts is push the students to be more success and give motivation.”*

Based on the teachers' statement above, it can be concluded that the first teacher's effort is re-explain the learning material. Then, the second teacher's efforts were pushed the students to be more success and gave motivation. The following table could help the reader easier to read what the writer has found in the research. It can be seen as follows.

**Table 4.3**

### **The Challenges and Efforts in the Principles of Learning**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Students' self conceptualization	-	-	-	-
2.	Verbalization	-	-	-	-
3.	Assimilation	Improving the students' ability in mastering the lesson	-	Re-explain the learning material	-

4.	ability	-	Classifying the students' ability in learning	-	Push the students to be able to maximizing their ability
5.	Motivation	-	Motivating the students	-	Giving more motivation
			Understanding the emotional instability of students		
6.	Communication	-	-	-	-

Based on the table above, assimilating became the challenge of the first teacher. The teacher assumed that the students had an obstacle in mastering the lesson. Then, the second teacher faced the challenge in the students' ability and motivate. In this section, the second teacher assumed that the obstacle appeared while the students had different characteristics. The other challenges found in motivate, the teacher was difficult to increase student's interest by motivating them and usually the students had emotional instability. Thus, the teacher should be able to blend in students' activities in order to know the students' characteristics. The efforts of teachers to solve these challenges are re-explain the learning material if there is a student who has not understood about the learning. To improve students' ability the teachers should be able to push them to be more success and give motivation to them. Therefore, the results of teachers' efforts are not going well because it needs to have more improvement in solving the problem.

## 4.5.2 Teaching Method

After conducting the research, the writer found the challenges in teaching method based on the interview. There are three primary teaching methods in 2013 curriculum. Those are: discovery learning method, problem based learning and project based learning. The data transcript can be seen as follows.

### 4.5.2.1 Discovery Learning Method

In the discovery learning method has two variables. Those are: characteristics and procedures of learning. There are three characteristics in discovery learning method. Those are: students' centered, exploration and problem solving. The procedures of discovery learning method are problem statement, stimulation, data collection, data processing, verification and generalization. In discovery learning method, the writer found the challenge that the first teacher have faced in the characteristics of discovery learning method. The statements of the teachers can be seen as follows.

#### a. Characteristics of Discovery Learning Method

##### Teachers' Challenges

The 1<sup>st</sup> teacher's statement:

*"..... Kalau di karakter metodenya itu sendiri yah biasanya murid itu kurang teliti aja sih dalam memahami sesuatu. Jadi terkadang hasil dari belajar itu kurang memuaskan."*

*"... the challenge is if the student is inaccurate in understanding something. The result of learning becomes not satisfying."*

The 2<sup>nd</sup> teacher's statement:

*“..... Kalau pada DLM itu pada mengeksplorasi dan penyelesaian masalah. Kurang nya minat dan pengetahuan siswa dalam mengeksplorasi masalah itu yang menyebabkan mereka kurang bisa menyelesaikan masalah nya mereka sendiri, terkadang siswa juga belum menguasai vocab juga bisa.”*

*“... the challenges in DLM are usually in exploration and problem solving. The lack of interest and knowledge of students in exploring the problem that causes them disable to solve their own problems, sometimes students also have not mastered the vocabulary.”*

Based on the statement above, it can be concluded that the first teacher found the challenge is when the students' inaccurate in understanding a problem. That is why the result of students' learning is not satisfying. Based on the second teacher's statement about the challenges that she found in characteristics of discovery learning method were exploring and problem solving. In the process of exploring, the students were lack of knowledge to explore the problem. It will cause the ability of students in solving their problems.

**Teachers Efforts'**

The 1<sup>st</sup> teacher's statement:

*“... Saya harus melakukan improvisasi agar bisa menyesuaikan dengan kondisi siswa dan bisa fokus kepada tugas saya sebagai mediator.”*

*“... as a mediator, i have to improvise in order to adjust with the student's condition.”*

The 2<sup>nd</sup> teacher's statement:

*“Upaya yang saya lakukan untuk mengasah kemampuan siswa dalam menyelesaikan masalah yaitu dengan membuat kelompok belajar jadi disitu siswa bisa*

*menyelesaikan masalah dengan berdiskusi. Untuk penguasaan vocab biasanya saya membiasakan siswa untuk membaca dan menghapalkan 100 kosa kata bahasa inggris dengan artinya setiap kali pembelajaran akan dimulai.”*

*“The efforts that i need to hone the ability of students in solving their problem are creating a study group to solve the problem by discussing. Then, to mastering vocabulary the students get used to read and memorizing 100 English words with the meaning whenever the lesson begins.”*

Based on the teachers’ statement it can be concluded that the efforts were teachers have to improvise in the learning process, creating a study group and the last is memorizing 100 English words with the meaning. The efforts that had been done by teachers were quite effective in doing when teachers faced challenges. The following table is about the research finding of characteristics of discovery learning method.

**Table 4.4**  
**The Challenges and Efforts in the Characteristic of**  
**Discovery Learning Method**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Students’ Centered	Inaccurate	-	Improvisation	-
2.	Exploration	-	Lack of student’s interest and knowledge	-	Creating study group
3.	Problem Solving	-	Lack of mastering vocabulary	-	Memorizing 100 words

Based on the table, it can be concluded that the first teacher found the challenge in the first indicator. The teacher found the challenge because mostly the obstacle of students in learning is inaccurate of finishing the task. Then, the second teacher found the challenge in exploration and problem solving. The challenges that coming up in the characteristics of discovery learning method were lack of student's interest and knowledge and lack of mastering vocabulary. It can cause to the student itself because they could not handle their problem if they did not improve their knowledge. To solve the challenges, the teachers had done some efforts, such as: improvised when teaching, created study group and memorized 100 words. These efforts were quite effective for teachers when they faced the challenges.

#### **b. Procedures of Discovery Learning Method**

The procedures of discovery learning method are problem statement, stimulation, data collection, data processing, verification and generalization. There is only one teacher who has challenge in the procedure of discovery learning method. The data transcript of teachers' statement can be seen as follows.

#### **Teacher's Challenges**

The 1<sup>st</sup> teacher's statement:

*“Ya ada, susahnya itu saat siswa disuruh untuk menyatakan suatu masalah. Biasanya mereka kebingungan disitu. Sebagai guru saya juga harus bisa membantu mereka ketika ada kesulitan. Trus ada lagi ketika proses mengolah data. Misalnya pada saat pelajaran menulis itu kadang siswa suka salah dalam*



*menggunakan kosa kata, kurang baca sih kalo menurut saya sama kurang menghapalkan kosa kata yang ada di kamus.”*

*“There are some challenges in procedures of DLM. Those are: the students are asked to investigate the problem. They are confused in that section. As a teacher, i also have to be able to help them when there were difficulties. Then, there was a challenge when the process of processing data. For example; while writing that students were usually use the vocabulary, lack of reading and memorizing vocabulary in the dictionary.”*

The 2<sup>nd</sup> teacher’s statement:

*“... Kalau dalam langkah-langkah DLM sih saya ga menemukan tantanganya ”*

*“... I did not find the challenge in procedure of DLM.”*

From the statement above, it can be concluded that the first teacher’s statement had challenges in problem statement and data processing because the students had obstacles in writing skill. They need to increase their vocabulary words in order to help them in processing the data. The second teacher did not have any challenges in this section.

### **Teacher’s Effort**

The 1<sup>st</sup> teacher’s statement:

*“... Sebagai guru saya juga harus bisa membantu mereka ketika ada kesulitan ...”*

*“... as teacher, I have to help them when there is problem...”*

Based on the first teacher's statement, it can be concluded that the effort was help the students to solve the problem. The second teacher did not have effort because she did not have challenge in this section. The table of procedures of discovery learning method can be seen as follows.

**Table 4.5**  
**The Challenges and Efforts in the Procedures of**  
**Discovery Learning Method**

No.	Indicators	Challenges		Effort	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Problem Statement	Investigating the problem	-	Help the students	-
2.	Stimulation	-	-		-
3.	Data Collection	-	-		-
4.	Data Processing	Grammatical error	-		-
5.	Verification and Generalization	-	-		-

Based on the table above, not all of the teachers had challenge in procedures of discovery learning method. As the writer had seen that the challenges were from the first teacher. The teacher had challenges in the first and forth indicator those are: investigating the problem and grammatical error.

#### **4.5.2.2 Problem Based Learning**

In problem based learning there are two variables, they are: characteristics of problem based learning and procedures of problem based learning. The characteristics of problem based learning are proposing the problem, authentic investigation, problem of knowledge, presentation and collaboration of students.

The procedures of problem based learning are students' orientation, students' organization, investigation, result of study and evaluation. The writer found some challenges in characteristics and procedures of problem based learning based on interview. The data transcript of interview can be seen as follows.

**a. Characteristics of Problem Based Learning**

The 1<sup>st</sup> teacher's statement:

*"..... Kalo untuk metode Problem based learning, saya belum menjalankan metode itu, tapi rencananya saya akan mengajar menggunakan metode itu."*

*"... I have not used the method yet."*

The 2<sup>nd</sup> teacher's statement:

*"... Kalau di metode lain itu di metode problem based learning tantanganya pada kurangnya pengetahuan siswa dalam memecahkan suatu masalah..."*

*"... if in the other method such as the problem based learning, the challenge is in the lack of students' knowledge to solve their problem..."*

Based on the statement above, it can be described that the first teacher had not used the method yet. That is why the first teacher had not known about the challenge in this method. The second teacher found the challenge in the characteristics of discovery learning method is in problem of knowledge because the students were usually lazy to read the learning material before the lesson begins.

## Teacher's Effort

### The 2<sup>nd</sup> teacher's statement:

*"... Untuk metode problem based learning karena tantangannya berada pada kurangnya pengetahuan siswa, jadi saya berusaha agar siswa itu membaca materi pelajaran selama 10 menit sebelum masuk ke kegiatan inti."*

*"... because the challenge of problem based learning method is lack of time, thus the students have to read the learning material for 10 minutes before entering the core activity."*

Based on the statement above, it can be concluded that the first teacher has no effort in this section. Therefore, the second teacher's effort was asked the students to read the material for 10 minutes before learning. The following table is about the challenges that found in problem based learning. It could help the reader understanding the research finding.

**Table 4.6**  
**The Challenges and Efforts in the Characteristics of**  
**Problem Based Learning**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Proposing the Problem	-	-	-	-
2.	Authentic Investigation	-	-	-	-
3.	Problem of Knowledge	-	Improving the knowledge to solve the problems.	-	Read the learning material for 10 minutes.
4.	Presentation	-	-	-	-

5.	Collaboration of Students	-	-	-	-
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Based on the table, it can be concluded that the first teacher had no challenges in problem based learning method because he had not used this method yet. Therefore, the challenge found on the second teacher. The challenge was in problem of knowledge. Mostly, the students were lack of knowledge in order to solve their own problem. Then, the teacher had an effort to solve the challenge. The teacher asked the students to read the learning material for 10 minutes before entering the core activity.

#### **b. Procedures of Problem Based Learning**

##### **Teacher's Challenges**

The 2<sup>nd</sup> teacher's statement:

*“... Kalau dalam metode mengajar pake Problem Based Learning itu biasanya pada proses mengatur siswa nya itu untuk mengerjakan tugas. Saya kesulitan jika ada anak yang susah diatur apalagi nakal....”*

*“... Terus ada lagi kalau sudah disuruh menyelidiki suatu masalah itu pasti anak-anak ada yang belum paham jadi saya harus mengulang penjelasan lagi. Dan itu juga memakan waktu yang banyak lagi.”*

*“... the challenges in the method of teaching using Problem Based Learning are usually on the process of managing the students to do the task and another challenge is if there is a student who has not understood about the learning material. So, I have to re-explain the learning material and it also takes a lot of time...”*

Based on the statement above, it can be described that the second teacher had challenges in students' organization and investigation. The teacher should be able to handle the student who had misbehaved in the classroom. Then, of course it took lot of time to manage those students and re-explain the learning materials. The result of research finding can be seen as follows.

### **Teacher's Effort**

#### The 2<sup>nd</sup> Teacher's statement:

*"... Biasanya kalo udah kaya gitu saya kasih sanksi untuk anak yang tidak mau nurut sama saya. Terus ada lagi kalau sudah disuruh menyelidiki suatu masalah itu pasti anak-anak ada yang belum paham jadi saya harus mengulang penjelasan lagi."*

*"... i give punishment for students who disobey me. Then, if they are investigated a problem there must be a student who has not understood yet. Thus, i have to re-explain the material."*

Based on the second teacher's statement, it can be concluded that the teacher gave punishment in order to make the students more discipline. Then, if there was a student who had not understood about the learning material the teacher had to re-explain the learning material.

**Table 4.7**  
**The Challenges and Efforts in the Procedures of**  
**Problem Based Learning Method**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Students' Orientation	-	-	-	-
2.	Students' Organization	-	Managing the Students	-	Give punishment
3.	Investigation	-	Explaining the lesson which take a lot of time	-	Re-explain the learning material
4.	Result of Study	-	-	-	-
5.	Evaluation	-	-	-	-

Based on the table, it can be described that the second teacher's had challenges students' organization and investigation. The challenge in the student's organization was difficult to manage the students because there were some students who disobeyed the rules and the teachers should be able to be more explicit. Then, the challenge in investigation was spend a lot of time in explaining the lesson. Therefore, the teacher had been done some efforts; gave punishment for student and re-explained the learning material by maximizing the learning time.

#### **4.5.2.3 Project Based Learning**

In this method there are two variables those are characteristics of project based learning and procedures of project based learning. The characteristics of

project based learning are centrality, problem centered, investigation, autonomy, realism. Then, the procedures of project based learning are choosing the project, designing the project, designing the schedule, evaluation and finishing. The research finding can be seen in the following statement.

### **a. Characteristics of Project Based Learning**

#### **Teacher's Challenge**

The 2<sup>nd</sup> teacher statement:

*“Yang susah itu biasanya di project based learning ya mba, karna butuh waktu lama dalam realisasinya.....”*

*“The difficulty of project based learning, because it takes long time in the realization ...”*

Based on the second teacher's statement, it can be described that the teacher had challenge in realism because the realization in this method would take long time and it was not appropriate with the schedule of English class. That was why the teacher wanted to take the class out of the learning time.

#### **Teacher's Effort**

The 2<sup>nd</sup> teacher's statement:

*“Saya berupaya untuk memaksimalkan kegiatan pelajaran agar materi pelajaran dengan waktunya bisa cukup.”*

*“I strive to maximize the learning activity. Then, it will be appropriate with the learning time.”*



Based on the statement, it can be concluded that the teacher maximized the learning activity thus it would appropriate with the timing. The teacher undertook that effort because the available time in 2013 curriculum was not enough for teacher giving the learning material. The result of research finding can be seen as follows.

**Table 4.8**  
**The Challenges and Efforts in the Characteristics of**  
**Project Based Learning**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Centrality	-	-	-	-
2.	Problem Centered	-	-	-	-
3.	Investigation	-	-	-	-
4.	Autonomy	-	-	-	-
5.	Realization	-	Take lot of time in realization	-	Maximizing the learning activity

From the table above, it can be described that the first teacher had no challenge because he had not used the method yet. Therefore, the challenge found in the second teacher. The challenge was in realization, because the realization in the learning process took lot of time. It becomes the challenge for teacher in the characteristic of project based learning. The effort to solve the challenge was maximized the learning activity.

## b. Procedures of Project Based Learning

The 2<sup>nd</sup> teacher's statement:

*“Ada mba saya itu pernah kesulitan dalam metode project based learning biasanya murid itu susah untuk mendesain proyek itu sendiri. Terkadang murid sungkan untuk bertanya kepada guru dan kurangnya pengetahuan siswa. Dan juga bagian finishing itu sebagai guru saya harus mengecek kinerja siswa dan memperbaiki apa yang kurang dalam proyek siswa itu sendiri ....”*

*“There is the challenge in the method of project based learning; students are usually difficult to design the project itself. Sometimes students are reluctant to ask the teacher and the lack of student knowledge. And also the finishing part of it as my teacher must check student performance and improve what is lacking in the student project itself ...”*

Based on the statement, it can be concluded that the writer found the challenges in designing the project and finishing. The students were having difficulty in designing their project. Thus, the teacher should be able to help them in designing the project and after doing the project, the teacher should be able to checking the project.

### Teacher's Efforts

The 2<sup>nd</sup> teacher's statement:

*“Untuk metode project based learning saya mengupayakan agar murid tersebut paham dengan proyek yang akan mereka kerjakan dengan cara memberikan mereka contoh referensi yang bisa mereka gunakan. Untuk bagian akhirnya saya suka mengecek pekerjaan mereka sudah benar apa belum jadi hasilnya bisa sempurna.”*

“For project based learning method, I strive for the students to understand with the project that they want to do by giving them some references which they can be used. The last section, I would rather to check the result of their work thus it becomes perfect.”

Based on the statement, it can be concluded that the efforts of teacher were gave some references and checked the result of their work. The efforts were quite effective even though in the real situation it was not perfect at all but the teachers should try the efforts. Therefore, the table of research finding can be seen as follows.

**Table 4.9**  
**The Challenges and Efforts in the Procedures of**  
**Project Based Learning Method**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Choosing the Project	-	-	-	-
2.	Designing the Project	-	Creating the project design	-	Giving references
3.	Designing the Schedule	-	-	-	-
4.	Finishing	-	Checking the result	-	Re-check the result.
5.	Evaluation	-	-	-	-

Based on the table, it can be concluded that the first teacher had no challenge in this method, because he had not used this method yet. Therefore, from the second teacher the challenges were found in designing the project and finishing. Mostly, the students were difficult in designing the project. At the end

of this method, the teacher had to re-check the result of students' project. Furthermore, there were some efforts in order to solve the problem. The first was gave references to the students and the second was re-checked the result in order to make the project is perfect.

### 4.5.3 Teachers' Preparation

As Hosnan (2014) had revealed that the other teacher's challenge in teaching using 2013 curriculum is preparation. Preparation is important for teacher because teacher needs to have lesson plan in order to achieve the learning goal. In this study, the writer had found the challenge based on interview. Below are the teachers' statements.

#### 4.5.3.1 Designing Lesson Plan and Teaching Material

##### Teachers' Challenges

The 1<sup>st</sup> teacher's statement:

*“Kalau saya pertama lihat dulu apa yang dibutuhkan oleh siswa jadi tiap kelas itu biasanya berbeda-beda. Jadi, dalam lesson plan biasanya saya mengkombinasikan bahasa inggris dengan topik masalah yang sedang dibicarakan. Jadi itu tantanganya saya harus bisa mencari topik yang lagi dibicarakan saat ini agar siswa dapat tertarik dengan pelajaran saya dan yang lain saya harus bisa mencapai tujuan yang diharapkan sesuai dengan silabus. Dan dalam silabus itu juga terlalu banyak teori dan ga semuanya bisa terealisasikan dengan baik. Saya juga harus memilah dan memilih apa saja yang sesuai”*

*“I have to see what students need because they have different necessities. Thus, in lesson plan I usually combine the English subject with the topic of the problem*

*which is being discussed. The challenge is i have to be able to find the hot topic. Thus, the students can be interested in my lesson. Afterward, i should be able to achieve the learning goal Based on the syllabus. The other obstacle is found in syllabus because it has too many theories and not all of the theories can be realized well. I also have to sort and choose whatever is appropriate.”*

The 2<sup>nd</sup> teacher’s statement:

*“Disesuaikan dari KD dan juga indikatornya jadi soal maupun materi harus sesuai dengan indikator. Tantanganya saat saya harus mencari materi mengajar yang sesuai dengan silabus dan apa yang sedang dipelajari saat ini. Saya rasa dalam KD yang ada di silabus itu terlalu banyak teori yang sebenarnya jika di lakukan dalam pelajaran itu tidak semua terlaksana. Dan juga setiap kali merancang RPP saya juga harus merancang bagaimana penilainya terhadap siswa karna dalam K13 sekarang ini kan guru harus menilai siswa berdasarkan KD nya. Kalau menurut saya itu terlalu berbelit-belit.”*

*“The learning material should be adapted to basic competence and indicator. The challenge is when I have to find teaching materials that fit with the syllabus and finding the hot topic. I think the basic competence in the syllabus has too many theories and not all of the theories can be done. Whenever i designing the lesson plan, I also have to designing the learning assessment to the students because in 2013 curriculum the teacher have to assess the student Based on basic competence. I think it's too complicated.”*

Based on those statements it can be concluded that the teacher’s challenges were the teachers should be able to find the hot topic, sorted the learning materials, designed lesson assessment and the last challenge was the theory in syllabus was too complicated. In the other hand, the teachers had some efforts to solve the challenges. It can be seen as follows.

## Teachers' Efforts

### The 1<sup>st</sup> teacher's statement:

*“Untuk menemukan topik yang baru saya harus berusaha mencari sumber pelajaran yang baru dan juga up to date, kalau materi pembelajaran saya berusaha untuk memilih materi belajar yang bagus dan sesuai dengan tujuan pembelajaran itu sendiri.”*

*“To find the hot topic I have to find new learning source and also up to date if in the learning material, i strive to choose good material and appropriate with the learning goal itself.”*

### The 2<sup>nd</sup> teacher's statement:

*“Biasanya saya sesuaikan dengan kemampuan siswa. Saya juga membuat soal-soal yang berkenaan dengan high order thinking dan saya tetap harus mencoba apa yang telah dirancang dalam RPP dapat diterapkan didalam kelas.”*

*“I usually adjust with the student's ability. I also make learning exercises which uses high order thinking and I should try what I have been designed in lesson plan can be used in the classroom.”*

Based on the teachers' statements, the writer found some efforts that could help the teachers faced the challenges. From the first teacher's statement, the efforts were finding the new learning source and sorting the learning material. Then, the second teacher's effort was made exercises which use high order thinking. To make it more understandable, the writer made a table of research finding. It can be seen as follows.

**Table 4.10****The Challenges and Efforts in the Teachers' Preparation**

No.	Indicators	Challenges		Efforts	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	Designing Lesson Plan	-Finding the hot topic	-Finding the hot topic	Find new learning source	Make learning exercises
2.	Teaching Materials	-Sorting the learning materials	-Convolutated -Designing learning assessment	Choosing good learning material	

Based on the table above, the challenges were found in every indicator. The research findings from the 1<sup>st</sup> teacher were finding hot topic and sorting the learning materials. Then, the research findings of the second teacher are finding the hot topic, convolutated, designing learning assessment. The same challenge from both teachers was finding hot topic. Furthermore, there were some efforts of teachers to help the teachers faced the challenges. The efforts were found the new learning source, choose good learning material and made learning exercises. Therefore, the efforts were quite effective but in the reality those efforts were not enough to solve the challenge.

#### **4.5 Discussion**

In this sub-chapter, the writer discussed about the result of this research finding by comparing and contrasting with the theory that had been written in the previous chapter. The writer found that the teachers had many different challenges. As Hosnan (2014) had declared that there were some challenges in teaching using 2013 curriculum; applying scientific approach, implementing

teaching methods and preparing learning material. It means that those challenges are the main factor of challenges that teachers always found in teaching.

The first challenge was scientific approach. In this section, there were several indicators to help the writer found the challenges; characteristics of scientific approach, steps of learning and principles of learning. In characteristics of scientific approach, the writer found some challenges that the teacher had faced. The first challenge came from student centered. Mostly, the teacher had challenges in the lack of self confidence. Self confidence is important in learning process because the students need to ask question in order to answer their curiosities. If the students were less in self confidence, it made them become passive student. As Kemendikbud (2014) has stated that the scientific approach is a learning process that is designed to keep the students active. This becomes the challenge for teachers to be able to improve students' activeness in the learning process. There was an effort to help the teachers solve their challenge. The effort was persuade the students to be more active. It was appropriate with theory of Hosnan (2014) it was stated that to improve students' activeness the teachers should persuade them to be more active. It can be concluded that the the research finding was appropriate with the theory.

The second challenge came from scientific skills. The research finding showed that the teachers had challenge in answering students' questions, analyzing and understanding the problems. This challenge corresponds with the theory of Hosnan (2014) it stated that there were some activities in scientific skills those are: observing, questioning and experimenting. These teachers'



challenges were usual things which happened in learning process and it depended on teachers' ability to face their challenges. Therefore, the teachers had some efforts to help them faced the challenges. The first effort was gave instruction to the students and the second was convincing that the students were giving attention in learning. Those efforts were quite effective to use but in the real situation it was hard to implement all of the efforts.

The third challenge came from developing students' intelligence and characteristics. The results of the research were monitoring the students, dishonest students' laziness in learning, students' intention, and disobey. Those challenges were not accordance with the goals of scientific approach. Based on Hamalik (2014); Hosnan (2014); Multiana (2016); Muth'im (2014) Scientific approach is designed for the students to become more independent in solving their problems. Mostly, the students were disobeyed the rules when learning in the classroom. The teachers should be more assertive to handle this challenge. Teachers had two efforts to handle those challenges they are giving interesting learning, new topic and be creative teachers. Based on Widyastono (2014) a creative teacher is teacher who knows how to use everything around him in order to make it as teaching media or whatever it needs. These efforts were good to be used but to be a creative teacher was not easy to do.

The others teacher challenges in scientific approach were in steps of learning and principles of learning. The research findings of steps of learning in scientific approach were passive Students, misunderstanding in formulating the data, lack of reading the learning materials. Then, the challenges of principles of

learning were difficult in mastering the lesson, differences in students' characteristics, difficult to motivate the students and emotional instability of students. Based on Kemendikbud (2014) and Hosnan (2014) the learning subjects, materials, or certain situations it might be not appropriate with this scientific approach which can be applied procedurally. In this situation, the learning process had to apply the characteristics of scientific and avoid the non-scientific characteristics. It means that those challenges that teachers have faced are usually happened in learning process. In order to help the teachers faced their challenges, there were some efforts that teachers might to do those are giving reward to the student which has participated in the learning process. Then, made study group in order to help the student which has difficulty in learning. The other efforts were teacher tried to re-explain the learning material if there was student who had not understood yet. The last was forced the student to be more success by giving motivation. As Suyadi and Dahlia (2014) have stated that a good teacher should be able to give motivation to the student in order to improve the student's intelligence. It can be concluded a good teacher is a teacher who can be able to giving motivation to the students.

The second teachers' challenge was in teaching methods. In 2013 curriculum there were some teaching methods that the teachers might use. There are 3 main teaching methods those are discovery learning method, problem based learning and project based learning. Based on Hosnan (2014) and (Hamalik, 2014) the challenges of these teaching methods were mostly found in characteristics and procedures of the method. It is proofed by the research finding that the writer had written in previous chapter. In the discovery learning method

the challenges were usually student's inaccurate in learning, lack of student's interest and knowledge, investigating the problem, grammatical error and lack of mastering vocabulary. There were some efforts from teachers the first was improvisation in teaching, the second was created study group and the last was memorized 100 words.

The challenges in problem based learning method were lack of knowledge in solving the problem, difficult to manage the students and spend a lot of time in explaining the lesson. Therefore, the teacher had some effort that could help her when facing the challenges; read the learning materials 10 minutes before the lesson begins. Based on Ahmed (2013) reading before the learning begins will stimulate the student's intelligence. Then, giving punishment to the students who are disobeyed or being misbehave when learning. Furthermore, teacher should be able to re-explain the learning material when there was a student who had not understood yet.

The challenges in project based learning method were wasting time, difficult to design the project and checking the result of the project. Therefore, there were some efforts of teachers when the teacher was faced the challenges; maximized the learning activity, gave more references to the students to help them and re-checked the result of the project. Based on the observation that the writer had done, when the teachers used one of the teaching methods, it had some results that not all the theories in teaching methods were used by both of the teachers. They usually customized the steps of teaching method in order to avoid the stiffness. The other efforts were creating study group.

The third teachers' challenge was teachers' preparation. Based on (Hosnan, 2014; Mega and Paut, 2016) the teachers' challenges were mostly in the designing lesson plan and teaching materials. It is proofed in the research finding that the writer had found from teachers' responses; found the hot topic, sorted the learning materials, convoluted, and designed learning assessment. Teachers should be able to find the hot topic or something that is happening now in order to get students' attention. As Hosnan (2014) declared that before the teachers teaching in the classroom, they had to have learning materials and teachers need to sort it because it is important to find the good learning materials for students. Based on the teachers' responses, the other teachers' challenges in teachers' preparation were convoluted and designing learning materials. In 2013 curriculum there were many indicators that teachers should achieve especially in the syllabus of 2013 curriculum. That was why the teachers felt that in designing lesson plan and designing learning assessment were too convoluted and complicated. But there were some teachers' efforts; found the new learning source, choose good learning material and made learning exercises. These teachers' efforts were quite effective to be used but not all of these efforts were easy to do in the reality.

## **CHAPTER V**

### **CONCLUSION**

This chapter contains the conclusion of the research results based on qualitative finding and on the previous chapter and then suggestion of the writer related to the research.

#### **5.1 Conclusion**

Based on the study it can be concluded that the respondents had challenges in teaching using 2013 curriculum. On the first variable the challenges in scientific approach were passive students to solve this challenge the teachers had effort to persuade the students to be more active, the second challenge came from scientific skills. The research finding showed that the teachers had challenge in answering students' questions, analyzing and understanding the problems. Therefore, the teachers had some efforts to help them faced the challenges. The first effort was gave instruction to the students and the second was convinced that the students were gave attention to the learning. Those efforts were quite effective to use but in the real situation it was hard to implement all of the efforts. The third challenge came from developing students' intelligence and characteristics. The results of the research were monitored the students, dishonest, students' laziness in learning, students' intention, and disobeyed. Those challenges were not accordance with the goals of scientific approach. The students were usually disobeyed the rules when learning in the classroom. The teachers should be more assertive to handle this challenge. Teachers had two efforts to handle those

Challenges; interesting learning, new topic and be creative teachers. These efforts were good to be used but to be creative teacher was not easy to do.

The others challenges were showed in several indicators of this study the significance difference only showed in the teaching method. The first teacher was used discovery learning method and the second teacher had used all of the teaching methods in 2013 curriculum which was proven by the statement of the teachers and validity rubric which is adapted by Simon's theory. The last challenge was in teachers' preparation, the challenges were finding the hot topic, sorting the learning materials, convoluted, and designing learning assessment. Teachers should be able to find the hot topic or something that is happening now in order to get students' attention. As Hosnan (2014) had declared that before the teachers teaching in the classroom, they had to have learning materials and teachers need to sort it because it was important to find the good learning materials for students. Based on the teachers' respond, the other teachers' challenges in teachers' preparation were convoluted and designed learning materials. In 2013 curriculum there were many indicators that teachers should achieve especially in the syllabus of 2013 curriculum. That was why the teachers felt that in designing lesson plan and designing learning assessment were too convoluted and complicated. There were some teachers' efforts; found new learning source, choose good learning material and made learning exercises.

## **5.2 Suggestions**

Based on the result of this research, the writer would like to offer some suggestions to be considered in order to resolve the challenges that the teachers

might face, which is accordance to the theory of Hosnan (2014). For the first suggestion in solving the students' laziness of reading is to emphasize the students to read the book before the lesson begins. Second, in order to solve the problem of unconfident the teachers should be able to improve student's self confidence by giving appreciation such as reward and additional score. Third, because the students are too easy to get bored thus the teachers should be more creative and innovative in order to avoid student's boredom. Forth, the solution of the problem in scientific skill is optimize the student's individual skill through their activity, interest and talent in order to improve student's knowledge, confidence, and good characteristic and academic matter. The last suggestion to help the teacher before the lesson begins is ensuring that the teacher's preparation is complete and the teacher can achieve the learning goal as well.

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## **APPENDICES**

## Documentation

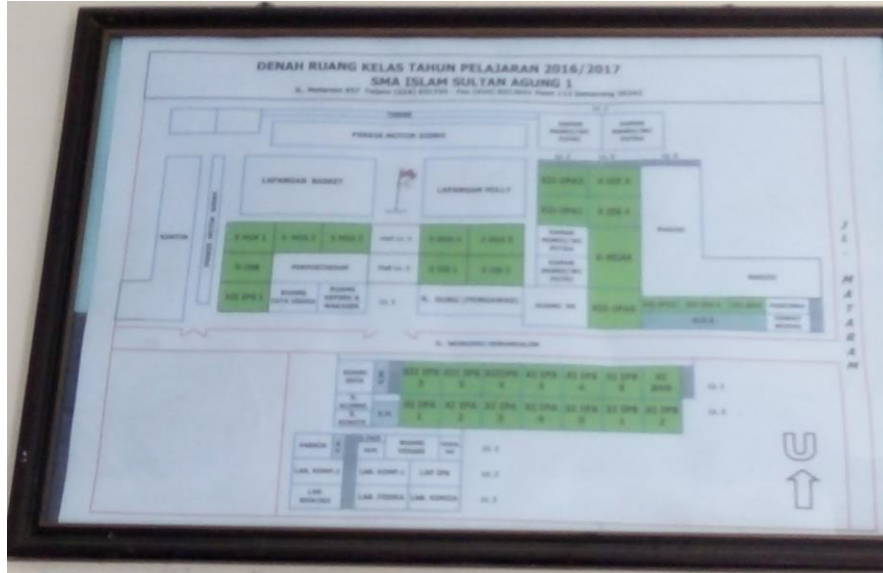
**Picture 1.1**  
**Situation of the School**



**Picture 1.2**  
**Situation of the School**



**Picture 1.3**  
**School Map**



**Picture 1.4**  
**The Writer and Mrs. Salimatin**



**Picture 1.5**  
**The Writer and Mr. Adnan**



**Picture 1.6**  
**The writer and the Head of Staff**



**Picture 1.7**  
**Situation in the Classroom**



**Picture 1.8**  
**Situation in the Classroom**



**Picture 1.9**  
**Situation in the Classroom**



**Pictur 1.10**  
**Situation in the Classroom**





### **Transcript of Interview 1**

Nama Narasumber : M Adnan Falahudin, S.Pd  
 Mata Pelajaran : Bahasa Inggris (Wajib)  
 Kelas : X  
 Hari and Tanggal : Rabu, 26 Juli 2017  
 Tempat : SMA Islam Sultan Agung 1 Semarang

#### **PEMBUKAAN**

P : “Permisi pak, maaf mengganggu waktunya sebentar saya Annisa dari unissula. Saya disini bermaksud untuk melakukan penelitian mengenai tantangan yang dihadapi guru bahasa inggris kelas X dalam mengajar menggunakan kurikulum 2013. Maaf ya pak saya rekam agar data yang saya peroleh nanti tidak ada kesalahan.”

N : “Oh ya ya ga papa”

P : “Jadi begini pak, bapak sudah mengajar berapa lama disini?”

N : “Dari awal tahun 2016”

P : “Kalau mengajar menggunakan kurikulum 2013 dimulai sejak kapan pak?”

N : “Ini baru pertama kalinya saya mengajar menggunakan kurikulum 2013 di tahun ajaran baru.”

P : “Menurut bapak susah ga sih mengajar menggunakan kurikulum 2013?”

N : “Kalau dibilang susah dari sistemnya sih kita mau ga mau harus mengikuti. Cuma dari segi administrasi saya juga baru disini otomatis kan harus menyesuaikan juga. Pertama kali yang saya hadapi ketika menggunakan K13 adalah administrasi perangkat pembelajarannya seperti itu karena memang sulit. Kesulitannya mungkin karena saya masih baru jadi belum paham seperti apa sih bentuknya itu. Jadi, yang saya lihat memang kurikulum 2013 terdapat langkah-langkah yang berurutan sampai pertemuan keberapa begitu desainnya jadi disitu saya harus berpikir bagaimana cara yang sesuai dan juga persiapannya harus lebih matang lagi.”

P : “Oh jadi begitu ya pak, persiapannya harus bisa dipersiapkan dengan baik. Kalau boleh tau bapak mengajar berapa kelas disini?”

N : “Ada 12 kelas.”

P : “12 kelas ya pak, mulai dari kelas 10.”

N : “Kelas 10 dan kelas 11 IPA, IPS dan Bahasa.”

### **SCIENTIFIC APPROACH**

P : “Mengenai K13 itu sendiri ada pendekatan khusus yaitu pendekatan ilmiah, nah apakah dalam pendekatan ilmiah itu sendiri ada sangkut pautnya dengan pelajaran bahasa inggris?”

N : “Kalau dalam bahasa itu sendiri kurang relevan jika menggunakan pendekatan secara ilmiah. Karena dalam scientific approach itu kan ada kegiatan bertanya jika ada murid bertanya pak kenapa present tense itu harus memakai S + to be + V1 kenapa harus ditambah s/es nah seperti itu kan namanya bukan scientific. Karena memang yang namanya bahasa itu sudah ada sistem yang mengatur dari sananya. Mungkin untuk pelajaran IPA bisa saja menggunakan scientific approach. Semisal ada murid bertanya pak, kenapa sih itu bisa terjadi adanya perputaran arus nah itu kan bisa dikatakan scientific.”

P : “Jadi dalam bahasa inggris itu tidak berkeenaan dengan scientific approach ya pak?”

N : “Kalau dalam bahasa kurang relevan lah. Mungkin jika disangkut pautkan dengan suatu fenomena mungkin bisa. Mungkin juga kita harus mengaitkan dengan problem based learning. Pokoknya saya menggunakan discovery learning, problem based yang berkaitan dengan social communicative karena sesuai dengan konteks kebahasaan.”

P : “Bagaimana pandangan bapak mengenai pendekatan secara ilmiah?”

N : “Kalau menurut saya pendekatan secara ilmiah itu harus ada kegiatan mengamati, mengobservasi, yah pokoknya itu lah. Jika siswa mengamati suatu masalah pasti akan menimbulkan pertanyaan akhirnya kan siswa mengidentifikasi masalah kemudian dicarikan solusinya. Kalau dalam bahasa kita harus memberikan fenomena sosialnya terlebih dahulu baru bisa menggunakan scientific approach. Ada sedikit kesimpang siuran ya dalam penangkapan makna yang disampaikan oleh speaker dan tidak disampaikan kepada receiver nya itu sendiri kan. Mungkin kita memberikan salah satu contoh fenomena sosialnya lalu siswa akan mencari tau sendiri jawabannya. Jadi tugas guru hanya sebagai mediator saja.”

- P: “Dalam pendekatan ilmiah itu segala aktivitas nya berpusat pada siswa ya pak, menurut bapak tantangan apa saja yang terdapat dalam aktivitas tersebut?”
- N: “Susah nya jika aktivitas yang berpusat pada siswa itu kalau mereka malu bertanya atau malu untuk mengutarakan pendapatnya di depan kelas. Jadi guru juga harus bisa membujuk siswa itu biar mau maju.”
- P: “Upaya apa saja yang telah bapak lakukan guna menangani tantangan tersebut?”
- N: “Biasanya saya membujuk siswa itu sendiri untuk maju dan mengutarakan pendapatnya.”
- P: “Oh ya pak, jika kita menggunakan pendekatan ilmiah. Pasti dalam belajar juga menggunakan kegiatan secara ilmiah juga kan pak. Nah, apakah dalam pelajaran bahasa inggris itu terdapat kegiatan seperti itu pak?”
- N : “Biasanya saya menggunakan aktivitas belajar seperti menganalisis teks Hortatory exposition, analytical exposition. Karena teks itu kan berkenaan dengan fenomena sosial maupun alam jadi bisa di lakukan sebagai kegiatan ilmiah juga.”
- P: “Apakah ada kesulitan ataupun tantangan dalam melakukan kegiatan ilmiah tersebut pak?”
- N: “Untuk memiliki keahlian ilmiah atau scientific skill itu sih Alhamdulillah saya ga kesulitan dalam mengajarkannya. Hanya mengarahkan siswa aja untuk ngerjain tugas yang saya berikan.”
- P: “Dalam belajar bahasa inggris ini apalagi dengan adanya K13 kegiatan di sekolah juga padat. Apa bapak menghadapi tantangan dalam membangkitkan minat siswa dalam belajar?”
- N: “Untuk membangun minat siswa itu susah susah gampang sih, dan sebisa mungkin guru bisa menumbuhkan karakteristik yang ada di K13 kedalam diri siswa. Jadi itu tantangan nya mba. Dalam keadaan sekarang ini siswa mudah sekali terpengaruh dengan pergaulan remaja diluar jadi saya harus lebih mengawasi siswa yang kurang dalam minat belajar nya agar ilmu yang saya berikan dapat tersampaikan dengan baik. Tantangan nya yang lain juga biasanya anak itu malas untuk belajar, terkadang mereka hanya ambil cara gampang nya aja dengan nyontek ke teman yang lain. Itu yang paling saya tidak suka, karena mereka sudah tidak jujur.”
- P: “Jadi, apakah ada upaya yang dilakukan oleh bapak ketika menemukan tantangan tersebut?”

- N: “Upaya nya untuk meningkatkan minat dan pengetahuan siswa biasanya guru membuat pembelajaran yang menarik dan memberikan topik pembelajaran yang baru agar tidak ketinggalan zaman.”
- P: “Oh jadi begitu ya pak, agak sulit juga ya dalam membangun minat siswa. Kalau dalam pelaksanaan pendekatan ilmiah itu pastinya ada proses atau langkah-langkah yang diambil. Biasanya langkah-langkah nya apa saja pak?”
- N: “yang pertama ya observasi, trus tanya jawab, abis itu melakukan praktek terakhir ya paling menyimpulkan sesuatu.”
- P: “Dari sekian banyak langkah-langkah dalam pendekatan ilmiah itu sendiri apa bapak menemukan tantangannya?”
- N: “ya ada beberapa tantangannya. Paling susah itu ketika proses tanya jawab. Soalnya banyak siswa yang pasif dan sulit untuk bertanya. Mereka cenderung malu untuk bertanya.”
- P: “Jadi, apakah ada upaya yang bapak lakukan untuk mengatasi tantangan tersebut?”
- N: “Biasanya sih saya pancing mereka agar mau bertanya dengan reward atau tambahan nilai.”
- P: “Dalam pendekatan ilmiah itu juga ada prinsip-prinsipnya kan pak. Menurut bapak prinsip yang terdapat dalam pendekatan ilmiah itu apa saja pak?”
- N: “prinsipnya ya macem-macem mba, pertama agar anak bisa mengembangkan kemampuannya, yang kedua siswa itu dapat memahami pelajaran dengan baik, contoh lainnya saat guru memberikan materi itu bagaimana agar anak itu bisa menguasai materi yang guru berikan.”
- P: “Berarti menurut bapak terdapat dua prinsip ya pak, lalu adakah tantangan yang bapak temukan ketika pelajaran dikelas?”
- N: “tantangannya ya terkadang saya nemu anak yang tidak bisa menguasai materi pelajaran dengan baik. Itu susah nya mba.”
- P: “Untuk tantanga tersebut apakah bapak sudah melakukan upaya untuk mengatasi nya?”
- N: “Kalau saya mengupayakan agar siswa itu paham dengan materi yang saya berikan, jadi semisal ada murid yang kurang paham ya saya jelasin lagi.”
- P : “Nah, dalam pendekatan ilmiah itu sendiri kan kurang relevan ya pak dengan bahasa dan hal tersebut menjadi sebuah tantangan bagi guru. Bagaimana sih

kita bisa menggunakan pendekatan ilmiah itu dalam mengajar dan apa saja kesulitan-kesulitannya?”

N : “Kesulitannya adalah kita harus pandai pandai memilah dan memilih materi yang akan disampaikan menggunakan scientific approach. Hanya saja yang dipermasalahkan karena tidak relevan nya itu. Maka dari itu saya berusaha mengkombinasikan antara masalah yang akan kita sampaikan dengan materi yang akan kita pelajari itu tantangannya disana jadi kita harus bisa mengkaitkain lah dan kreatif nya guru aja.”

### **TEACHING METHOD**

P : “Apa ada solusinya pak jika menemui tantangan tersebut?”

N : “Solusi yang saya pakai menggunakan model pembelajaran yang memang equivalent dengan bahasa inggris seperti tadi saya memilih social discussion kemudian social communicative dan menggunakan metode discovery learning, problem based learning.”

P : “Jadi bapak menggunakan semua metode mengajar yang ada di K13 ya pak?”

N : “ga semua, karena saya menyesuaikan dengan keadaan siswa dan juga K13 nya dan memang dalam K13 mengharuskan kita untuk fokus kepada murid atau student centered. Jadi kita sebagai mediator harus pandai memilah dan memilih materi mengajar.”

P: “Seperti yang tadi bapak katakan, bapak menggunakan metode mengajar menggunakan discovery learning method. Kira- kira ciri-ciri dari metode ini seperti apa ya pak?”

N: “Ya ciri-ciri nya banyak biasanya siswa itu menemukan masalah lalu di diskusikan dengan teman-temannya. Mendalami satu masalah dan dikerjakan bersama-sama untuk menemukan jawaban dari masalahnya tadi. Jadi siswa juga aktif dalam pelajaran.”

P: “Berarti aktivitas ini juga berpusat pada siswa ya pak?”

N: “Iya, siswa selalu aktif guru hanya memonitori saja.”

P: “Kalau langkah-langkah nya seperti apa pak?”

N: “Kalau DLM awalnya biasanya dalam kelompok siswa diberikan suatu masalah terus siswa akan mengumpulkan data-data untuk membantunya dalam menyelesaikan masalah itu trus abis itu siswa memproses data nya

terakhir biasanya para murid tinggal menyimpulkan aja sih masalah apa yang mereka telah selesaikan.”

P: “Oh jadi begitu ya pak, kalo dengan metode Problem Based learning itu apakah sama ciri-ciri dan langkah –langkahnya dengan DLM pak?”

N: “Kalo PBL kan belajar berdasarkan masalah sedangkan DLM itu belajar dengan menemukan masalah jadi kedua metode tersebut beda lah. Kalo cirinya PBL awalnya ya siswa mengajukan suatu masalah lalu diselidiki apa saja penyebab masalah itu kalo sudah ketemu biasanya di persentasikan didepan kelas.”

P: “Apakah bapak menemukan tantangan dari setiap karakteristik ataupun langkah-langkah metode itu pak?”

N: “Ya ada, susahnya itu saat siswa disuruh untuk menyelidiki masalah. Biasanya mereka kebingungan disitu. Sebagai guru saya juga harus bisa membantu mereka ketika ada kesulitan. Trus ada lagi ketika proses mengolah data. Misalnya pada saat pelajaran menulis itu kadang siswa suka salah dalam menggunakan kosa kata, kurang baca sih kalo menurut saya sama kurang menghapalkan kosa kata yang ada di kamus. Kalau di karakter metodenya itu sendiri yah biasanya murid itu kurang teliti aja sih dalam memahami sesuatu. Jadi terkadang hasil dari belajar itu kurang memuaskan. Kalo untuk metode Problem based learning, saya belum menjalankan metode itu, tapi rencananya saya akan mengajar menggunakan metode itu.”

P : “Mengenai metode mengajar nya tadi, apakah sudah sesuai dengan realita dalam mengajar contohnya seperti discovery learning yang ada di teori dengan praktiknya apakah ada yang berbeda?”

N : “Kalau secara teori memang seperti itu adanya hanya saja ketika dalam mengajar mungkin agak sedikit berbeda dan saya harus melakukan improvisasi agar bisa menyesuaikan dengan kondisi siswa dan bisa fokus kepada tugas saya sebagai mediator.”

P : “Dalam K13 terdapat beberapa pilihan metode mengajar nih pak, biasanya metode apa yang sering bapak gunakan dalam mengajar?”

N : “Kalau saya seringnya DLM dan rencananya saya akan menggunakan problem based learning.”

P : “Metode yang bapak gunakan apakah sudah efektif dalam pelaksanaannya?”

N : “Efektif dan tidak efektif tergantung pada kebutuhan kelas yah, tetapi rata-rata memang efektif dan siswa juga bisa share ke temannya yang lain. Karena

dalam bahasa mereka tidak ada yang namanya dominasi dan saya berusaha untuk menyeimbangkan dan Insha Allah efektif.”

P : “Kalau dalam mengajar itu biasanya ada kelompok belajar ya pak?”

N : “Iya, saya biasanya mengelompokkan siswa dalam mengajar agar mereka juga tidak merasa pusing dan saya juga ga bakal ubah ubah lagi grupnya. Mereka diskusi dan mereka punya tanggung jawab untuk menyampaikan hasil diskusinya dan Insha Allah tiap siswa memiliki kesempatan untuk mengutarakan pendapatnya dan mempertanggung jawabkan tugasnya.”

P : “Anak-anak SMA ini kan mudah jenuh ya pak dan masih labil juga emosinya. Dalam mengatasi hal tersebut apakah bapak sering mengganti metode mengajar?”

N : “Kalau metodenya sih mungkin saya pakai itu-itu aja cuma masalahnya itu meraciknya dalam mengajarkan sesuatu kepada anak sedikit disisipkan joke atau mungkin saya juga memberikan games untuk membuat situasi belajar siswa agar tidak bosan.”

P : “Bapak di semester ini baru menggunakan K13 nah, rencananya bapak ingin mengganti berapa kali metode mengajar dalam satu semester?”

N : “Kalau kelas X dilihat dari materinya saya akan menggunakan 4 metode untuk misalkan satu materi yang sama saya menggunakan metode yang sama. Jadi ada sekitar 2 kali ganti metode mengajar lah untuk satu materi ada dua metode dan materi yang lain itu agak berbeda saya akan memakai CTL, discovery learning dan ada role playing.”

P : “Semisal guru menggunakan beberapa metode tersebut apakah ada siswa yang merasa tidak nyaman ketika proses belajar mengajar dan faktor yang menyebabkan mereka merasa tidak nyaman itu apa saja pak?”

N : “Kalau dilihat dari perkembangan psikologisnya di umur sekarang biasa emosinya masih kurang stabil kan jadi mood nya juga masih naik turun itu dari faktor psikologisnya ya. Kalau faktor lainnya mungkin dari luar kelas yang saya kurang tau juga ya mungkin juga dari faktor dirinya sendiri juga ada. Mungkin dia tidak suka dengan bahasa inggris juga bisa atau juga karna dia tidak mengerti bahasa inggris juga bisa dan yang ketiga mungkin dalam satu regu itu ada yang slack.”

P : “Lalu jika ada yang kurang nyaman dengan metode yang bapak gunakan bagaimana cara bapak mengatasi tantangan tersebut?”

N : “Pastinya saya berusaha terus mengajak siswa untuk berpartisipasi dalam proses belajar dan juga diselingi dengan candaan karena saya orangnya suka joke tapi dalam konteks tidak terlalu berlebihan. Saya juga memberikan relaksasi seperti games.”

P : “Apakah ada perbedaan khususnya dalam langkah-langkah menggunakan metode tersebut?”

N : “Ya pastinya beda metode beda pula langkah-langkahnya. Hanya saja dalam praktiknya biasanya agak sedikit menyimpang dari teori, saya menyesuaikan dengan kebutuhan siswa seperti apa jadi saya berusaha mengisi kekosongan itu dengan improvisasi karena kalau dengan improvisasi seperti itu hanya sebagai benang merahnya saja kan.”

P : “Berarti secara teori dan praktiknya itu sedikit berbeda ya pak jadi tidak terlihat kaku dalam penyampaiannya.”

N : “Iya agar dapat terbangun chemistry antara guru dengan siswa.”

P : “Kalau setiap metode-metode mengajar tersebut terdapat tantangan contohnya DLM nah apakah bapak menemukan tantangan tersebut?”

N : “Pastinya ada tantangan dalam metode mengajar contohnya semisal saya memberikan suatu soal fenomena biasanya saya menggunakan media audio visual disitu saya harus memotong beberapa scene film yang tidak ada kaitanya dalam pelajaran misalnya dalam bahasa cina dan inggris disuatu film biasanya ada yang tidak nyambung maka dari itu saya memotong bagian yang tidak ada kaitannya dengan bahasa inggris dan juga tantangannya adalah terkadang siswa ada yang tidak fokus dalam menangkap apa yang saya instruksikan.”

P : “Solusi apa saja yang biasanya bapak gunakan dalam menyiasati tantangan tersebut?”

N : “Biasanya saya menggunakan bahasa sendiri tapi yang lebih sederhana jadi bisa ditangkap oleh siswa.”

### **TEACHERS’ PREPARATION**

P : “Mengenai persiapan nih pak, biasanya apa saja persiapan yang bapak lakukan sebelum mengajar?”

N : “Dari media saya menggunakan laptop, audio visual, materi mengajar dan sebelum saya mengajar saya pelajari dulu semua materi dan kemudian mental seorang guru juga harus dipersiapkan karena kebanyakan tantangan guru adalah persiapan mental dalam mengajar. Ketika siswa bertanya jadi



guru dapat menjawab saya juga harus memberikan repon yang tidak berlebihan kepada siswa.”

P : “iya pak, karna anak jaman sekarang kan sudah berpikiran kritis jadi apa saja ditanyakan tugas seorang guru juga harus bisa menjawab pertanyaan siswa juga ya pak.”

N : “iya, jadi guru juga harus mampu menjawab setiap pertanyaan dari siswa.”

P : “Materi pelajaran itu juga berkenaan dengan RPP, apakah yang tercantum dalam RPP tersebut terlaksana semua pak?”

N : “Apa yang sudah tercantum dalam RPP saya laksanakan semua sekalipun ada yang tidak paham saya minta siswa untuk ke ruangan guru atau bertanya lebih lanjut diluar jam pelajaran juga saya perbolehkan. Karna bagaimanapun mereka adalah tanggung jawab saya juga.”

P : “Dalam K13 itu sendiri kan sudah ada silabus ya pak, nah bagaimana cara bapak merancang lesson plan agar sesuai dengan tujuan yang diharapkan?”

N : “Kalau saya pertama lihat dulu apa yang dibutuhkan oleh siswa jadi tiap kelas itu biasanya berbeda-beda. Jadi, dalam lesson plan biasanya saya mengkombinasikan bahasa inggris dengan topik masalah yang sedang dibicarakan. Jadi itu tantanganya saya harus bisa mencari topik yang lagi dibicarakan saat ini agar siswa dapat tertarik dengan pelajaran saya dan yang lain lagi juga saya harus bisa mencapai tujuan yang diharapkan sesuai dengan silabus. Dan dalam silabus itu juga terlalu banyak teori teori dan ga semuanya bisa terealisasikan dengan baik. Saya juga harus memilah dan memilih apa saja yang sesuai”

P : “Antara siswa IPA dan IPS apakah terdapat perbedaan dalam persiapan materinya?”

N : “Kalau rancangan itu sama, tetapi jika dipraktikan berbeda dengan RPP biasanya di kelas IPA itu anaknya sedikit pendiam tapi kalau anak IPS itu pandai bernegosiasi.”

P : “Dalam merancang lesson plan apakah bapak mempertimbangkan aktivitas siswa dengan pola pikir siswa ?”

N : “Kalau saya jelas ada pertimbanganya mengenai metode ketika menyusun RPP dan saya membaca ulang RPP tersebut.”

P : “Jadi aktivitas siswa itu disesuaikan dengan apa yang dibutuhkan siswa ya pak. Dalam proses belajar mengajar itu kan terdapat banyak sekali aktivitas ya pak, bapak bisa contohkan salah satu aktivitas yang dilakukan siswa?”

N : “Biasanya saya berikan suatu kasus dan siswa saya kelompokkan setelah itu didiskusikan setelah mendapatkan hasil saya meminta mereka untuk menyampaikan hasil dari diskusi mereka dan presentasi didepan kelas semisal nanti ada sesi tanya jawab sekiranya siswa ada yang tidak bisa menjawab saya akan luruskan. Saya juga tetap memonitoring dan mengawasi mereka selama proses belajar mengajar berlangsung setelah itu mengevaluasi.”

P : “Berarti sebagian besar dalam mengajar bapak hanya memonitoring saja?”

N: “Memonitoring, memfasilitasi jadi didalam K13 itu saya tidak bisa menggunakan metode speech itu berarti kan saya yang jadi pusat nya bukan siswa.”

P : “Jadi dalam K13 itu berpusat pada siswa ya pak.”

N: “Iya tetap jadi siswa yang bekerja guru hanya memantau dan memfasilitasi saja.”

P : “Media yang digunakan dalam proses belajar mengajar apa saja pak?”

N : “Ada laptop, projector, sound system.”

P : “Kalau mengajarkan materi listening itu persiapannya banyak pak, susah ga sih pak untuk mempersiapkan peralatan tersebut disekolah ini ?”

N : “Ah kalo di sekolah ini mah Alhamdulillah ga susah. Sudah ada sound system dan projector kemudian pencarian materi listening itu sendiri juga ga susah karena mudah didapatkan di internet.”

P : “Jadi bisa dikatakan sekolah ini mempunyai fasilitas yang lengkap ya pak untuk mendukung kegiatan belajar dan mengajar?”

N : “Iya Alhamdulillah sudah lengkap tiap kelasnya.”

P : “Pernah ga sih pak, bapak mengalami situasi dimana tidak direncanakan sebelumnya. Contohnya tiba-tiba mati lampu saat pelajaran berlangsung. Bagaimana cara bapak mengatasi tantangan tersebut?”

N : “Seperti yang sudah saya bilang tadi guru itu harus siap mental apapun yang terjadi harus selalu waspada dan selalu siaga. Seperti kejadian yang dicontohkan tadi saya selaku guru saya harus siap semisal lagi belajar listening tiba-tiba mati lampu saya biasanya membacakan langsung dengan intonasi yang pas dan suara yang keras.”

P : “Jika menemui situasi yang tidak diinginkan apakah bapak punya rencana cadangan sebelumnya?”

N : “Kalau seperti itu saya tidak punya saya hanya menyiapkan rencana awal. Jika menemui tantangan tersebut saya lebih suka untuk melakukan improvisasi saja.”

P : “Berarti apa adanya aja ya pak?”

N : “Iya apa adanya aja dan juga saya tidak pernah memikirkan plan B seperti apa sebelumnya yang jelas saya mengikuti dulu apa yang ada di RPP. Tapi ketika situasi tidak memungkinkan saya menggunakan plan improvisasi saja.”

P : “Jadi guru sebisa mungkin harus kreatif ya pak?”

N : “Oh pasti itu dan harus kreatif.”

P : “Pertanyaan terakhir nih pak, menurut bapak apa sih perbedaannya mengajar menggunakan KTSP dengan K13”

N : “Kalau KTSP itu metode yang ditawarkan lebih beragam lagi karena tidak terikat dengan scientific approach. Kalau di K13 memang kita sudah diberikan kemudahan dan banyak referensi metode mengajar tapi disitu juga ada tantangan nya mungkin dari segi administrasi berbeda dengan KTSP. Dulu kita sudah terbiasa menggunakan KTSP dan sekarang harus ganti K13. Dan saya juga harus bisa beradaptasi juga.”

P : “Okey, Terima kasih ya pak atas informasi yang sudah diberikan semoga ilmunya bisa bermanfaat. Besok saya akan kesini lagi pak untuk melakukan validasi data bapak boleh kasih masukan lagi dalam transkrip data yang saya buat.”

N : “Oh ya boleh, sama-sama.”

## Transcript of Interview 2

Nama Narasumber : Salimatin Mufidah, M.Pd  
Mata Pelajaran : Bahasa Inggris (Wajib)  
Kelas : X  
Hari and Tanggal : Rabu, 26 Juli 2017  
Tempat : SMA Islam Sultan Agung 1 Semarang

### **PEMBUKAAN**

P : “Permisi bu, maaf mengganggu waktunya sebentar saya Annisa dari unissula. Saya disini bermaksud untuk melakukan penelitian mengenai tantangan yang dihadapi guru bahasa inggris kelas X dalam mengajar menggunakan kurikulum 2013. Maaf ya bu saya rekam agar data yang saya peroleh nanti tidak ada kesalahan.”

N : “Oh ya silahkan. Ga pa pa”

P : “Kalau boleh saya tau ibu sudah mengajar disini selama berapa tahun bu?”

N : “Dari tahun 2003.”

P : “Oh berarti sudah lebih dari 10 tahun ya bu. Kira-kira sudah 14 tahun ya ibu mengajar di sekolah ini.”

N : “Iya sudah lebih dari 10 tahun mengajar disini.”

### **SCIENTIFIC APPROACH**

P : “Dalam K13 itu kan ada pendekatan khususnya bu. Apakah ibu menggunakan pendekatan tersebut?”

N : “ Ya, saya menggunakan pendekatan tersebut. Pendekatan scientific itu.”

P : “Menurut ibu, apakah scientific approach itu sudah sesuai apa belum dengan K13?”

N : “Ada materi yang sesuai dengan scientific approach dan terkadang ini terbenturnya karena waktu. Jika dilaksanakan sesuai dengan prosedurnya itu kan memerlukan waktu yang lama padahal dalam pelajaran bahasa inggris

dalam satu minggu hanya dua jam pelajaran. Saya mengajar bahasa inggris wajib.”

P : “Apakah dalam Scientific approach itu ada hubungannya dengan bahasa inggris ga sih bu?”

N : “Ya sebenarnya bisa saja sih digunakan dalam bahasa inggris kan memang sebelum menggunakan K13 juga sudah banyak menggunakan pendekatan itu.”

P : “Oh bisa ya bu, saya pikir pendekatan ilmiah hanya bisa digunakan pada pelajaran IPA saja bu ternyata bahasa inggris juga bisa memakai pendekatan tersebut juga ya bu.”

N : “Bisa dong, kalau scientific approach itu kan masuknya mengobservasi tidak harus meneliti dalam lab. Siswa hanya perlu mengamati dan bisa digunakan dalam bahasa inggris.”

P : “Menurut pandangan ibu, pendekatan ilmiah itu apa sih bu?”

N : “Pendekatan ilmiah adalah pendekatan yang dilakukan secara terstruktur jadi siswa diharapkan bisa melakukan dari hal yang mudah dulu contohnya mengamati setelah itu baru siswa mencari dan mengumpulkan sumber data kemudian mengkomunikasikan. Itu dimulai dari langkah yang sederhana ke yang sulit.”

P : “Berarti secara keseluruhan hanya murid saja yang melakukan semua kegiatan tersebut ya bu?”

N : “Ya, semua dilakukan murid. Guru hanya sebagai fasilitator saja.”

P : “Jadi tugas guru hanya mengamati dan memfasilitasi saja ya bu.”

N : “Iya mba yang harus aktif siswanya tapi ada hal tertentu yang guru harus menjelaskan juga materi pembelajarannya karena informasi yang diberikan belum sepenuhnya lengkap kan jadi guru harus menjelaskan terlebih dahulu.”

P : “Kalau menurut ibu dalam pendekatan ilmiah itu apakah ada ciri khusus yang membedakan dengan pendekatan yang lain?”

N : “Sepertinya hampir sama, hanya saja disini kan ditekankan untuk siswa nya yang lebih aktif dalam pelajaran. Di dalam K13 juga yang dinilai secara menyeluruh, kalau dulu kan hanya kognitif saja kalau sekarang dinilai dari sikapnya, ada KI 1 itu kan ada hubungannya manusia sebagai makhluk sosial. Tetapi dalam K13 ini lebih cenderung kepada siswanya jadi siswa

lebih aktif ketika pelajaran sedang berlangsung. Karena dalam K13 ada pendekatan ilmiah jadi otomatis terdapat kemampuan scientific juga.”

P: “Oh ya bu, apa ibu menemukan tantangan dalam melaksanakan pendekatan ilmiah itu bu?”

N: “Ya ada, apalagi ketika ada aktivitas siswa dikelas itu siswa dituntut untuk aktif sedangkan tidak semua siswa aktif dalam pelajaran di kelas. Susah untuk membujuk siswa ikut aktif dalam kegiatan belajar, juga kalau dalam pelajaran bahasa inggris itu susah nya dalam mengimplementasikan kemampuan ilmiahnya berbeda dengan pelajaran science. Tapi disatu sisi guru juga harus bisa profesional dalam mengajar.”

P: “Kalau langkah-langkah yang ada di pendekatan ilmiah itu biasanya apa saja ya bu?”

N: “Yang pertama ya biasanya pengamatan trus siswa itu suka bertanya kalo menemukan masalah. Habis itu mulai menganalisa kalau sudah ketemu hasil analisisnya baru mereka menyimpulkan.”

P: “Pernah ga sih bu, ibu menemukan hambatan atau tantangan ketika melakukan pendekatan secara ilmiah?”

N: “Tantangannya ketika siswa menanyakan suatu masalah guru harus bisa menjawabnya, kalau tantangan yang lain ketika menganalisa suatu masalah siswa itu sulit memahami permasalahan apa yang sedang mereka hadapi.”

P: “Upaya apa yang ibu telah lakukan?”

N: “Kalau saya sebagai guru lebih menekankan ketika saya sedang menerangkan pelajaran. Saya harus memastikan betul siswa memperhatikan saya dengan baik.”

P: “Kalau untuk meningkatkan minat belajar dan meningkatkan kemampuan berpikir siswa itu apakah ibu menemukan tantangannya?”

N: “Untuk meningkatkan minat siswa itu susah nya dari keinginan siswa itu sendiri mba, jika mereka mau bisa ya harus belajar. Dari segi psikologis nya untuk meningkatkan minat belajar siswa itu terkadang siswa itu susah untuk diatur, gampang bosan dengan materi pelajaran. Terkadang juga ada yang kurang dalam memahami pelajaran. Yah, jadi guru juga harus bisa sekreatif mungkin mengkalinya.”

P: “Kalau dari segi langkah-langkah yang dilakukan dalam mengajar menggunakan pendekatan ilmiah itu biasanya apa saja bu tantangan yang ibu hadapi?”

- N: “Biasanya itu dalam merumuskan masalah. Siswa itu terkadang salah memahami apa yang ditugaskan oleh guru kepadanya. Dan juga dalam menganalisa data itu tadi biasanya murid akan menemukan kendala itu tadi kurang membaca materi yang telah diberikan oleh guru. Jadi ketika diberi tugas kebanyakan dari mereka malah nyontek. Saya sudah berusaha untuk membentuk beberapa kelompok belajar agar mereka bisa berdiskusi bersama dan menghindari kecurangan yang lain.
- P: “Jadi banyak juga ya bu tantangannya, dalam pendekatan ilmiah itu juga terdapat prinsip belajarnya juga ya bu. Menurut ibu tantangan yang dihadapi dengan prinsip belajar menggunakan pendekatan ilmiah itu sendiri apa saja ya?”
- N: “Tantangan nya banyak mba, ya misalnya memotivasi siswa dalam belajar itu juga tantangannya berat lho mba. Untuk menumbuhkan semangat belajar siswa itu susah. Apalagi diusia remaja kaya gini tu biasanya mereka kurang bisa mengendalikan emosi di dalam pembentukan jati diri nya siswa. Guru harus bisa mengarahkan apa minat mereka dalam belajar. Tantangan lainnya itu biasanya ada pada kemampuan siswa itu sendiri. Karena tiap siswa itu kan berbeda-beda sifat dan kemampuannya jadi kalau ada siswa yang kurang dalam berpikir dan juga pasif saya beri motivasi untuk mereka agar bisa aktif.”
- P : “Kalau mengajar menggunakan pendekatan ilmiah apakah ibu menemukan tantangan tersendiri dalam mengajar?”
- N : “Ya jelas, biasanya itu berkenaan dengan waktu. Terkadang kalau bertemu dengan siswa yang kurang aktif itu juga menjadi sebuah tantangan bagi guru.”
- P : “Jadi siswa itu ada yang pasif dan ada yang aktif ya bu. Nah, dalam menemukan tantangan itu bagaimana sih cara ibu dalam mengatasi hal tersebut. Apakah ada solusinya?”
- N : “Salah satu cara nya ya dengan mendorong siswa untuk lebih maju dan diberikan motivasi.”

### **TEACHING METHOD**

- P : “Dalam mengajar menggunakan scientific approach itu tentunya ada metode mengajar nya kan bu. Apakah ibu mengajar menggunakan metode yang sesuai dengan K13 bu?”

- N : “Ya jelas sesuai dengan materi. Bisa project based learning, problem based learning atau juga discovery learning method ya yang sesuai lah dengan materi.”
- P: “Nah berkaitan dengan metode metode tersebut nih bu. Apakah metode metode tersebut memiliki ciri khas tersendiri?”
- N: “Ya tiap metode berbeda- beda cirinya mba tapi metode itu memiliki kegiatan secara scientific. Untuk DLM biasanya ada kegiatan eksplorasi, penyelesaian masalah kalau problem based learning ada pengajuan masalah, menyelidiki masalah dan biasanya ada presentasi. Kalau dalam project based learning itu biasanya berpusat pada suatu masalah yang nantinya diselidiki dan kemudian di analisa hasilnya bisa direalisasikan contohnya seperti membuat proyek pembuatan drama.”
- P: “Ternyata perbedaanya banyak ya bu, kalau begitu apakah ibu menemukan tantangan dalam setiap karakteristik tersebut bu?”
- N: “Yang susah itu biasanya di project based learning ya mba, karna butuh waktu lama dalam realisasinya. Kalau di metode lain itu di metode problem based learning tantanganya pada kurangnya pengetahuan siswa dalam memecahkan suatu masalah. Kalau pada DLM itu pada mengeksplorasi dan penyelesaian masalah. Kurang nya minat dan pengetahuan siswa dalam mengeksplorasi masalah itu yang menyebabkan mereka kurang bisa menyelesaikan masalah nya mereka sendiri, terkadang siswa juga belum menguasai vocab juga bisa”
- P: “Apakah ibu ada solusinya ketika menemukan tantangan tersebut?”
- N: “Upaya yang saya lakukan untuk mengasah kemampuan siswa dalam menyelesaikan masalah yaitu dengan membuat kelompok belajar jadi disitu siswa bisa menyelesaikan masalah dengan berdiskusi. Untuk penguasaan vocab biasanya saya membiasakan siswa untuk membaca dan menghapalkan 100 kosa kata bahasa inggris dengan artinya setiap kali pembelajaran akan dimulai. Untuk metode problem based learning karena tantangan nya berada pada kurangnya pengetahuan siswa, jadi saya berusaha agar siswa itu membaca materi pelajaran selama 10 menit sebelum masuk ke kegiatan inti. Sedangkan untuk metode project based learning karena tantangannya ada pada keterbatasan waktu saya berupaya untuk memaksimalkan kegiatan pelajaran agar materi pelajaran dengan waktunya bisa cukup”
- P: “Oh jadi begitu ya bu, kalau langkah langkah dalam metode mengajarnya apakah ibu menemukan tantangan lagi?”



N: “Ada mba saya itu pernah kesulitan dalam metode project based learning biasanya murid itu susah untuk mendesain proyek itu sendiri. Terkadang murid sungkan untuk bertanya kepada guru dan kurangnya pengetahuan siswa. Dan juga bagian finishing itu sebagai guru saya harus mengecek kinerja siswa dan memperbaiki apa yang kurang dalam proyek siswa itu sendiri. Kalau dalam metode mengajar pake Problem Based Learning itu biasanya pada proses mengatur siswa nya itu untuk mengerjakan tugas. Saya kesulitan jika ada anak yang susah diatur apalagi nakal. Biasanya kalo udah kaya gitu saya kasih sanksi untuk anak yang tidak mau nurut sama saya. Terus ada lagi kalau sudah disuruh menyelidiki suatu masalah itu pasti anak-anak ada yang belum paham jadi saya harus mengulang penjelasan lagi. Dan itu juga memakan waktu yang banyak lagi. Kalau dalam langkah-langkah DLM sih saya ga menemukan tantangannya ”

P : “Apakah ibu ada upaya yang dilakukan ketika menghadapi tantangan tersebut?”

N : “Untuk metode project based learning saya mengupayakan agar murid tersebut paham dengan proyek yang akan mereka kerjakan dengan cara memberikan mereka contoh referensi yang bisa mereka gunakan. Untuk bagian akhirnya saya suka ngecek pekerjaan mereka sudah bener apa belum jadi hasilnya bisa sempurna.”

P : “Biasanya metode mengajar yang sering ibu pakai apa saja bu?”

N : “Ganti-ganti mba jadi ga itu itu terus metode mengajarnya.”

P : “Berarti ganti-ganti ya bu. Nah, apakah dalam mengganti metode itu efektif ga sih bu ketika mengajar di kelas?”

N : “Ya kan kalau mengajar sudah disesuaikan dengan materi yang akan diajarkan dan juga kondisi siswa nya juga.”

P : “Kita sebagai guru kan tau ya bu kalau di SMA siswanya memiliki emosi yang belum stabil, terkadang juga merasa jenuh ketika proses belajar mengajar. Dalam satu semester itu biasanya ibu berapa kali mengganti metode mengajar bu?”

N : “Jadi kalau bisa KD 1 dengan lainnya diganti agar tidak jenuh.”

P : “Jika ibu menemukan siswa yang tidak nyaman ketika ibu menggunakan metode mengajar itu bagaimana ibu mengatasi tantangan tersebut?”

N : “Biasanya untuk siswa yang pasif itu kan ga sesuai. Mereka inginnya kan hanya diterangkan terkadang saya nasihati ketika menemui siswa yang nakal.”

P : “Kalau mengajar biasanya ibu mengelompokkan atau individual?”

N : “Terkadang kelompok dan kadang juga individual.”

P : “Kalau kelompok itu biasanya ibu memeberikan tugas apa saja bu?”

N : “Misalnya ketika proses mengamati dalam satu kelompok juga mengamati. Jadi setiap proses mereka ada tugasnya.”

P : “Dalam K13 itu kan memiliki banyak metode mengajar, apakah ibu menemukan tantangan tersendiri dalam mengajar menggunakan metode tersebut?”

N : “Ya ada mba. Biasanya ketika anak disuruh untuk mengkomunikasikan dan menceritakan apa yang mereka sudah dapatkan itu agak susah. Memancing siswa untuk berbicara didepan kelas dan juga ketika disuruh menuangkan ide-idenya kedalam tulisan juga susah.”

P : “Untuk mengatasi tantangan tersebut bagaimana solusinya bu ?”

N : “Biasanya saya kasih reward untuk anak yang aktif. Saya pancing dengan nilai biar mereka semangat belajar.”

### **TEACHERS' PREPARATION**

P : “Kita lanjut ke persiapan nih bu, sebelum mengajar apa saja sih bu persiapannya?”

N : “Materi mengajar, kemudian perangkat pembelajarannya juga diperisapkan.”

P : “Berkenaan dengan perangkat pembelajaran itu terdapat RPP yang sesuai dengan K13. Bagaimana sih cara ibu merancang RPP agar sesuai dengan K13?”

N : “Disesuaikan dari KD dan juga indikatornya jadi soal maupun materi harus sesuai dengan indikator. Tantanganya saat saya harus mencari materi mengajar yang sesuai dengan silabus dan apa yang sedang dipelajari saat ini. Saya rasa kali dalam KD yang ada di silabus itu terlalu banyak teori yang sebenarnya jika di lakukan dalam pelajaran itu tidak semua terlaksana. Dan juga setiap kali merancang RPP saya juga harus merancang bagaimana penilainya terhadap siswa karna dalam K13 sekarang ini kan guru harus

menilai siswa berdasarkan KD nya. Kalau menurut saya itu terlalu berbelit-belit.”

P : “Dalam RPP itu kan terkadang teori dengan realita dalam mengajar itu kan berbeda ya bu. Bagaimana cara ibu mengatasi tantangan tersebut?”

N : “Biasanya saya sesuaikan dengan kemampuan siswa. Saya juga membuat soal-soal yang berkenaan dengan high order thinking dan saya tetap harus mencoba apa yang telah dirancang dalam RPP dapat diterapkan didalam kelas.”

P : “Dalam merancang RPP apakah ibu juga mempertimbangkan aktivitas dengan pola pikir siswa?”

N : “Iya, agar siswa tidak merasa bosan juga saya selingi dengan games.”

P : “Mengenai media untuk mengajar, biasanya ibu menggunakan media apa saja?”

N : “Media yang saya gunakan ya laptop, powerpoint, LCD, sound system untuk pelajaran listening.”

P : “Apakah ibu pernah mengalami situasi diluar dugaan ibu contohnya seperti mati lampu. Bagaimana cara ibu mengatasi tantangan tersebut apakah ada solusinya?”

N : “Iya saya pernah mengalami situasi itu ketika pelajaran berlangsung. Misalnya ketika saya ingin memakai LCD tapi ternyata mati lampu mau ga mau saya harus menuliskan, kalau ketika belajar listening ternyata mati lampu biasanya saya bacakan teks nya.”

P : “Apakah ibu memiliki rencana cadangan jika meenghadapi situasi tersebut?”

N : “Oh kalau itu saya belum punya. Biasanya saya improvisasi saja mba dan guru juga harus bisa sekreatif mungkin menyiasatinya.”

P : “Berarti ibu belum punya rencana cadangan ya bu. Pertanyaan terakhir nih bu. Ketika mengakjar menggunakan KTSP dengan K13 apakah ibu merasakan ada perbedaan yang signifikan?”

N : “Ya tentunya ada. Kalau dalam K13 guru bebas menentukan metode mengajarnya seperti apa. Kalau dalam KTSP agak jenuh ya dalam metode mengajarnya.”

P : “Berarti dalam KTSP kurang mengeksplorasi kemampuan siswa ya bu. Sedangkan dalam K13 yang ditekankan adalah kepada muridnya.”

N : “Iya terutama dalam penilaiannya juga.”

P : “Okey kalau begitu bu. Terima kasih atas waktu dan informasi yang telah diberikan besok saya akan kesini lagi untuk melakukan validasi data transkrip interview.”

N : “Iya mba, sama-sama.