



The Implementation of Teaching English Based on 2013 Curriculum at The Second Grade Students

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Article Informations

Article History:

Submit : 02 Agustus 2023
 Revised : 12 Agustus 2023
 Accepted : 29 Desember 2023
 Published : 31 Desember 2023

Keyword

Teaching English, 2013 Curriculum

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A B S T R A C T

This research was based on the problems that was found about teaching English. The researcher found that the teacher seems to focus on the speaking ability of the students which make them hard to complete the task that is related to reading or other skills. The teacher admitted, to be able to speak properly was the main goal of the teacher for her student, and the teacher said if the students had a good ability to speak it would be a great chance for them to join many competitions such as speech and debate competition. The purpose of this research was to find out how teaching English based on curriculum 2013 at MAN 1 Bukittinggi is. The researcher used descriptive qualitative research design. The informant of the research was eleventh grade English teacher of MAN 1 Bukittinggi and the eleventh grade students of MAN 1 Bukittinggi. The key informant of this research was the English teacher of eleventh grade and the supporting informant was the eleventh grade students. The researcher took 30% of the eleventh grade as the sample which was 48 students. The sample was taken randomly. The instruments that were used in this research were, interview and questionnaire. The researcher found that the teacher teaches English based on curriculum, since the 2013 curriculum using the scientific approach and the teacher does the scientific approach too in the classroom. The problems that was encountered is the students do not search or learn the material before hand even though the teacher asked them to. They only gather information only from textbook. Furthermore the students motivation to ask question in the classroom is still low.

Abstrak

Penelitian ini didasarkan pada masalah yang ditemukan tentang pengajaran bahasa Inggris. Peneliti menemukan bahwa guru tampaknya fokus pada kemampuan berbicara siswa yang membuat mereka sulit menyelesaikan tugas yang berhubungan dengan membaca atau keterampilan lainnya. Guru mengakui, untuk dapat berbicara dengan baik adalah tujuan utama guru bagi siswanya, dan guru tersebut mengatakan jika siswa memiliki kemampuan berbicara yang baik maka akan menjadi kesempatan besar bagi mereka untuk mengikuti berbagai perlombaan seperti pidato dan kompetisi debat. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pembelajaran bahasa Inggris berdasarkan kurikulum 2013 di MAN 1 Bukittinggi. Peneliti menggunakan desain penelitian kualitatif deskriptif. Informan penelitian ini adalah guru bahasa Inggris kelas XI MAN 1 Bukittinggi dan siswa kelas XI MAN 1 Bukittinggi. Informan kunci penelitian ini adalah guru bahasa Inggris kelas sebelas dan informan pendukung adalah siswa kelas sebelas. Peneliti mengambil 30% dari kelas sebelas sebagai sampel yaitu 48 siswa. Sampel diambil secara acak. Instrumen yang digunakan dalam penelitian ini adalah wawancara dan angket. Peneliti menemukan bahwa guru mengajar bahasa Inggris berdasarkan kurikulum, karena kurikulum 2013 menggunakan pendekatan saintifik dan guru juga melakukan pendekatan saintifik di dalam kelas. Permasalahan yang dihadapi adalah siswa tidak mencari atau mempelajari materi terlebih dahulu padahal diminta oleh guru. Mereka hanya mengumpulkan informasi dari buku teks. Selain itu motivasi siswa untuk bertanya di kelas masih rendah.

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1. Introduction

English had been one of the languages that were mostly used for communication. It would be hard for youth generation of the country to obtain more knowledge if they only rely on their mother language. This was the reason that schools in every country around the world provide the students with English language learning. For example, Indonesia has provided the students with English subject since the junior high school. However the effectivity towards language learning highly depended on the teachers' capability in teaching.

Foreign English teachers had different perspective on what teaching English is. Every teacher has their own unique way to teach English and their own purpose of the teaching for their students. Every teacher wants their student to be able to produce the language perfectly. This goal was hard for student to accomplish especially for foreign language learners. This was why there were many ways teachers could do in order to make the student able to use the language based on their purpose. Teachers have to adapt their teaching on what the student faced in this era. As Murray and Christinson said teacher who were trained to use audio lingual, which requiring repetition towards grammar structures had no idea that they will need to develop material and activities for more communicative approach (Murray & Christison, 2010). This means teacher cannot always depends to the teaching method they know, the teachers need to adapt to the situation that the students will face.

To teach English there were many things teacher should consider. Hinkel in harmer said, in meaningful communication people use additional language skill not focus only for one skill in use but in cooperated way (Harmer, n.d.). It means that in situation where a people use the language to communicate with others it is impossible for them to only producing the language without receiving it. For example, if someone wrote a message for other person, automatically they also use reading skill while writing the message. So is speaking, oral communication is meaningless without the involvement of listening skill. In conclusion all of the skills that need to be taught, must be integrated as they were used in real life situation

Furthermore, ideal teaching on English is not just relying on skill to be taught. As Harmer explained, the ideal English teaching is teaching all skills in sequence both skill integration and also language study based around a topic or other thematic thread (Harmer, n.d.). Relying to teaching skills without integrating it to certain topic might just confuse the learners. This is why curriculum in Indonesia always put a topic in teaching English, for example recount text as a topic of teaching and giving tittle about experience if the writer as the theme. What the English teachers do in the class depends on the curriculum that is used. School teacher cannot use random material as the teaching material. The teachers have to follow the curriculum that is given by the government. As Richards said, curriculum is a set of curse or teaching program plan which includes the purpose of learning, the contents of learning program, procedure, activities, means assessing the program, and how far has the program achieved the purpose of the learning (Richards & Schmidt, 2010). Almost of the class teaching activities included in the curriculum. So that, curriculum is the core of teaching and learning activities which cannot be ignored by the teacher.

Teacher needs to imply what have been written in the curriculum. for example in one of basic competence of 2013 curriculum "Students are able to arrange spoken and written texts to state and respond to right and wrong answers, giving compliments, and showing attention (care), considering the purpose, structure of the text, and linguistic elements, correctly and according context" It means, teacher is not only teaches the learning material to the students, but also they supposed to have the students be able to produce language into spoken form and written form at the same time. So the material cannot be focus for speaking or listening only and the teacher have to follow what have been written in the curriculum. Furthermore, according to Sisdiknas (Indonesian Educational Government) "Improving the quality of education by balancing soft skills and hard skills

through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop" (Kebudayaan, 2023). Focusing to improve one certain skill might not give a good result towards the students. For example if a teacher just focus on teaching listening or reading skill it would make the students less productive since both skill are receptive skill. In other word, the teachers need to make the students able to receive and produce language in order to face the global world.

The ability of the students to speak English seems to take a lot of attention to the teachers. Almost all of the language teachers want the students able to produce the language orally. There are some teachers who only focus on their students' ability to speak. It makes the learning to be less efficient and effective. The researcher assumes that they focus on oral language producing skill. Thus, this problem needs to be handled immediately. As the current problem were found at MAN 1 Bukittinggi this is also the reason the researcher chose MAN 1 Bukittinggi as the object of the research in order to find out the implementation of teaching English, whether it is already appropriate with the curriculum or not. Based on researcher's preliminary research conducted at MAN 1 Bukittinggi on 14th July through observation, researcher found that the teacher seems to focus on the speaking ability of the students which makethem hard to complete the task that is related to reading or other skills. As mentioned in Sisdiknas before, teacher should balance the soft skills which are reading and listening skill and the hard skills which are speaking and writing skill, and also in syllabus it is already mentioned that the student should be able to arrange spoken and written, meanwhile the teacher still focus on the spoken form. For example during reading material about exposition text the teacher only used dialogue and asked the students to retell the text they have read before. Based on this fact, the teacher seems to focus on the speaking activity only. In addition, the teacher also used speaking activity to teach vocabulary. For example the teacher used oral repetition to make the students memorized and pronounced the vocabulary correctly. After that the teacher also asked the students to make their own sentence based on the vocabulary that has been explained before this activity also done by speaking, since each student stood up and said the sentence they had made to other students.

Furthermore, researcher also did an interview with the teacher. The teacher admitted, to be able to speak properly was the main goal of the teacher for her student, and the teacher said if the students had a good ability to speak it would be a great chance for them to join many competitions such as speech and debate competition. Based on the observation of the class and the interview with the teacher it seems to be a little misunderstanding about the goal of the teaching which only focus on speaking ability, even though the syllabus already mention that the reading and writing skill cannot be separated in teaching English the teacher still aimed the study to teaching speaking. According to the problems that researcher found in the field and students encounter in the class researcher would like to conduct a research entitled "The Implementation of Teaching English Based On 2013 Curriculum At The Second Grad At MAN 1 Bukittinggi".

2. Research Method

2.1. Setting of the Research

In this research, the researcher used descriptive qualitative research design. As Gay said, qualitative research is a research to understand the phenomena about what is felt by the research subject, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods (Gay et al., 2012). The purpose of the research was to identify and to explore how a phenomena or reality in field research without doing any treatment on it.

In this case, the researcher conducted this research in order to get any information about the implementation of teaching English in 2013 curriculum at the eleventh grade of MAN 1 Bukittinggi.

2.2. Informant of the Research

The informant of the research was eleventh grade English teacher of MAN 1 Bukittinggi and the eleventh grade students of MAN 1 Bukittinggi. The key informant of this research was the English teacher of eleventh grade and the supporting informant was the eleventh grade students.

There are seven classes of eleventh grader. It can be seen on the following table:

Table 1. Eleventh Grade Students' of MAN 1 Bukittinggi

No	Class	Total Students
1	XI IPA 1	36
2	XI IPA 2	36
3	XI IPA 3	33
4	XI IPA 4	34
5	XI IPS 1	32
6	XI IPS 2	32
7	XI IPS 3	35
	Total	238

Based on the table above, there are 238 population of this research. In order to take the sample of the research, the researcher used random sampling. As Suharsimi Arikunto stated that if the subjects are less than 100, it is better to take all of the subjects. But if the subjects are more than 100, it might be taken between 10% - 15%, 20% - 25% or even more (Arikunto, 2006). The researcher took 30% of the eleventh grade as the sample which was 48 students. The sample was taken randomly.

2.3. Instrument of the Research

The instruments that were used in this research are observation, interview, and documentation.

2.3.1. Questionnaire

There are 14 statements in the questionnaire of this research. The questionnaire was scored in range 1 to 5 (Oppenheim, 2001). It can be viewed on the table below:

Table 2. Likert Scale

Alternate Options	Score
Always	5
Often	4
Sometime	3
Seldom	2
Never	1

Furthermore, the questionnaire was validated by the expert in order to fulfill the expert validity requirement.

2.3.2. Interview

According to L. R. Gay said an interview is a relationship of goals in which one receives information from another. Interviews allow researchers to obtain vital data that they cannot get by observation alone, although legalizing observations and interview gives valuable ways to collect complementary data. Interview can provide information that is universally accessible. Observations cannot provide information about past events. In addition, question for interviews can be drawn from observation data to understand the reason behind certain events (Gay et al., 2012). In brief, interview is a process to get in information through questions that researcher has prepared or has not prepared it. There are at least 3 kinds interview which can be seen as below.

2.3.2.1. Structured interviews

In this interview, the data collector has prepared a research instrument in the form of written questions with an alternative answer prepared, the respondent has been given the same question then the data collector records it, the tools used are usually tape recorders, pictures, brochures and other materials that can help implement become smooth.

2.3.2.2. Semi-structured interviews

The implementation of interviews using this model is more freely than structured interview; where the speakers ask for their opinions and ideas because the purpose of this interview is to find problems more openly.

2.3.2.3. Unstructured interviews

Unstructured interviews are free interviews, researcher do not use interview guidelines that have been arranged systematically and completely for collecting data. The interview guide only uses the outlines of the problems to be asked. In this interview, the researcher does not know exactly what data will be obtained so that the researcher listens to what the respondent tells. Researcher used the structured interview, its mean the researcher make the question based on the problem of this research clearly and ask to the sample about it. There were 15 questions that were asked to the teacher.

2.3.3. Validity

Beside the instrument that was used in this research, it is important for the researcher to measure the validity of the instrument. Instrument will be called a good instrument if it measures what it purposed to measure. According to Lodico, et.al validity, focuses on ensuring that what the instrument "claim" to measure is truly what it is measuring. In other word, validity indicates the instrument's accuracy (Hughes, 2010).

In this case researcher will use expert validity. The researcher did validity of instrumentation to the experts which were the lecturers of English Department in IAIN Bukittinggi.

2.4. Technique of Data Collection

Catherina Marshall, Gretchen B. Rossman stated the fundamental methods relied on by qualitative researchers for gathering information is participation in the setting direct observation, in depth interview, document review (Sugiyono, 2016). In this research, the researcher will use documentation, interview and observation because they are the appropriate way to collect the data related to the focus of the research and gave some advantages for the research. In collecting the data, the researcher will use observation, interview, and documentation.

2.4.1. Questionnaire

- a) The questionnaire that has been validated by the expert was converted into the Google form
- b) The researcher asked the teacher help to distribute the questionnaire to the students
- c) The researcher sent the questionnaire link to the teacher
- d) The researcher analyzed the students response in Microsoft excel

2.4.2. Interview

- a) Researcher met the teacher and asked for the time to do the interview.
- b) Researcher set the time for both teacher and researcher to hold the interview.
- c) While interviewing the teacher, researcher used audio recording device to the teacher's comments, perception and answer to the question.
- d) After interview with the teacher, researcher analyzed the teacher's comments, perception and answer by listening to the recording and note taking.

2.5. Technique of Data Analysis

The data was analyzed by using some steps, as according to Sugiyono, it would be explained as follow:

2.5.1. Data Collection

The researcher collected the data through interviews, documentation and observation to identify the implementation of teaching speaking in 2013 curriculum in Teaching listening at the eleventh grade student in MAN 1 Bukittinggi Data Reduction: the researcher resumes the data and focus on the research aspects and unnecessary aspects are reduced by researcher. In this case is aspects that related with pedagogical competence of the teacher will be kept while the rest of the data that is not related with it will be reduced.

2.5.2. Display the Data

The researcher made the result of the research that consist of the implementation of teaching speaking in 2013 curriculum in Teaching listening at the eleventh grade of MAN 1 Bukittinggi.

2.5.3. Conclusion

The researcher concluded the finding based on implementation of teaching speaking in 2013 curriculum in Teaching listening at the eleventh grade of MAN 1 Bukittinggi.

3. Finding and Discussion

3.1. Findings

In this section, the researcher provided the finding that was gathered from the field. As mentioned before, the informants of the research were an English teacher and 48 students of the eleventh grade of MAN 1 Bukittinggi. The instruments that were used were interview and closed questionnaire. The researcher would like to provide each finding separately which was started by elaborating the description from the questionnaire and interview and then analyzing the data from the finding.

3.1.1. Description of the Data

3.1.1.1. Questionnaire Result Description

There were 14 items of the questionnaire which were divided into 4 categories according to indicator of teaching English based on 2013 curriculum. They are observing (3 items), asking (3 items), gathering source (2 items), associating (3 items), and communicating (3 items). The questionnaire was given to the informants by the help of the teacher. The questionnaire that the informants received was formulated in Google Forms Format (<https://forms.gle/Hd9iapEAL6DF1HEaA>). The informants' responses were directly recorded into the Google Sheet which was converted into the Microsoft Excel format. The respondents' responses can be viewed at APPENDIX I Page. XX. There were 48 students that were chosen as the sample of the research. The result of the questionnaire can be viewed on the table below:

Table 3. Students' Responses of the Questionnaire

Number of Item	Categories	Alternate Option					Total
		Always	Often	Sometime	Seldom	Never	
1	Observing	8	20	13	6	1	48
2		12	16	16	4	0	48
3		7	16	17	8	0	48
4		9	12	17	9	1	48
5	Asking	5	13	11	16	3	48
6		13	18	14	3	0	48
7		4	7	22	14	1	48
8		7	15	17	8	1	48
9	Gathering Source	5	19	17	7	0	48

10		5	17	24	2	0	48
11	Associating	4	23	13	7	1	48
12		12	11	21	4	0	48
13		5	16	17	10	0	48
14	Communicating	12	6	17	12	1	48
Total		108	209	236	110	9	
Percentage		16,07%	31,10%	35,12%	16,37%	1,34%	

Furthermore the result of the table above was interpreted by using the following table:

Table 4. Interpretation Table

None	0%
Almost None	1-19.99%
Few	20-39.99%
Half	40-59.99%
Mostly	60-79.99%
Almost All	80-99.99%
All	100%

Source : Muhidin dan Abdurrahman (128:2007)

Based on both of the tables above, it was found that almost none of the students responded always the questionnaire. Few of the students responded often. Few of the students responded sometime. Almost of none of the students responded seldom. Finally, almost none of the students responded never the questionnaire items.

3.1.1.2. Interview Result Description

In addition, the result of the questionnaire was supported by the interview with the teacher. There were 15 questions that were asked to the teacher. The transcript of the interview can be found at APPENDIX II Page. XX. There were 5 categories that were asked to the teacher which were the researcher ask whether the teacher already did observing activity through listening, seeing the environment and reading various information available in any source (3 questions), The researcher ask whether the teacher encourage the student to ask what they want to know about the related material (3 questions), The researcher ask how the teacher encourage the student to analyze the material and gather any information related to it which can be obtained through reading and listening material (3 questions), Researcher asked how and what activity the teacher do to make the student able to produce the language they learnt (3 questions), and The researcher ask the teacher about how the students practice material they have learnt (3 questions).

3.1.2. Analyzing of the Data

This section was meant to analyzed the questionnaire items which later supported by the interview with the teacher. This section was divided according to the indicator of teaching English based on 2013 curriculum.

3.1.2.1. Data of the Questionnaire

3.1.2.1.1. Observing

Table 5. Students' Responses to Observing Indicator of Teaching English based on 2013 Curriculum

Number of Item	Categories	Alternate Option					Total
		Always	Often	Sometime	Seldom	Never	
1		8	20	13	6	1	48
2		12	16	16	4	0	48
3	Observing	7	16	17	8	0	48
Percentage		18,75%	36,11%	31,94%	12,50%	0,69%	

According to the table above, almost none of the students (18,75%) responded always to the statement" "the teacher gives audio, text and pictures examples that are related with the material". few of them (36,11%) responded often, few of them (31,94%) responded never. This means that

majority of the students responded sometime, almost none of them (12,50%) responded seldom, and almost none of them (0,69%) responded that the teacher often gives audio examples that are related with the material.

3.1.2.1.2. Asking

Table 6. Students' Responses to Asking Indicator of Teaching English based on 2013 Curriculum

Number of		Alternate Option					
Item	Categories	Always	Often	Sometime	Seldom	Never	Total
4	Asking	9	12	17	9	1	48
5		5	13	11	16	3	48
6		13	18	14	3	0	48
Percentage		18,75%	29,86%	29,17%	19,44%	2,78%	

According to the table above, almost none of the students (18,75%) responded always to the statement "I am curious about the learning, ask the teacher about things related with material, and the teacher explains the example that is given", few of them (29,86%) responded often, few of them (29,17%) responded sometime, almost none of them (19,44%) responded seldom, and almost none of them (2,78%) responded never.

3.1.2.1.3. Gathering Source

Table 7. Students' Responses to Gathering Source Indicator of Teaching English based on 2013 Curriculum

Number of Item	Categories	Alternate Option					Total
		Always	Often	Sometime	Seldom	Never	
7	Gathering	4	7	22	14	1	48
8	Source	7	15	17	8	1	48
Percentage		11,46%	22,92%	40,63%	22,92%	2,08%	

Based on the table above, almost none of the students (11,46%) responded always to statements "I know a little about the material that is going to be learnt and I was asked to find out information related to the material that is about to be learnt". Few of them (22,92%) responded often, half of them (40,63%) responded sometime, few of them (22,92%) responded seldom, and almost none of them (2,08%) responded never. This means that the majority of the students responded that the teacher sometime ask them before hand to read or learn about the material so they will know a little about the material that is about to be learnt.

3.1.2.1.4. Associating

Table 8. Students' Responses to Associating Indicator of Teaching English based on 2013 Curriculum

Number of		Alternate Option					
Item	Categories	Always	Often	Sometime	Seldom	Never	Total
9	Associating	5	19	17	7	0	48
10		5	17	24	2	0	48
11		4	23	13	7	1	48
Percentage		9,72%	40,97%	37,50%	11,11%	0,69%	144

According to the table above, almost none of the students (9,72%) responded always to the statement "the activities is usually individual and the task that is given is written task, half of them (40,97%) responded often, few of them (37,50%) responded sometime, almost none of them (11,11%) responded seldom, and almost none of them (0,69%) responded never. This means the activities is often done individually and sometime in group. Furthermore, half of the students responded that most of the time the task is written task.

3.1.2.1.5. Communicating

Table 9. Students' Responses to Communicating Indicator of Teaching English based on 2013 Curriculum

Number of Item	Categories	Alternate Option					Total
		Always	Often	Sometime	Seldom	Never	

12		12	11	21	4	0	48
13		5	16	17	10	0	48
14	Communicating	12	6	17	12	1	48
	Percentage	20,14%	22,92%	38,19%	18,06%	0,69%	144

Based on the table above, few of the students (20,14%) responded always to statements "I was asked to discuss the material, to practice it, and to make conclusion at the end of the learning". Few of them (22,92%) responded often, few of them (38,19%) responded sometime, almost none of them (18,06%) responded seldom, and almost none of them (0,69%) responded never. This means that the majority of the students responded that sometime they were asked to discuss the material, they were asked to practice what they just learned, and they were asked to make conclusion at the end of the learning.

3.1.2.2. Data of the Interview

3.1.2.2.1. Observing

Regarding to the observing, the teacher said "*ibuk menggunakan media music / lagu-lagu bahasa inggris yang di sukai oleh remaja-remaja sekarang biasanya lagu-lagu yang viral sekarang*" this means that she usually uses music media such as english song that are currently trending around the students as the examples or listening media for the students.

Using audio, text and pictures examples that are related with the material is important for activating the students' background knowledge. The teacher said "*Itu (background knowledge) termasuk hal yang penting karena dari sanalah guru mudah menyampaikan materi nya kepada anak muridnya*" she means that background knowledge is one of the important things in learning. It makes teaching material to the students easier.

3.1.2.2.2. Asking

The teacher added "*Ibuk membangun rasa ingin tahu mereka dengan sedikit memberikan teka teki yang mengarang pada materi*" this means that she uses puzzle game that is related to the material to build the students' curiosity and will lead them to ask questions related to the material. However, the teacher said "*biasa nya kalau untuk bertanya siswa masih kurang termotivasi melakukannya*", this means that the students still lack of motivation to ask questions in the classroom.

3.1.2.2.3. Gathering Source

The teacher said that it is not enough to learn from only the teacher, they need to learn somewhere else to support what was given in the classroom. However she added that the students tend to gather information only from the textbook and they also do it at school. This means that the students do not do that at home which make them rarely have any lead or background knowledge about the material that is about to be learnt.

3.1.2.2.4. Associating

The teacher explained "*kebanyakan ibuk beri berupa latihan-latihan yang tersedia di dalam buku tersebut*" it means that the individual task that is given is come from the task in the textbook. Furthermore, the group task that is given, she said "*Ibuk biasanya memberikan kegiatan-kegiatan kelompok seperti roleplay fun diskusi*" this means that the group task that is given is role play and discussion.

3.1.2.2.5. Communicating

The teacher added "*Ibuk memberikan mereka waktu untuk diskusi dengan teman sebangku mereka dan menyimpulkan apa yang mereka pahami*". This means that she gives the students time to discuss and to make a conclusion with their friend next to them. However, they only do this if the teacher asked them to. Furthermore, sometime the teacher conclude the learning herself in order the student become understand about the material.

3.2. Discussion

Based on the finding above, the research question “how the teacher implements teaching English based on 2013 curriculum in MAN 1 Bukittinggi is” was answered. First, the teacher does the observing by using music media such as English song that are currently trending around the students as the examples for the students. Second, the teacher does the asking by using puzzle game that is related to the material to build the students’ curiosity and will lead them to ask questions related to the material. However, the students still lack of motivation to ask questions in the classroom. Third, the teacher does the gathering source by asking the students to learn somewhere else to support what was given in the classroom. However she added that the students tend to gather information only from the textbook and they also do it at school. Fourth, the teacher does the associating by giving the individual task from the textbook to the students and group task such as discussion and role-play. Lastly, the teacher does the communicating by asking the students to discuss about the learning material. She also asks the students to make conclusion with friend next to them about the learning material.

This finding proves that the teacher teaches English based on curriculum, since the 2013 curriculum using the scientific approach and the teacher does the scientific approach too in the classroom. The problems that was encountered is the students do not search or learn the material before hand even though the teacher asked them to. They only gather information only from textbook. Furthermore the students motivation to ask question in the classroom is still low.

4. Conclusion

Based on the finding in previous chapter, the research question “how the teacher implements teaching English based on 2013 curriculum in MAN 1 Bukittinggi is” was answered. First, the teacher does the observing by using music media such as English song that are currently trending around the students as the examples for the students. Second, the teacher does the asking by using puzzle game that is related to the material to build the students’ curiosity and will lead them to ask questions related to the material. However, the students still lack of motivation to ask questions in the classroom. Third, the teacher does the gathering source by asking the students to learn somewhere else to support what was given in the classroom. However she added that the students tend to gather information only from the textbook and they also do it at school. Fourth, the teacher does the associating by giving the individual task from the textbook to the students and group task such as discussion and role-play. Lastly, the teacher does the communicating by asking the students to discuss about the learning material. She also asks the students to make conclusion with friend next to them about the learning material.

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